

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Dr N Hopkin
Executive Headteacher
Rosendale Primary School
Rosendale Road
West Dulwich
London
SE21 8LR

Dear Dr Hopkin

Ofsted 2010–11 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 4 November 2010 to look at work in ICT.

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; observation of two lessons; brief observations of a wide range of activities involving pupils' use of ICT from the Early Years Foundation Stage to Year 6; and a tour of the school with pupils.

The overall effectiveness of ICT is outstanding.

Achievement

Achievement in ICT is outstanding.

- The school's comprehensive data show that pupils' attainment on entry is mixed but, overall, in line with expectations. They make good progress in the Early Years Foundation Stage and enter Year 1 with standards in ICT that are above expectations. Progress in Years 1 to 6 is accelerated and by the end of Year 6 pupils make outstanding progress. They leave school with standards that are significantly above national expectations.
- All groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are given excellent support in lessons by teachers and teaching assistants and make the same exceptional progress.

- Throughout the school, pupils use an impressive range of hardware and software to improve their learning in all subjects. In a Year 2 lesson, pupils were observed using digital cameras, microphones, a range of powerful desktop computers and entry level notebooks, and a variety of software confidently, to support their work on volcanoes.
- The use of ICT is having a significant impact on the way that pupils work together. They are extremely well-behaved and cooperate well. They respect equipment. By Year 6, they are able to articulate with clarity, and with pride, how ICT has helped them to develop socially and academically.
- Pupils have an excellent knowledge of how to stay safe when using new technologies. Rather than restricting pupils' use of the internet by blocking websites and making many inaccessible, the school has a managed system with fewer inaccessible sites. Pupils have been taught comprehensively about how to keep safe, by assessing risks and acquiring the skills to help them keep safe.

Quality of teaching

The quality of teaching of ICT is outstanding.

- Teachers, teaching assistants and all other staff have embraced the rapid development of ICT in the school.
- As a result of excellent peer support, the subject knowledge of teachers and teaching assistants is outstanding and results in pupils making outstanding progress in lessons and over time.
- One of the many strengths of teaching is the way in which ICT is used to support all aspects of the curriculum and is wholly integral to pupils' learning.
- Teachers and teaching assistants use questions very effectively to develop pupils' understanding of the skills being learnt and of their next steps in learning.
- Teachers, teaching assistants and pupils make excellent use of assessment opportunities to ensure that activities meet the needs of all groups of pupils in full.

Quality of the curriculum

The quality of the ICT curriculum is outstanding.

- The quality of curriculum planning is excellent. Links between ICT and other subjects are seamless and outstanding.
- Pupils make well-informed choices about the most appropriate hardware and/or software to support their learning, and do so with great confidence.
- ICT is used extremely well to enable pupils to develop their independent learning and creative thinking skills.

- Resources for the subject are organised very well and are readily available for pupils to use. Pupils are trusted to use equipment sensibly and safely and respond accordingly.
- Pupils enthusiastically embrace the use of ICT for their homework.
- The after-school club, with ICT facilities, ensures that those pupils without access to computers at home can use ICT in the school for their homework and/or research.

Leadership and management of ICT

The leadership and management of ICT are outstanding.

- Exceptional leadership and management of ICT are having a significant impact on the development of the subject. The vision for ICT is shared by staff, pupils, parents, carers and Christ Church CE Primary School, Brixton, the partner school within the federation.
- ICT permeates the life of the school completely, and is having a significant impact on raising achievement and on pupils' personal and social development.
- The excellent leadership, at all levels, has brought about significant improvements in the use of ICT in a relatively short time. Despite the fast pace of change, this has been totally embraced by all staff.
- First-rate links have been made with other schools, including a school in Australia, higher education providers, local businesses and the community to support the development and use of ICT.
- The learning platform provides excellent access both within the school and outside for teachers, pupils, parents, carers and the community in general.

Areas for improvement, which we discussed, include:

- continuing to monitor and evaluate the already outstanding, and rapidly changing, curriculum to ensure that skills progression remains fully embedded.

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

Anthony Green
Additional Inspector