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Mrs Brownhill
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Dear Mrs Brownhill

Ofsted 2010–11 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 2 February 2011 to look at work in ICT. Thank you for allowing my colleague, David Brown, to shadow the inspection.

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 without their consent.

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 one of which was a joint observation.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

■ Children enter the Early Years Foundation Stage with levels of attainment which are below the national average in ICT. By the time the pupils leave Year 6, they have made good progress and their levels of attainment are broadly in line with the national average. This good progress is being made by all pupils, regardless of their prior academic achievement, as shown in the lessons observed and the assessment data shared.

■ Pupils have good knowledge and understanding of how to keep themselves safe when using new technologies. They use this to keep themselves safe in school and at home. Links with parents/carers are enhancing pupils' safety.

- Pupils' behaviour when they are using ICT equipment is outstanding. This is because of the good-quality teaching they receive and the very engaging resources used in lessons. They work together well when using ICT and it is supporting the development of their collaborative working skills.

Quality of teaching in ICT

The quality of teaching in ICT is good with outstanding features.

- Lessons are very well planned. This means that pupils' individual needs are catered for and they are all provided with tasks which both challenge and support them to make at least good progress. Activities capture pupils' imagination and they are very keen to participate in learning. For example, in a Year 4 lesson on sequencing, programming and control, pupils had a variety of tasks to complete. These included collecting bananas and fish, making their roamers 'dance' and drawing beach huts. All pupils in this lesson made outstanding progress as they were fully engaged with their learning.
- Assessment is good. Pupils' work is accurately assessed against the National Curriculum. The moderation of the assessment takes place in school and in conjunction with a local high school.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is good.

- The curriculum is reviewed regularly and changed to ensure that it meets the needs and interests of the pupils. The curriculum is broad and balanced. The experiences that the pupils have are memorable. For example in a lesson seen, pupils produced short films about the school to send to pupils in Africa. The pupils justified the decisions they made about which pictures to use, the animation and the titles. This experience made them think about their experiences and their use of ICT.
- ICT is embedded throughout the curriculum and supports the learning and teaching of other subjects well. The links with local high schools also develop the curriculum well.

Effectiveness of leadership and management in ICT

Leadership and management in ICT are outstanding.

- Training is in place to support all staff to use ICT. Their confident use of it in lessons means that they are able to support the pupils to develop their ICT knowledge, skills and understanding.
- The strengths and weaknesses of ICT are well known. Regular audits are completed and there are well-considered improvement plans in place. Actions have been taken to eradicate the weaknesses. These actions have already had a very positive impact on the outcomes for pupils, especially with respect to increased achievement and improved knowledge and

understanding of how to keep themselves safe when using new technologies.

■ Good practice is shared effectively and this has led to improvements in the assessment system and the curriculum. These have, in turn, improved the outcomes for pupils.

Areas for improvement, which we discussed, include:

■ putting in place the actions identified in the improvement plans.

I hope that these observations are useful as you continue to develop ICT in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Tanya Harber Stuart
Her Majesty's Inspector