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Mr Dunne
Headteacher
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Dear Mr Dunne

Ofsted survey inspection programme – Design and Technology

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 4 November 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 D&T work in lessons.

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

Achievement and standards in D&T

Achievement and standards are satisfactory.

- Standards are in line with age expectations at the end of Year 2 and Year 6. By the end of Key Stage 1 most pupils can evaluate their work in terms of features they like or dislike. Some pupils progress further to include reasons for their views or suggest simple changes they could make, for example to improve the taste of their fruit salad.
- By the end of Key Stage 2 pupils are familiar with the process of designing and making a broad range of products for themselves and family. Progress in evaluation is good: pupils are beginning to use criteria to test and evaluate their work. However their use of technical

language, the quality of pupils' technical skills and their ability to plan the sequence of their work is under developed.

- Pupils apply health and safety rules soundly, work together well and their behaviour is good.

Quality of teaching and learning of D&T

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

- Pupils enjoy learning and create visually interesting products such as moving monsters. Lessons are well planned using national guidance materials and teachers are beginning to develop original contexts for learning. Teachers' subject knowledge, understanding of technical skills and use of specialist terminology varies across the teaching team and does not provide a firm enough foundation to take the planned next step in developing processes to assess pupils' progress more precisely.
- Teachers use and manage resources well within the current activities. Despite the restrictions of the accommodation teachers make the best use of it to ensure pupils have opportunities to work with food. Effective use is made of activities to broaden pupils' learning about food and to involve adults other than teachers in pupils' education.

Quality of the D&T curriculum

The quality of the curriculum is satisfactory.

- The curriculum meets requirements and is carefully planned to ensure that pupils are able to apply their learning about electric circuits and sound in science to design and make products in D&T. Curriculum links with a local secondary school enhance pupils' knowledge and understanding of pneumatics. Opportunities for pupils to work alongside chefs, engineers and designers help to bring D&T tasks to life and enrich pupils' understanding of the relevance of D&T to everyday life.
- Very few opportunities exist in the school's scheme of work to make use of the real applications of energy and control systems that the school uses to help make it more sustainable.

Leadership and management of D&T

Leadership and management of the subject are satisfactory.

- Your good support and positive attitude to D&T is well demonstrated in the range of resources and enrichment of provision and in securing health and safety. However your strong vision for sustainability has yet to be integrated into the D&T curriculum.

- Self-evaluation is satisfactory; strengths and weaknesses are known and improvement plans recognise a need to implement assessment in D&T throughout the school.
- Professional development has supported teachers in developing D&T. Monitoring and evaluation procedures are at an early stage in focusing on the impact on pupils' progress and achievement in D&T and in precisely identifying the continuing professional development needs of teachers.

The extent to which inequality and stereotyping are tackled in D&T

There are no differences in the attainment of boys and girls in D&T.

Areas for improvement, which we discussed, included:

- implementing a consistent approach to the assessment of pupils' progress
- developing teachers' knowledge of how to use the existing resources within the school to enable pupils to learn about systems and control and contribute to their awareness of sustainability.

I hope these observations are useful as you continue to develop D&T in the school.

As explained in the previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Gina White
Her Majesty's Inspector