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Mrs K DePledge  
Ebor Gardens Primary School  
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Dear Mrs DePledge

Ofsted 2009-10 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 28 January 2010 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 use of ICT to support learning in other subjects.

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.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of two lessons; two short visits to the Early Years Foundation Stage; a visit to the ICT bus for parents; and a tour of the school by pupils.

The overall effectiveness of ICT is outstanding.

Achievement in ICT

Attainment is average and achievement in ICT is good.

- Children enter the Early Years Foundation Stage with ICT skills which are well below average. The embedded use of ICT in the Early Years Foundation Stage enables all the children to make at least good progress. By the end of the Early Years Foundation Stage, children are confident users of microwaves, CD players, computers and the interactive whiteboard.
- By the end of Year 6, pupils are reaching levels of attainment which are broadly in line with national expectations. Given the starting points of the

pupils, this represents outstanding progress in ICT. However, achievement overall is only good because attainment is average. Pupils who have special educational needs and/or disabilities make the same excellent progress as their peers. These pupils are cared for exceptionally well through the thorough planning and the excellent working relationships with the teaching assistants.

- Pupils have good knowledge of how to keep themselves safe while using new technologies. They understand and apply the simple but effective rules for using the equipment in school.
- In ICT lessons, pupils behave extremely well. This is because the teaching encourages them to be independent learners and they know and understand what they need to do. They respect the equipment and are confident users of it.

### Quality of teaching in ICT

The quality of teaching in ICT is outstanding.

- Teachers and teaching assistants have very secure subject knowledge. This is used exceptionally well to plan very thoroughly and to ensure work is matched very well to pupils' individual needs. This ensures that all the pupils make at least good and often outstanding progress. In lessons, pupils use ICT terminology correctly and they are able to discuss their work knowledgeably. Excellent questioning encourages pupils to think about their work and challenges them to develop their answers.
- Pupils' work is assessed extremely well. The assessment highlights what they have done and also what they need to do to improve their work. The data are then used at the classroom level to ensure that pupils know exactly what they have to do to improve and achieve the success criteria for that lesson.

### Quality of the curriculum in ICT

The quality of the curriculum in ICT is outstanding.

- The ICT curriculum is mapped across all the subjects in the school. The long-, medium- and short-term planning shows how the statutory ICT National Curriculum will be covered. Short-term planning is exceptional.
- Extra-curricular activities, such as the media club, enhance the curriculum and are appreciated by the pupils.
- In addition, the ICT curriculum has been adapted to allow pupils to take on real-life situations. For example, the pupils ran a café for Children in Need: they had to advertise the café, work out their profit and loss and run the café for the day.

## Effectiveness of leadership and management in ICT

The effectiveness of the leadership and management in ICT is outstanding.

- There is a very clear vision for ICT. It is shared with the staff, pupils and governors and is embedded across the school. There are tentative plans in place for the virtual learning environment (VLE).
- The ICT training provided for all staff is based on need and has improved staff's knowledge of ICT. The impact of the training is clearly seen in the lessons and on pupils' achievement.
- The monitoring of ICT is rigorous and has led to a well thought through development plan. This plan is time-related, has clear success criteria based on outcomes for pupils and states exactly who is responsible for each element. The self-evaluation of ICT is accurate and very perceptive.
- The ICT bus enables parents to develop their ICT skills. They appreciate the opportunity to do this, stating that it is helping them to both support their children and enhance their job opportunities.

Subject issue: the use of ICT to support learning in other subjects

The use of ICT to support learning in other subjects is outstanding.

- The use of ICT is embedded across the school. It is used in all lessons to support the teaching of the different subjects and pupils' learning. Pupils are able to access ICT resources when they need to and this has been enhanced by the recent purchase of two banks of laptops. The use of ICT across the school is supporting pupils to make good, and in many cases outstanding progress.

Areas for improvement, which we discussed, include:

- developing a VLE
- implementing all the actions highlighted in the school development plan.

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