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Ms D Goss
Headteacher
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Dear Ms Goss

Ofsted 2012–13 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 6 July 2012 to look at work in ICT.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; two learning walks to briefly observe the use of ICT in all year groups; joint observations of two lessons, with you; observation of a whole-school assembly, which included ICT content; discussion with your ICT governor and a tour of the school with pupils.

The overall effectiveness of ICT is satisfactory.

Achievement in ICT

Achievement in ICT is satisfactory.

- Pupils enter Year 3 with ICT skills and capabilities that are in line with national expectations. They make satisfactory progress and by the end of Year 6 leave with standards that are similar to national expectations, but with strengths in communication and presentation and relative weaknesses in control and programming.
- Disabled pupils and those who have special educational needs, and pupils who speak English as an additional language, make the same progress as other groups of pupils.

- Pupils' behaviour when using ICT is excellent. Attitudes towards ICT are outstanding. Pupils listen to each other and cooperate very well. They respect the equipment used. Pupils show a strong sense of interest and enjoyment in lessons. In the whole-school assembly observed, behaviour and engagement were outstanding, as pupils watched a presentation by the 'ICT experts', which brought to an end the school's 'Get Caught Reading' week.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- Teachers have good subject knowledge and use this to plan engaging activities. As a result standards are beginning to rise. Teachers and teaching assistants use the available resources well to develop pupils' knowledge and skills.
- Teachers and teaching assistants use questions effectively to give immediate feedback and to move pupils forward in their learning.
- The relationships between staff and pupils are excellent. Teachers have high expectations and lessons are a positive environment where pupils want to learn.
- Activities provided for pupils are well planned. Good use is made of ICT to support learning across the curriculum, though this is mainly through presentation, communication and data handling.
- More able pupils are encouraged to share their advanced knowledge and skills with fellow pupils and teachers, as 'ICT experts'.
- New assessment and monitoring procedures are still in their infancy and not yet embedded. As a result, the school is not yet able to accurately track pupils in all strands of the ICT curriculum. Pupils self-assess against the learning objectives and success criteria of the lesson but are not made aware of their targets or next steps for success.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is satisfactory.

- All strands of the National Curriculum are taught, with an emphasis on presenting information, communication and data handling. However, the school recognises that resources for control, programming and data-logging require updating, in order to challenge pupils.
- Effective links are being developed between ICT and literacy, numeracy and science. For example, Year 4 pupils write emails to a famous author and Year 6 pupils produce spreadsheets and graphs of heart rates.
- The virtual learning environment (VLE) is being increasingly used by pupils, parents and carers, staff and governors, to support learning at school and at home.

- A local secondary school has supported the continuing development of the VLE. The local authority has organised ICT-related activities for gifted and talented pupils.
- The school places a high priority on keeping pupils safe when using new technologies. As a result, pupils have a very good understanding of how to keep safe when using ICT at school and at home.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is good.

- As a result of regular staff training, and increased investment in ICT, teaching and learning has improved and standards are beginning to rise.
- Audits of teachers' and teaching assistants' skills and knowledge are informing the subject leader, and senior leaders, of the strengths and weaknesses in the teaching of ICT and in the curriculum.
- Technical support is good and ensures that the systems and resources are reliable and available when needed.
- Meetings for parents and carers have been held to discuss e-safety.
- The ICT leader, senior leaders, staff and governors have a shared vision for the subject based on good self-evaluation. As a result, the school has good capacity to improve.

Areas for improvement, which we discussed, include:

- raising the achievement of pupils by:
 - embedding the use of new assessment procedures so that the progress of all groups of pupils can be monitored over time
 - moderating assessment in ICT to ensure that it is accurate
 - ensuring that pupils are aware of their individual targets for improvement
- ensuring that the curriculum is more challenging and up-to-date and embraces data-logging, control and programming.

I hope that these observations are useful as you continue to develop ICT in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

Anthony Green
Additional Inspector