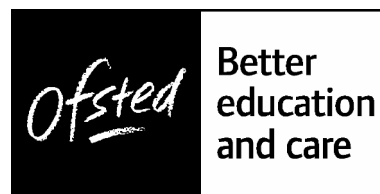


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18 October 2006

Mr B Tull  
Headteacher  
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Dear Mr Tull

Ofsted survey inspection programme – ICT

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 16 October 2006 to look at work in information and communication technology (ICT).

As outlined in my initial letter, the visit had a particular focus on ICT and its impact on whole-school improvement. 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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons.

The overall effectiveness of ICT was judged to be good.

Achievement and standards

Achievement and standards in ICT are satisfactory.

- Standards at the end of Year 2 and Year 6 are broadly in line with the national expectations. Year 1 pupils show a high level of confidence when using computers. They are able to use the mouse and keyboard to move and amend text and can talk about a number of different ways in which

ICT can be used. The pupils in Years 4 and 6 seen during the visit were enthusiastic about the opportunities they have for a weekly ICT lesson. They understand the need for safe working when using the internet and are particularly skilful in reviewing and evaluating what they have done and in comparing work with ICT with other methods.

- Improvements to accommodation and access to computers are beginning to make an impact on standards, particularly in Years 1 and 2.

### Quality of teaching and learning of ICT

The quality of teaching and learning is good.

- Pupils behave very well because of the very good teaching and skilful class management of their teachers. Teachers use questioning very effectively to engage pupils' attention and develop and check their understanding.
- In lessons there is a high level of co-operation between the pupils; they are encouraged to discuss and share their ideas with each other and this helps build their confidence and a climate of mutual support.
- Teachers are adept at managing the transitions between activities and their planning incorporates ample opportunity for pupils to review and evaluate their progress and consider how ICT has helped them.
- There are good arrangements to assess the development of pupils' ICT capability at the end of each unit of work and to track pupils' progress. In both the lessons observed the teachers used assessment for learning strategies very successfully.

### Quality of curriculum

The quality of the curriculum is good.

- The creation of a new ICT centre is enabling the school to provide a regular weekly ICT lesson for all pupils. The use of the national and local schemes of work for ICT provides a helpful framework for the development of ICT capability and ensures full coverage of the National Curriculum programme of study.
- The school has accurately identified the need to revise subject planning to incorporate opportunities for the development and reinforcement of ICT capability across the curriculum.

- Very good attention has been paid to the choice of software and to ensuring that this allows for good progression.

## Leadership and management of ICT

Leadership and management of ICT are good.

- The school's vision that its ICT provision should match the excellence of its expressive arts provision is articulated with considerable energy and determination by you. The strategy for achieving this vision, devised through the joint working of you and the ICT co-ordinator, is well designed to bring about improvement. Planning is robust and informed by an honest and accurate analysis of the school's strengths and weaknesses.
- Very good attention has been given to the improvement of the ICT infrastructure over the last year and there is very good planning to ensure that equipment is regularly updated or replaced.

## The impact of ICT on whole-school improvement

- The high priority placed on training is enabling all staff to develop and extend their ICT skills. Audits are used well to identify needs and there is good provision to meet these through training by the local authority consultant, discussion during staff meetings and support provided by you and the ICT co-ordinator.
- ICT is used very effectively as a learning resource. The strategy to introduce interactive whiteboards, speakers and video players in every classroom is working well; the choice of a uniform system provides flexibility and enables teachers to share their experiences, ideas and resources. The excellent visual and sound aids in all classrooms add to pupils' enjoyment of lessons.

## Inclusion

The provision for inclusion is outstanding.

- Very good attention is given to the needs of individual pupils. This is reflected in teachers' planning, their teaching and the quality of the relationships between teachers and pupils.

- The school is recognised for its success in managing pupils' behaviour and teachers' high level of expertise in this area was evident in both lessons observed.
- Pupils routinely help one another in lessons and show sensitively to each other's needs. This fosters the very strong ethos of mutual support which exists in the school.

Areas for improvement, which we discussed, included the need to:

- ensure that planning indicates where opportunities exist for pupils' ICT capability to be applied through other subject contexts
- ensure that pupils' ICT capability is accurately assessed by providing opportunities for the moderation of teachers' assessments and development of an ICT portfolio including work reflecting different levels of attainment
- monitor and evaluate the impact of the changes to ICT hardware and the curriculum on achievement and standards within the subject and in others.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Rhona Seviour  
Her Majesty's Inspector