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Mr B Dickinson  
Headteacher  
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Dear Mr Dickinson

Ofsted survey inspection programme – Design and Technology

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 17 June 2008 to look at work in Design and 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 learners, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

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

Achievement and standards

Achievement and standards in D&T are satisfactory.

- Children make satisfactory progress after starting in the nursery and reception classes with below average skills in D&T. Practical skills, for example using scissors to cut accurately and capability to solve problems are less well developed than usually would be found.
- Work in the foundation stage is well constructed to encourage creative thinking. Pupils make satisfactory progress in Key Stages 1 and 2 and standards are average by the time they reach Year 6. Capability to make products is more advanced than ability to innovate, particularly at Key Stage 2.
- The school recognises that making use of rigid materials, such as wood, and learning to use hand tools, for example saws and drills, is an area to

develop in the same way as it has when pupils are working with food, for example in Year 5 designing and making biscuits. Pupils speak with enthusiasm about the work they do in D&T and value learning how to develop their D&T capability.

### Quality of teaching and learning

The quality of teaching and learning in D&T is satisfactory.

- Evidence during the visit confirms the school's evaluation that teaching and learning in D&T is satisfactory and improving. Planning this year is more rigorous and is helping to make the quality of teaching across the year groups more consistent. Product analysis is more effectively covered as a result, for example in Year 6 pupils are investigating shelters in the local area.
- Classes are well managed to make sure pupils of all abilities, particularly the above average number with a statement of special education needs, make similarly satisfactory progress. Individual support during practical work is a good feature of work in D&T.
- Evidence is regularly collected to record design activities. It is a central part of assessment practice and the school records individual performance against national levels. Teachers' knowledge of the subject is sound and lessons are effectively planned and delivered.

### Quality of the curriculum

The quality of the curriculum is satisfactory.

- Schemes of work significantly improved with the introduction of the Qualification and Curriculum Authority programmes and children's needs are more effectively met. Pupils mostly use recycled materials, food and textiles for their projects. Their knowledge and skills of other materials is more limited by the range of tools, components, and materials available.
- Provision in the foundation stage is well planned. It effectively delivers a creative and practical curriculum which makes sure children have a solid foundation on which to build at the start of Key Stage 1.

### Leadership and management of D&T

Leadership and management of D&T are satisfactory.

- The school accurately evaluates how well the subject is doing and what is needed to develop it. The coordination and delivery of D&T is a high priority in the school and leadership and management has recently improved as a result.
- Leaders and managers value D&T and the subject is more effectively monitored. Managers have clear plans for future developments.

Areas for improvement, which we discussed, included:

- extending subject knowledge and skills to include a wider range of materials, tools and components
- improve capability to create and innovate at an earlier age.

I hope these observations are useful as you continue to develop design and technology in the school.

As I explained, 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

Paul Hancock  
Her Majesty's Inspector