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07 July 2008

Mrs Kippling
Headteacher
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Dear Mrs Kippling

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 07 July 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 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 staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

The overall effectiveness of ICT was judged to be inadequate.

Achievement and standards in ICT

Overall standards reached by the end of Key Stage 1 and Key Stage 2 are well below the national average. Achievement is inadequate.

- Children enter the school with a wide variation in their ICT skills and capability. By the end of the Foundation Stage they have made satisfactory progress in using ICT. Children are able to use digital cameras, CD players and, with the guidance of an adult, a microwave to support their learning.
- Standards reached by the end of Key Stages 1 and 2 are broadly in line with national averages for presenting information and communication. Standards reached in the other aspects of ICT are well below average.

This means that achievement in ICT is inadequate at both Key Stages 1 and 2.

- When using ICT in lessons the pupils are very well behaved. They are prepared to share the ICT resources and ensure each person has the opportunity to use the ICT. Pupils are also willing to help each other and show each other what to do. Pupils are happy to accept this help from their peers.
- The school involves the local police to teach pupils about the dangers of the internet and online social activity. Pupils are aware of these dangers and what they need to do to keep themselves safe.
- Pupils enjoy presenting information and communicating and older pupils particularly enjoy the opportunity to develop their film making skills.
- In the Foundation Stage and Key Stage 1 children control floor objects using the computer.

Quality of teaching and learning of ICT

Teaching and learning of ICT are inadequate.

- The use of ICT to support teaching and learning in other subjects is good. This is because members of staff use the communication and presenting information aspects of ICT well.
- Year 1 pupils confidently log onto the computers and are capable of navigating their way round a CD Rom. They are also able to compare and contrast computer based books to paper books.
- In geography pupils expertly toggled between websites to plan their journey from England to India. They used a variety of resources to ensure their plan was possible.
- Pupils use digital cameras to record their work. Members of staff use the interactive whiteboards to demonstrate the work. This allows the pupils to peer and self assess their work and develops their communication skills.
- Interactive whiteboards are used in literacy and numeracy to develop the pupils' knowledge and understanding. This is having a positive impact on the standards reached as pupils are more motivated and learn more.
- Pupils with learning difficulties and/or disabilities are supported well in lessons and make the same progress as their peers.
- However the teaching and learning of ICT are inadequate because the pupils make limited progress in developing their ICT skills and capability except in communication and presenting information. The overall achievement of the pupils is limited by staff expertise, knowledge and understanding of the requirements of all aspects of the ICT national curriculum. However you acknowledge this and training is in place.

Quality of the curriculum for ICT

The curriculum for ICT is inadequate.

- The pupils are not receiving their statutory entitlement to the National Curriculum.
- ICT is planned across the curriculum. However there is an emphasis on communication and presenting information. The curriculum for these is satisfactory.
- Nevertheless the curriculum for data handling, data logging, control and spreadsheets is weak. This means that pupils' capability in these aspects is inadequate.

Leadership and management of ICT

Leadership and management of ICT are inadequate.

- The temporary ICT co-ordinator took up post in May 2008. Prior to this there was much change in the leadership and management of ICT and this means the development of the subject has stagnated.
- The recently produced plan for the development of ICT is not directly linked to improved outcomes for pupils.
- You are fully aware of the need to develop ICT. A skills audit of staff is complete and training is in place to develop teachers' knowledge and understanding of ICT.
- An audit of resources is in progress and this is influencing ICT spending which is focused on meeting the needs of pupils. You have made the decision to increase the number of computers to enable pupils to use them more often. You have also decided to provide laptops to ensure that ICT is available in classrooms to improve teaching and learning in other subjects.
- The provision of ICT is not monitored, evaluated or reviewed.

Use of Assessment

The use of assessment is inadequate.

- The pupils' ICT work is assessed but the assessment does not relate to the national curriculum levels. The work is assessed based on the skills the pupils demonstrate they can do.
- Pupils do not know what level they are at in ICT. They do not have target levels and they do not know what they have to do to improve their work.

Areas for improvement, which we discussed, included:

- ensuring pupils receive their statutory entitlement to ICT
- developing the use of assessment so pupils are aware of target levels and how they are going to reach them
- raising standards and improving the progress pupils make
- ensuring the actions taken by the leadership and management are directly linked to improving pupils' 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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Tanya Harber Stuart
Her Majesty's Inspector