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Mr P Grundy
Headteacher
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Dear Mr Grundy

Ofsted survey inspection programme – E-safety

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 29 June 2009 to look at work in e-safety.

As outlined in my initial letter, this visit looked at:

- the extent to which schools teach learners to adopt safe and responsible practices in using new technologies
- e-safety training for staff.

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 and an analysis of pupils' work.

The overall effectiveness of e-safety was judged to be inadequate.

Outcomes for learners

Outcomes for pupils are inadequate.

- Pupils are usually kept safe while using new technologies in school due to the filtering systems in place.
- There have been a small number of logged incidents over the past year relating to accidentally encountered inappropriate images, cyberbullying and pupils accessing inappropriate games. The logged incidents were managed effectively but the issues raised were not always effectively incorporated into teaching.

- The pupils have an underdeveloped knowledge and understanding of what they need to do to do to keep safe whilst using new technologies.
- Because the teaching of e-safety is not accurately age related, older pupils are not aware of some of the more detailed issues which may affect them while they are using new technologies.

Quality of provision

The quality of provision is inadequate.

- The curriculum does not enable pupils to learn the basics about staying safe when using new technologies.
- Provision tends to be ad hoc in that it responds to issues that may arise instead of the important issues being planned into the curriculum.
- You are only just beginning to gain an overview of where safety using technologies is taught and so this is not embedded into teaching.
- The needs of pupils in each year group have not been thoroughly researched and so the learning experiences are only beginning match the needs of each year group.
- Provision for pupils who join the school other than at the beginning of the school year is inconsistent because teaching of the issues is not fully woven into topics throughout the year.

Leadership and management

The leadership and management of e-safety are inadequate.

- The school has a policy covering all aspects of using new technologies but is not embedded into procedures because it has not evolved through a consultation process with staff and governors.
- Leaders have not ensured that all of the e-safety aspects in the policy are incorporated into curriculum and lesson planning.
- Guidance provided for parents and other stakeholders is limited, because it has been restricted to a small number of parents of younger pupils and the information on the website has only been available in the last two weeks.
- All staff and pupils know what to do if issues arise but policies for logging of incidents are not consistently applied. Two incidents reported by children were not registered in the incident log.
- Most strategies to improve provision are very recent and are not sufficiently impacting on the outcomes for pupils.

Quality of training

The quality of the training is inadequate.

- In the past, the majority of staff have received some training. However the latest training programme which enabled staff to gain a secure understanding of the safety issues surrounding new technologies took place in the last two weeks. Consequently it has some way to go

before it can be fully incorporated in planning effective learning experiences for pupils.

The areas for improvement, which we discussed, were:

- strengthening links with parents and other stakeholders to increase their understanding and knowledge of e-safety
- developing the curriculum to enable pupils to gain detailed knowledge and understanding in relation to the issues they will encounter when using new technologies
- ensuring that planning clearly identifies which aspects are to be learned in each year and the activities that are going to be used to teach them
- providing appropriate training to enable staff to incorporate effective planning of e-safety into their lessons
- developing systems which will allow pupils greater access to email so that they can gain a better understanding of the issues they may encounter.

I hope these observations are useful as you continue to develop e-safety 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

John Dunne
Additional Inspector