01 February 2007

Mr Garner
Headteacher
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Dear Mr Garner

Ofsted survey inspection programme – ICT

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 25 January 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 focus on the impact of ICT 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 name of your school, but you 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 documentation, analysis of pupils' work and observation of lessons.

Effectiveness

The overall effectiveness of ICT is judged to be satisfactory. Pupils' progress is hindered by the lack of computers in classrooms and thus having to learn in a small computer room. There are health and safety issues regarding classes of over 25 pupils using the ICT suite which the school is hoping to address through provision of a new classroom.

Achievement and standards

Achievement and standards are satisfactory.

- Pupils achieve satisfactory standards across all aspects of the programme of study. By the end of Year 6 pupils' skills are sound but few are achieving at a high level as they do not have a depth of understanding of some key concepts.

- They make satisfactory progress in the school but the low numbers of computers results in a lack of opportunity for pupils to apply their knowledge, skills and understanding. Consequently, some struggle to remember from one lesson to the next.
- Pupils' personal development is outstanding. Their behaviour and response to teaching is very good and they enjoy their ICT lessons. Pupils work well together yet they are independent learners. Relationships between pupils and adults are excellent.

Quality of teaching and learning of ICT

The quality of teaching and learning is satisfactory as the impact on standards to date is only satisfactory.

- The lessons observed were satisfactory overall; the Year 2 teaching had some outstanding features.
- Very effective support was provided by the teaching assistants.
- In every case the beginning and final plenary would have been more successful had they taken place in a classroom in front of an electronic white board.
- Some good on-going assessment, modifying lessons to suit need and teaching of specific concepts took place.
- However, since there is little ICT in classrooms, lessons take place in the ICT suite. This negatively impacts on teaching and learning by pupils having to stand at computers, share a chair and work in what is an uncomfortable environment.

Quality of curriculum

The quality of the curriculum is satisfactory and it is beginning to develop well.

- SMART learning is starting to impact on the curriculum and where available electronic white boards are used well.
- There is sound breadth in the curriculum and it fully meets statutory requirements, but the lack of equipment means that there are few opportunities for pupils to practise and embed their acquired ICT knowledge, skills and understanding.
- Pupils are, however, assessed regularly and accurately. There are some good links with other schools, including secondary schools, that impact well on the curriculum and from which pupils gain great enjoyment.

Leadership and management of ICT

The quality of leadership and management is satisfactory.

- Management has a good understanding of what is needed to be done to improve matters. This is not reflected in the ICT development plan which is an inadequate document. It does not address standards, teaching or learning.

- Teaching is monitored regularly though the outcomes are not always formally recorded and used to inform action planning. The introduction of electronic white boards has been monitored well and the outcomes used to inform CPD plans.

The impact of ICT on whole-school improvement

The school recognises the need to focus on remote access and a learning platform in order to open up access to ICT outside school by pupils, parents and teachers.

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

- increase opportunities for pupils to embed their knowledge, skills and understanding in ICT by improving the pupil to computer ratio
- address the health and safety issues associated with the ICT suite
- provide more electronic white boards in classrooms to support teaching and learning
- improve the development plan for ICT.

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

John Williams
Her Majesty's Inspector