

19 June 2007

Mrs K Walker  
Headteacher  
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WA6 9WU

Dear Mrs Walker

Ofsted survey inspection programme – design and technology

Thank you for your hospitality and co-operation, and that of your staff during my visit on 18 June 2007 to look at the work in design and technology.

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.

### Design and Technology

Provision for design and technology (D&T) is satisfactory overall with some features which are very good.

### Standards and achievement

Overall, pupils' attainment is average but in some parts of the subject it is well above average.

- By the end of Year 6, pupils have carried out a range of projects based largely on the units of study developed by the Qualifications and Curriculum Authority. These projects enable pupils to develop very good capability to design, make and test functioning products. They also help them to see how designing and making is connected to other subjects of the curriculum.

- In the slipper project, pupils create very impressive and well crafted leather slippers to fit real feet and in a Tudor style. Their design skills are of a high standard and they have a good understanding of the points to consider when evaluating these products.
- Pupils make very good progress in designing and making in most of the projects taught. Standards are very high in some areas, for example, in the textiles oriented slippers project in Key Stage 2 and the paper mechanisms project in Key Stage 1. However, the range is not fully comprehensive and pupils lack experience of aspects of food technology, especially practical cooking, and of systems and control, especially in electrics. This limits their overall capability in D&T to average.

### Quality of teaching and learning

Teaching and learning are good.

- The subject leader has good specialist knowledge. Since she carries out most of the D&T teaching, this expertise is well conveyed to pupils.
- Designing is well taught. Pupils are given a good range of background materials, opportunities to research and effective questioning by teachers to stimulate their design thinking.
- The planning of units and lessons is meticulous and draws upon a good range of external sources.
- Resources for learning in D&T are satisfactorily organised but modest in scale. There are shortages of equipment for aspects of food technology and systems and control.
- Pupils enjoy D&T very much. Their behaviour is exemplary and they are very keen to involve themselves in rigorous technical thinking and accurate making.

### Quality of curriculum

The curriculum is satisfactory overall, with some strengths and some weaknesses.

- Documentation and discussion with staff show that the school has a good understanding of the nature of D&T and sees it as an important part of a balanced curriculum.
- A satisfactory range of units of work is covered. Designing and making in some materials are well developed. However, there is a lack of emphasis on aspects of food technology and systems and control.
- The projects are often very well planned in connection with topics based on other subjects. These give pupils good opportunities to see the links between subjects, to apply knowledge from the subjects in D&T and to develop designs which meet needs or opportunities identified in the topics, for example the musical instruments created within the history work on ancient Egypt.

## Leadership and management

Leadership and management of D&T are good.

- The school provides a very supportive basis for the very effective subject leader to organise and teach D&T.
- In the past, the school identified a need to improve provision for the subject and much has been achieved in recent months.
- A concise development plan indicates that current priorities are the right ones, though more attention needs to be paid to strengthening provision for food technology and systems and control.
- The school has an excellent capacity to manage further improvement in D&T.

## Inclusion

The contribution of D&T to the inclusion of all pupils is excellent.

- all pupils are provided with teaching and support which meets needs their precisely, including those with learning difficulties and/or disabilities. This is helped by the thoughtful deployment of staff.

Points for improvement, which we discussed, included:

- strengthen the breadth of the D&T curriculum by increasing the coverage of food technology and systems and control
- provide resources to teach food technology and systems and control more effectively.

I hope these observations are useful as you continue to develop design and technology in the school.

A copy of the letter will be sent to your local authority and will be available to the team for your next institutional inspection.

Yours sincerely

Peter Toft  
Her Majesty's Inspector