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Mrs Sinclair  
Headteacher  
Anson CofE (A) Primary School  
Main Road  
Great Haywood  
Staffordshire  
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Dear Mrs Sinclair

Ofsted survey inspection programme – Information communication and technology (ICT)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 19 May 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 quality of assessment.

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 you and a group of Year 6 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 in ICT

Achievement and standards are satisfactory.

- Attainment on entry in ICT is broadly average. Pupils make uneven progress through Key Stages 1 and 2 to reach broadly average standards by the time they transfer to secondary school. Overall this represents satisfactory achievement.
- Progress is uneven because some aspects of ICT are taught well whilst other aspects are covered intermittently or not at all.
- Pupils are well behaved and co-operate extremely well with each other. When working in pairs they share ICT resources equitably and were seen to help each other improve their work. Pupils communicate with

adults in a mature and articulate way. They are aware of how to keep themselves safe when using the internet.

## Quality of teaching and learning of ICT

Teaching and learning are satisfactory.

- Teachers have good subject knowledge of the aspects of ICT taught. A recent skills audit has identified some gaps in teachers' subject knowledge of other aspects of ICT which you have plans to address.
- In the lessons visited pupils were seen to use ICT competently to complete tasks in art and literacy. Their use of ICT to help their learning was satisfactory because they were mostly consolidating skills already acquired. There were limited opportunities for pupils to learn new and more difficult ICT skills.
- Pupils with learning difficulties and/or disabilities are enabled to make the same progress as other pupils because of the extra support they receive from a teaching assistant.
- Scrutiny of pupils' work shows that they use ICT regularly to communicate their ideas and present their work well. Digital cameras are used to very good effect for instance in producing eye catching images for a local competition. Pupils are able to use software to manipulate their photographs by for example changing the hues.

## Quality of the curriculum for ICT

The curriculum is inadequate.

- The school has plans to overhaul the curriculum following a recent comprehensive evaluation of provision which has identified some serious omissions. Pupils do not receive their statutory entitlement to the National Curriculum for ICT.
- Some aspects of the National Curriculum are covered well and pupils have plentiful opportunities to use word processing, desktop publishing and presentation software to improve their learning in other subjects. However, other aspects of the National Curriculum are insufficiently covered. Reception and Year 1 pupils learn how to use basic instructions to control a floor robot but this is not built upon in later years. There is very limited provision for pupils to learn about using sensors and how to capture data from them.
- There are insufficient resources for teaching some aspects of ICT, like data logging and some computers are old and in need of replacement.
- A recent audit has identified pupils without internet access at home who are invited to make exclusive use of the school's resources before lessons start.

## Leadership and management of ICT

Leadership and management are now good.

- Self-evaluation of ICT provision and outcomes is wide ranging, systematic and thorough. Accordingly the school has a good understanding of strengths and weaknesses and a clear plan of the steps it intends to take to improve provision.
- Your pro-active approach is rapidly driving through the improvements required. A new school web site has quickly been established which is well used by pupils and parents. Email accounts for staff and pupils are now in place and arrangements for technical support have been negotiated with the local authority.
- A government benchmarking scheme shows ICT provision in the school to be catching up with the kinds of provision seen nationally.

## Use of Assessment

Assessment of ICT is inadequate.

- You have recently introduced a good system for tracking individual progress in ICT but assessments of pupils' work upon which the system depends are not standardised or moderated.
- Teachers' assessment of pupils' use of ICT is not sufficiently detailed nor collected regularly enough to be of use in helping them improve.
- Pupils are not aware of their current National Curriculum levels in ICT and do not know what they need to do next to improve their work.
- Pupils are not set targets for their improvement in ICT.

Areas for improvement, which we discussed, included:

- ensuring all aspects of the National Curriculum for ICT are covered in sufficient depth
- improving the rigour and regularity of assessment so that pupils know the levels they are working at and how they might improve their work.

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 Anstead  
Her Majesty's Inspector