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Mrs S Thomas
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Dear Mrs Thomas

Ofsted survey inspection programme – ICT

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 12 March 2008 to look at work in ICT.

As outlined in my initial letter, as well as looking at key areas of the subject, 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 lessons.

The overall effectiveness of ICT was judged to be good.

Achievement and standards in ICT

Achievements and standards in ICT are good.

- Pupils make good progress from their low starting points because of good teaching. By the time pupils leave school at the end of Year 6, ICT standards of attainment are broadly average.
- More able pupils make very good progress because they are given lots of opportunities to develop independent learning skills. They apply these skills well when producing extended ICT topic work.
- Pupils have a good knowledge and understanding of multimedia applications. They produce newspaper articles and video clips. Pupils

use computer aided design (CAD) software effectively to produce interesting designs for an 'astronaut's suitcase'.

- Pupils' knowledge of sensors and data logging applications is less secure because there are few opportunities for them to use such devices.
- Pupils' personal development is good. They work well in pairs and small groups. Older pupils are keen to show younger pupils different features of the software. They enjoy participating in the many exciting ICT related topics.

Quality of teaching and learning of ICT

The quality of teaching and learning is good.

- Lessons are well planned and enable pupils of different abilities to make good progress. Teachers and pupils make very effective use of the interactive whiteboards. For example, pupils used the interactive white board to show other pupils their designs for the wrapper of a 'new sweet'.
- Teaching assistants are deployed effectively and provide good support for a whole range of pupils.
- Teachers have a good understanding of the software applications. They model different ICT skills for pupils effectively. This helps pupils to gain a good insight into how ICT can be used to enhance their work.
- Assessment procedures are satisfactory. Teachers use different systems to assess the progress pupils are making. This produces an element of confusion and leads to some pupils not knowing how good their work is or how to improve their work.

Quality of the curriculum for ICT

The quality of the curriculum is satisfactory.

- The school meets the statutory requirements of the National Curriculum for ICT fully. However, data logging is covered only superficially.
- There are good opportunities for younger pupils to use ICT based painting packages in art. Pupils use e-storybooks to illustrate and improve their work in literacy. Very effective use of ICT is made by pupils in design and technology to illustrate their designs. However, ICT is not embedded fully across every subject. This reduces the pupils' abilities to practise and develop ICT skills even further.
- Pupils have good access to the ICT facilities outside normal school hours. The homework club makes effective use of the ICT facilities.

Leadership and management of ICT

Leadership and management are good.

- There is a clear, coherent and shared vision for the development of ICT across the school. Senior leaders have overseen significant

improvements to the ICT infrastructure in recent years. Resources are of good quality and are well looked after.

- ICT is used well to improve pupils' standards of attainment in literacy and numeracy.
- The relatively new ICT co-ordinator is getting to grips with the role but monitoring procedures are not rigorous enough and do not ensure that ICT is fully embedded within all subjects.
- Good quality support from the local authority is enabling staff to keep abreast of the latest ICT developments.

Impact of ICT on whole school improvement

The school is making effective use of ICT in order to raise standards of attainment across the school, particularly in literacy and numeracy.

Inclusion

The subject's contribution to the inclusion of pupils is good.

- The school makes good use of ICT to support those pupils who have learning difficulties and /or disabilities. Teaching assistants and the learning mentor are well versed in making the most effective use of ICT.
- Specialist software applications support lower attaining pupils. ICT is used very effectively to motivate disaffected pupils and enables them to participate fully in ICT based activities.

Areas for improvement, which we discussed, included:

- ensuring there is a more coherent system for assessing pupils' ICT skills
- providing pupils with a wider range of experiences of data logging
- improving the monitoring and evaluation of the ICT curriculum in order to ensure ICT is fully embedded within each subject.

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

David Cox
Additional Inspector