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Mr A Mok
Headteacher
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Dear Mr Mok

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

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 25 February 2010 to look at work in D&T.

As outlined in the 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 lessons.

The overall effectiveness of D&T is good.

Achievement in D&T

Pupils' achievement in D&T is good.

- Children in the Reception class and Early Years Foundation Stage make good progress, often starting with practical skills and capability to create which are below that usually expected for their age. They achieve well because they are challenged to develop their own ideas and thoughts from an early age.
- Attainment and standards are average, and sometimes above average, by the time they leave school. All groups of pupils, including the significantly

higher proportion with special educational needs and/or disabilities, make equally good progress developing D&T capability across both key stages. A good range of contexts is used, for example designing and making money boxes in Year 3. Pupils enjoy learning how to apply D&T knowledge and skills when designing and making products such as sandals, healthy sandwiches and models of air-raid shelters.

Quality of teaching of D&T

The quality of teaching in D&T is good.

- Pupils' D&T needs are met by detailed plans which are organised and delivered well. Teachers' subject knowledge is good and the school is working closely with other local schools to extend this, for example through increasing the use of computers when designing. Sustained good-quality questioning by staff makes a strong contribution to the good progress pupils make. Teachers assess how well pupils are doing using National Curriculum levels. The information is used, at times, to plan the next steps in learning. Opportunities for staff to share the levels more widely is an area to explore.

Quality of the curriculum in D&T

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

- The curriculum covers the development of creative design skills such as research and innovation well and makes a significant contribution to the development of D&T capability. Activities are chosen to engage and motivate pupils. The school is aware of the need to further extend opportunities to use information and communication technology (ICT) to aid designing and enhance systems and control work. Learning about D&T through topics such as the Romans and World War II is a well-established feature of the curriculum and is clearly mapped.

Effectiveness of leadership and management in D&T

Leadership and management in D&T are good.

- D&T is a secure, longstanding subject in the life of the school. Governors fully support D&T. For example, the link governor meets the coordinator every year to discuss an audit of provision and identify areas for development. The school's evaluation of the subject is accurate and the purpose clearly understood. All leaders and managers work closely together as a team to make sure D&T continues to move forward as a result of the shared vision and value placed on the subject.

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

Awareness and relevance of D&T to pupils and parents are good.

- Pupils and parents support D&T very well. Pupils are enthusiastic when discussing their D&T work which they find interesting and relevant. Parents are involved, for example in running an after-school craft club. Examples of D&T work and the vision for the subject are shared with parents through displays and at parents' meetings.

Areas for improvement, which we discussed, include:

- sharing assessment information more widely to pupils
- extending the use of ICT to aid designing and enhance systems and control work.

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

As I explained previously, 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