

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
www.ofsted.gov.uk



09 March 2007

Ms Roberts
Headteacher
Park Brow Primary School
Broad Lane
Kirkby
Liverpool
L32 6QH

Dear Miss Roberts

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 8 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 Information and Communication Technology was judged to be satisfactory.

Achievement and standards

Achievement and standards in ICT are satisfactory.

- Standards in ICT are below average. They have improved since the previous inspection when they were well below average. Most pupils can use word processing software effectively to present information at a basic level but skills in interpreting and refining information are weaker.
- 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.

- Teachers are enthusiastic about the impact of ICT in helping pupils learn and their teaching is energetic.
- Planning does not always ensure that the tasks set for pupils are the most appropriate to help them to achieve the lesson's learning objectives.
- Feedback from the assessment of pupils' work does not provide them with enough guidance on how to improve.
- In lessons, teachers give good encouragement, helping motivate pupils to want to learn.

Quality of the Curriculum

The quality of the curriculum is satisfactory.

- Most subjects provide opportunities for pupils to use ICT to help them learn more effectively.
- There are good links with the local Curriculum Learning Centre to support the curriculum in design technology, music and multi-media work in ICT.
- Pupils with learning difficulties and/or disabilities are well supported
- Although access to computers out of lessons is adequate, there is no provision for higher attaining pupils to undertake challenging tasks, for example through an after-school club.

Leadership and management of ICT

Leadership and management of ICT are satisfactory overall.

- The leadership of ICT is good and there has been much improvement since the previous inspection.
- There is a clear vision for developing the role of ICT in the school in order to help raise standards.
- Self-evaluation is accurate; planning to bring about improvement anticipates future developments in the subject.
- The use of ICT to help raise standards in English and mathematics has proved successful.
- ICT is planned to be used in other curriculum areas, but the school does not monitor how effectively it is delivered.
- Systems to track how well pupils are doing as they move through the school are not well developed.

The impact of ICT on whole school improvement

The impact of ICT on whole school improvement is satisfactory.

- The use of ICT has enabled the school to move from a paper based environment to one where information systems are electronically based, more easily accessible and where data is more effectively retrieved and analysed.
- Whole school assessment systems, and systems to track pupils' progress in the core subjects, have improved through the use of electronic systems.
- The use of ICT to support the development of pupils' literacy and numeracy skills has had a positive impact in raising standards in these areas.
- Electronic systems for recording and analysing attendance have resulted in the school meeting its DfES target for improved attendance.
- The internet is used well to improve the quality of teaching and learning and this effective practice is shared across the school.

Inclusion

Pupils with learning difficulties and/or disabilities receive good support. Higher attaining pupils do not receive sufficient additional support. There is no assessment of the achievement in ICT of different groups of pupils as they move through the school. The use of ICT is helping all groups of pupils achieve higher standards in English and mathematics.

Areas for improvement, which we discussed, included to:

- provide greater challenge for the more able pupils
- track pupils' progress more effectively as they move through the school in order to identify and rectify any pupil underachievement
- develop and implement systems of assessment which will help pupils know how well they are doing and what they have to do to improve
- encourage teachers to link the tasks and activities set for pupils in lessons more effectively with planned learning outcomes.

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