Ofsted
raising standards
improving lives

22 April 2008

Mrs S Page
Headteacher
Killisick Junior School
Killisick Road
Arnold
Nottingham
Nottinghamshire
NG5 8BY

Dear Mrs Page

Ofsted survey inspection programme – ICT

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 28 February 2008 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 impact of ICT on whole school improvement.

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, analysis of pupils' work and observation of lessons.

The overall effectiveness of ICT was judged to be good.

Achievement and standards in ICT

Achievements and standards in ICT are good.

- By the end of Year 6, pupils' standards of attainment in ICT are above average. This represents good achievement. They have a good knowledge and understanding of the technical language of the subject and use this well when answering questions.
- Pupils make a good start in Year 3 and are confident users of ICT. Younger pupils produce high quality storyboards using animation techniques.

- Pupils use ICT effectively in order to improve their work in other subjects. Standards across the school are rising rapidly because ICT is central to the senior leaders' strategy for improvement.
- Pupils have insufficient opportunities to practise constructing basic sequences of instructions and this limits their progress in this strand of the National Curriculum.
- A small minority of the most able pupils make only satisfactory progress because they are not provided with tasks that challenge them to do their best.

Quality of teaching and learning of ICT

The quality of teaching and learning is good.

- Teachers from across the curriculum have a good understanding of how to use ICT effectively to improve standards of attainment throughout the school. Pupils are managed well and relationships are very good. This helps to build pupils' self-esteem. Occasionally pupils become restless and lose concentration. This normally occurs when activities are not challenging enough.
- Teachers make very effective use of the interactive white boards. These are not only used to illustrate new ICT concepts but also to encourage pupils to actively participate in the lesson.
- Very good use is made of support staff. These staff are actively involved in activities and make a valuable contribution to the lesson.
- Assessment procedures are satisfactory. Pupils' ICT skills are assessed on joining the school and their ICT work is marked on a regular basis. However, this information is not used to inform pupils how they might improve their work.

Quality of the curriculum for ICT

The quality of the curriculum is good.

- The school fully meets the statutory requirements of the National Curriculum for ICT.
- ICT is embedded well within other subject areas. For example, in English, digital cameras and voice recording software is used to good effect to improve pupils' speaking skills. Pupils also use ICT effectively to support their presentations in assemblies.
- Pupils have good access to ICT outside of the classroom. An ICT-breakfast club provides pupils with the opportunity to use the school's ICT facilities.
- There are insufficient opportunities to learn about systems and control in ICT is not broad enough which limits pupils' progress.

Leadership and management of ICT

Leadership and management are good.

- There is a clear, coherent strategy for the development of ICT. Leaders at all levels have a good understanding of how ICT can be used effectively to improve standards across the school.
- The ICT provision across the school is monitored and evaluated well for the impact on standards and achievement.
- ICT resources are good and are effectively deployed across the school to improve standards in all subjects.

Impact of ICT on whole school improvement

ICT is used very effectively to improve standards across the whole school. Not only are academic standards improving significantly but pupils' behaviour and attendance have also improved. Pupils are well motivated and enjoy using the ICT facilities.

Inclusion

The subject's contribution to the inclusion of pupils is good.

The school places a strong emphasis on using ICT to improve the learning of pupils who have learning difficulties. Specific software and hardware is used very effectively to improve pupils' literacy and numeracy skills. ICT is also used effectively to motivate pupils with behavioural problems.

Areas for improvement, which we discussed, included:

- raising standards of attainment in ICT for the most able pupils
- ensuring all pupils are aware of their ICT levels of attainment and these are used to inform pupils how to improve their work
- providing pupils with a wider range of experiences of systems and control.

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

David Cox
Additional Inspector