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Miss C Dunford
Headteacher
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Dear Miss Dunford

Ofsted survey inspection programme - Design and Technology (D&T)

Thank you for your hospitality and co-operation, and that of your staff, during my visit, on 4 June 2008 to look at work in Design & Technology (D&T).

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 four lessons.

The overall effectiveness of D&T was judged to be good.

Achievement and standards

Attainment and achievement in D&T are good.

- Pupils make good progress from a low base on entry to the school nursery. By the end of Key Stage 1 standards are about average and are slightly above average by the end of Key Stage 2.
- Pupils are able to make informed choices about materials and resources and their speaking and listening skills develop well because pupils discuss and evaluate their work.
- Pupils continue to develop good designing and making skills and learn to apply them in different contexts, for example, where pupils design and make T-shirts in Year 4 and sporting trophies in Year 6.
- Pupils enjoy their D&T experiences because they are clear about expectations in lessons. They speak enthusiastically about the work they have done and think D&T could be improved by "doing it all the time".

Quality of teaching and learning

Overall the quality of teaching and learning in D&T is good.

- Teachers are skilled in providing learning tasks to match the needs of all pupils. Teachers are well prepared and practical activities are well managed with good support from teaching assistants. Teachers use questioning skills effectively to encourage pupils to explore their thinking and ideas. Pupils' responses to D&T activities are excellent.
- Assessment is well developed and there is effective tracking of pupils' D&T capability. National Curriculum levels in D&T are recorded at the end of Key Stages 1 and 2. Formative, ongoing assessment is effective during lessons and helps pupils make good progress and become independent learners.
- The school is well resourced, particularly in terms of information communication and technology (ICT), however this resource is not used enough by pupils in their D&T work.

Quality of curriculum

The quality of the D&T curriculum is satisfactory.

- The school's curriculum model is based on the International Primary Curriculum, which has been adopted by a number of local schools. The school has ensured that the D&T programmes of study are integrated effectively.
- The curriculum is broad and balanced in each Key Stage, but there are insufficient opportunities for pupils to learn about the applications of simple electrical circuits and use ICT in their designing.
- A weekly enrichment hour provides further opportunities for pupils to enjoy and consolidate their D&T capability.

Leadership and management

Leadership and management of D&T are good.

- The schools' judgement on provision for D&T is accurate and the regular annual evaluation accurately identifies the strengths and areas for development in this curriculum area.
- The D&T coordinator is enthusiastic and provides good leadership for his colleagues. Standards are regularly monitored by the coordinator and examples of pupils' work show evidence of good progress over time.
- Much of the specialist subject training for class teachers is effectively catered for in-house and provided by the coordinator. However, basic food hygiene training is under-developed.

Subject Issue: Progression from Key Stage 1 to Key Stage 2

There is good progression during the primary years because developmental D&T assessment information is passed on to receiving teachers at the end of each school year. Investigation and evaluation of familiar products has a positive impact on pupils' communication skills throughout their time at

school. Planning and making through focused practical tasks and designing and making assignments improves greatly during Years 5 and 6.

Areas for improvement, which we discussed, included:

- improving curriculum opportunities for pupils to learn simple electrical circuits by exploring links between D&T and science
- a greater focus on the use of ICT in design work during Key Stage 2
- ensuring teachers are trained in basic food hygiene.

I hope these observations are useful as you continue to develop D&T 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

Michael Stanton
Additional Inspector