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Mrs C Shepherd  
Headteacher  
Richard Hill Church of England Primary  
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Dear Mrs Shepherd

Ofsted 2009-10 subject survey inspection programme: design and technology (D&T)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 19 January 2010 to look at work in D&T.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on how the school promotes awareness and relevance of D&T to pupils and their parents, and the extent to which their views contribute to the school's evaluation of 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.

The evidence used to inform the judgements included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of D&T is satisfactory.

Achievement in D&T

Pupils' achievement in D&T is satisfactory.

- A good range of activities in the Reception class allows children to develop their use of simple tools. For instance, using lightweight hammers to drive wooden pegs into pieces of polystyrene as part of their project on homes.
- Pupils continue to make satisfactory progress in a range of D&T related activities to reach broadly expected outcomes for pupils at the end of Year 6. The progress of more able pupils and those with special educational needs and/or disabilities is satisfactory.

- The subject provides some good opportunities for the development of personal and social skills. For example, pupils in Year 2 can work well in pairs to investigate the appropriate roofing material for their model house. Older pupils in Key Stage 2 state that they find D&T enjoyable because it is practical and teachers often link D&T activities with other subjects to make learning even more relevant.

#### Quality of teaching of D&T

The quality of teaching in D&T is satisfactory.

- Teaching is at least satisfactory with some good practice seen in Year 2 where lessons are planned carefully to develop D&T skills progressively, resources are used well and adults provide good levels of support to pupils with special educational needs and/or disabilities. Teachers demonstrate satisfactory levels of subject knowledge overall.
- The assessment of pupils' progress in D&T is a weakness. It is satisfactory for children in the Early Years Foundation Stage class where staff make ongoing observations of significant learning in D&T related skills. There is currently no whole-school procedure for the recording and assessment of pupils' progress in D&T. However, the proposed implementation of a system to assess pupils against specific D&T related skills is a positive development.

#### Quality of the curriculum in D&T

The quality of the curriculum in D&T is satisfactory.

- A satisfactory range of D&T activities provides appropriate opportunities for the development of skills but these do not always build progressively on those previously learnt. However, each unit of work provides suitable activities for pupils to develop and communicate their ideas and make products of satisfactory quality. Some good links with other subjects are planned to make D&T more relevant to pupils' lives. Teachers in Key Stage 1 provide pupils with good opportunities for them to formally evaluate the quality of their product and suggest how they might be improved. This is not consistent practice across Key Stage 2.
- Good progress is being made to make links with D&T activities with other subjects as part of the school's drive to make the curriculum more creative.

#### Effectiveness of leadership and management in D&T

The leadership and management of D&T are satisfactory.

- The newly appointed coordinator demonstrates a clear vision for what needs to be improved through an initial subject audit. For instance, the monitoring of planning has led to a clearer identification of the D&T skills that need to be covered in each year group. However, the monitoring of teaching and learning is at an early stage of development and is limited.

The extent to which the school promotes awareness and relevance of D&T to pupils and parents

The awareness and relevance of D&T to pupils and parents are satisfactory.

- Discussions with pupils confirm they find D&T relevant to their needs because they enjoy making things and solving problems. Visits from local businesses and the involvement of parents with specialist skills enrich the quality of pupils' D&T experiences. The involvement of parents and other members of the local community in teaching D&T related skills to groups of mixed-aged pupils every Friday afternoon is promoting aspects of the subject well.

Areas for improvement, which we discussed, include:

- ensuring that the range of planned activities provides clear progression of skills in D&T
- providing opportunities for all pupils in Key Stage 2 to formally evaluate the quality of the products made
- implementing assessment procedures that:
  - effectively record the progress that pupils make in D&T
  - support planning for the next stages in pupils' learning
- ensuring that self-evaluation is used to:
  - effectively monitor the quality of provision
  - identify areas for further improvement to raise pupil outcomes
  - actively seek the views of pupils and parents to raise their levels of awareness and D&T and its relevance.

I hope these observations are useful as you continue to develop design and technology 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

Philip Mann  
Her Majesty's Inspector