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Mr Taylor-Bennett  
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Dear Mr Taylor-Bennett

Ofsted survey inspection programme – ICT

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 30 November and 01 December to look at work in ICT.

As outlined in my initial letter, as well as looking at key areas of ICT, the visit had a particular focus on the assessment of 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. 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 lessons.

The overall effectiveness of ICT was judged to be good.

Achievement and standards

Achievement and standards in ICT are good.

- Pupils join the school with above average standards in ICT. By the end of Year 11, standards in ICT are well above average. Pupils' progress is good and by the end of Year 11, most pupils are very confident users of ICT.
- The development of pupils' ICT capability across the curriculum is very good. Pupils have a good knowledge of data capture techniques and systems and control. Pupils have a very good

knowledge of how ICT is used in commerce and industry. They carry out research effectively using the internet.

- Pupils' attitudes are good and they mostly work hard. They are courteous and very inquisitive.

### Quality of teaching and learning of ICT

The quality of teaching and learning in ICT is good.

- Teachers have a good knowledge of the subject, particularly the requirements of the wide range of examination courses available to pupils. This helps pupils to gain good marks in their coursework.
- Very good use is made of the support provided by the ICT technical staff.
- Tasks are well matched to the needs of most pupils. Occasionally, some boys do not find the tasks of interest. As a consequence, they become restless which disrupts their learning and progress.
- Teachers from across the school use ICT very effectively to improve standards in their own subjects as well as improving pupils' ICT capability.

### Quality of curriculum

The quality of the curriculum is good.

- Pupils enjoy many elements of the curriculum. Good use is made of ICT in science, English, physical education and art. This also helps to improve pupils' literacy and numeracy skills. Very good use is made of ICT in modern languages. Video conferencing between Bohunt and primary schools is supporting the development of foreign languages in these schools.
- Pupils enjoy using the new Virtual Learning Environment which is enabling them to access good quality learning materials from home. This system is relatively recent and the school is actively promoting its use to pupils.
- Teachers from across the school integrate ICT into their lessons to enable pupils to apply their ICT capability in new contexts as well as supporting pupils' progress with ICT.

### Leadership and management of ICT

Leadership and management of ICT are good.

- The subject leader of ICT, along with the deputy headteacher, provide good leadership. Good progress has been made with the ICT infrastructure in recent years and ICT is now widely used across the curriculum. There is a clear vision for bringing about further improvement.

- The school provides good quality professional development for staff in the use of ICT. Good monitoring procedures enable pupils' ICT experiences to be audited and new courses introduced to meet their needs.

### Assessment of ICT

Assessment is good.

- The regular assessments enable teachers to provide encouragement for pupils. Good quality marking and informative comments enhance pupils' ICT capability.

### Inclusion

All pupils benefit from opportunities to use the school's computers outside of lesson times. This ensures that none are disadvantaged when completing homework or research. The school goes to considerable lengths to monitor the pupils' ICT experiences.

Areas for improvement, which we discussed, included to:

- continue to develop the Virtual Learning Environment so that pupils have even greater access to ICT
- provide more interesting tasks for some boys to enable them to improve their progress.

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

David Cox  
Additional Inspector