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Dear Mr Jones

Ofsted survey inspection programme – Information and
Communication Technology (ICT)

Thank you for your hospitality and co-operation, and that of your staff, during
my visit on 6 March 2007 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 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 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 satisfactory.

Achievement and standards

Achievement and standards in ICT are satisfactory.

- Standards in ICT by the end of Year 6 are average; pupils can present information in interesting and original ways but their independent learning skills are below that expected at this stage.
- Pupils' achievement in ICT, given their starting points, is satisfactory.
- Pupils enjoy using computers and have good attitudes to the subject.

Quality of teaching and learning of ICT

The quality of teaching and learning in ICT is satisfactory overall.

- Teaching is good; teachers have good relationships with their pupils which encourage and motivate pupils to want to learn.
- Planning is good and generally takes account of the different levels of ability in the class when preparing tasks and activities.
- Teaching is at a good pace and pupils are kept on task throughout the lesson.
- The majority of teaching does not benefit from access to up to date resources such as interactive whiteboards and digital cameras.
- Feedback from the assessment of pupils' work does not provide them with enough guidance on how to improve their work.
- Pupils do not have sufficient opportunities to extend their learning or to develop their independent learning skills because of inadequate resources, the lack of challenging targets for pupils to aspire to and the lack of access to computers out of lesson times.

Quality of curriculum

The quality of the curriculum is satisfactory.

- Pupils with learning and/or physical difficulties are well supported.
- There is inadequate access to computers outside of lesson times to support pupils without a home computer and help pupils develop independent learning skills.
- Good use is made of the limited ICT resources available in most curriculum areas.

Leadership and management of ICT

The leadership and management of ICT are satisfactory

- The use of ICT to support learning in other subjects has improved since the time of the previous inspection.
- Careful planning and good management ensures the effective delivery of all aspects of the National Curriculum in ICT, through both ICT and other subjects.
- Monitoring is satisfactory. Good systems are in place to track how well pupils are doing in ICT as they move through the school but the lack of coordinator time has inhibited the development of effective assessment systems to identify and rectify possible underachievement.
- Leadership lacks a suitable forum for taking the subject forward. Strategic planning is left to the coordinator and other teachers and does not include governors or senior management.
- Accommodation and resources for ICT are inadequate. The school has below the average number of computers and one recently acquired

interactive whiteboard. The subject has no access to resources such as digital cameras or video cameras to enhance the quality of teaching and learning.

The impact of ICT on whole school improvement

The impact of ICT on whole school improvement is satisfactory. The use of ICT has had a positive impact on the development of pupils' literacy and numeracy skills. Pupils make good progress in these areas and reach above average standards. However, there has been little impact on the standards most pupils reach in ICT.

Inclusion

There is no assessment of the achievement of different groups of pupils as they move through the school. The use of ICT is helping all groups of pupils achieve high standards in English and mathematics.

Areas for improvement, which we discussed, included to:

- establish a strategy group, to include the school's major stakeholders, to plan and oversee the future development of the subject
- improve the quality and quantity of ICT resources to help improve the quality of teaching and learning
- develop and implement systems of assessment which will help pupils know how well they are doing and what they have to do to improve further
- improve access to computers out of lesson times for all pupils to enable them to improve their independent learning skills.

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

Joe Clark
Additional Inspector