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Mrs K Holmes
Headteacher
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Dear Mrs Holmes

Ofsted survey inspection programme of primary schools 2007/8
Information and Communication Technology (ICT)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 17 October 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 learners, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons.

The overall effectiveness of ICT was judged to be good.

Achievement and standards

The achievement and standards in ICT are good.

- Standards at the end of Year 2 and Year 6 are above national expectations. Year 2 pupils are very confident in their use of ICT. They have experienced a broad range of learning activities in all aspects of ICT and clearly support each other well and enjoy their work in the subject.
- Pupils in Key Stage 2 talk enthusiastically about their work in ICT, which they have filed in their personal work folders on the network. They are able to demonstrate work from across the programme of

study and are able to explain how it could be amended and improved further.

- A small number of higher attaining pupils in Key Stage 2 are sometimes unable to attain National Curriculum level 5 and above because some learning activities do not give them sufficient opportunities to achieve at the higher levels.

Quality of teaching and learning of ICT

The quality of teaching and learning is good.

- In most lessons pupils enjoy their work in ICT and respond very well to the learning activities.
- Teachers plan to ensure a wide range of ICT experiences both in ICT as a discrete subject and across the curriculum.
- Most pupils work well and make good progress in ICT throughout the school.
- Some higher attaining pupils in Years 5 and 6 need more challenging ICT activities to enable them to reach their potential.
- Assessment of ICT is good and is used well to inform planning and enable progression for the majority of pupils.

Quality of the curriculum

The quality of the curriculum is satisfactory.

- The QCA units of work are used well to provide continuity. They are effectively modified to enable natural links to other subjects across the curriculum.
- A wide range of software supports pupils' work in ICT and across the curriculum well.
- The curriculum meets the needs of those pupils with learning difficulties and/or disabilities well.
- Pupils do not undertake data logging activities and this again limits their opportunities to attain the highest standards.

Leadership and management of ICT

The leadership and management of ICT are good.

- There is a shared vision for the use of high quality ICT systems and resources to support whole school improvement.
- Staff at the school are very positive about the use of ICT to support learning and are mostly confident and competent users of ICT.
- The provision of ICT resources is prioritised in the school budget resulting in good access to modern high quality software and hardware. All classrooms have interactive whiteboards and staff make good use of these. You also make effective use of a plasma screen for communication with parents and staff.
- Monitoring of the impact of ICT is good. Pupils are assessed to National Curriculum levels and ICT is used effectively to support high attainment in the core subjects.

- The self evaluation processes are effective in identifying the main issues for development. The leadership team are considering the use of the Becta self review framework as a tool to improve this further.
- Documentation is thorough and up to date. There is an internet usage policy in place which is reviewed annually. Guidance from the local authority is used to support the safe use of ICT.

The impact of ICT on whole-school improvement

- IT systems are used to set targets and track pupils' progress enabling appropriate intervention. This leads to high standards throughout the school.
- Staff are mostly confident in their use of ICT. Accurate training needs analysis leads to appropriate professional development.
- Pupils enjoy their work in ICT and are able to talk about it confidently and with enthusiasm. They have good access to a wide range of peripherals and software which effectively supports their work in other subjects.
- The school is beginning to use ICT as an effective means of communication within the school and between school and home. The local authority has provided a virtual learning environment that will enable home access to the school network.

Inclusion

The provision for inclusion is good.

- Most groups of pupils make good progress with their work in ICT. A small number of higher attaining pupils could make better progress.
- Planning meets the needs of pupils with learning difficulties and / or disabilities well and teaching assistants with good subject knowledge in ICT are highly supportive of them in their independent work.
- Pupils work together collaboratively when needed and support each other with their work in ICT.

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

- provide more opportunities for pupils in Key Stage 2 to achieve higher levels in ICT by ensuring that the units of work include learning activities which sufficiently challenge the higher attaining pupils
- introduce sensing and data logging activities into the curriculum for pupils in Key Stage 2
- develop the use of the Becta self review framework further as a tool to support self evaluation.

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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely,

Ralph Lilley
Additional Inspector