

The inspection of information and communication technology (ICT) in schools

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Teaching in ICT



Successes in primary ICT

In effective primary schools:

- pupils enjoy using ICT and are motivated by the use of new technologies
- ICT is threaded through the whole curriculum
- ICT is used creatively and imaginatively in many different subject areas by teachers to bring subjects alive
- there is a clear vision for the role of technology to improve outcomes for pupils
- the role of the ICT coordinator or subject leader is critical
- liaison with other schools or organisations is a key feature.



Concerns with primary ICT

In less effective primary schools:

- there are insufficient opportunities to develop understanding and use of programming, data logging and data handling
- the ICT skills of teachers are limited
- assessment is ineffective
- lessons are not differentiated and lack challenge
- there are limited opportunities to use ICT effectively across the curriculum
- there is a lack of resources to support ICT
- CPD for teachers and teaching assistants is limited
- planning lacks focus.



Successes in secondary ICT

In effective secondary schools:

- there is an exciting and ambitious vision for ICT underpinned by comprehensive plans and robust, honest self-evaluation
- the KS4 curriculum offers a wide range of courses to meet the needs of different learners
- the availability of vocational courses has a positive impact on the motivation and achievement of students for whom academic programmes are less suitable.
- ICT is seen as school-wide tool for preparing students for further learning and for work in a technology-rich, interconnected world
- plans focus on challenging targets with measurable timelines and clear success criteria.



Concerns with secondary ICT

In less effective secondary schools:

- there are significant weaknesses in the curriculum
- assessment is inaccurate
- lessons are not differentiated and lack challenge
- there is little monitoring of ICT provision and of any link with outcomes
- there is a lack of assessment of students' progress in ICT in other curriculum areas
- CPD for teachers and teaching assistants is limited
- planning lacks focus.



Features of the best teaching in ICT

- effective lesson planning
- clear learning objectives set
- effective use of formative assessment
- questioning used to challenge all abilities
- excellent subject knowledge of the teacher
- well-judged pace in lessons
- teacher reinforces pupil understanding and use of key terminology
- independent use of ICT encouraged
- opportunities to experience 'real world ICT'.



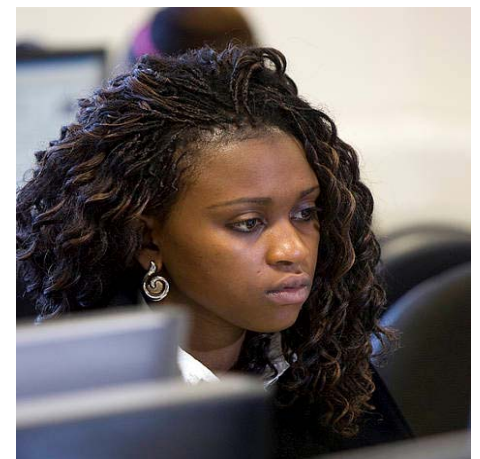
Inspection of ICT



Outstanding achievement (extract)

Achievement is outstanding when

- taking account of their different starting points, the proportions of pupils making and exceeding expected progress are high compared with national figures
- pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well
- the learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well
- the standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this.



Outstanding achievement in ICT

Achievement in ICT is outstanding when

- pupils demonstrate excellent understanding of important concepts in ICT and are able to make connections within the subject because they have highly developed transferable knowledge, skills and understanding
- pupils consistently use their subject knowledge and understanding very effectively in written and verbal explanations and can solve challenging problems
- pupils make highly effective use of a wide range of hardware and software appropriate to their age and ability



Outstanding achievement in ICT

Achievement in ICT is outstanding when

- pupils show exceptional independence in their use of ICT across all areas of the curriculum and exhibit very positive attitudes towards ICT; they take the initiative, for example, by asking questions, carrying out their own investigations, and working constructively with others
- pupils show high levels of originality, imagination, creativity and innovation in their understanding and application of skills in ICT.



Outstanding teaching in ICT

Teaching in ICT is outstanding when

- it is informed by excellent subject knowledge and understanding of continuing developments in teaching and learning in ICT
- teachers have a high level of competence and expertise, both in terms of their specialist knowledge and technical skills and in their understanding of active learning in ICT, which they use effectively to secure outstanding achievement
- it is rooted in the development of pupils' understanding of important concepts and progression within the lesson and over time; it enables pupils to make connections between individual topics and to see the 'big picture'



Outstanding teaching in ICT

Teaching in ICT is outstanding when

- lessons address pupils' misconceptions very effectively; teachers' responses to pupils' questions are accurate and highly effective in stimulating further thought
- teachers communicate high expectations, enthusiasm and passion about ICT to pupils; they challenge and inspire pupils to produce the best work they can
- teachers use a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.



Outstanding curriculum in ICT

The ICT curriculum is outstanding when

- the imaginative and stimulating ICT curriculum is very skilfully designed to match to the full range of pupils' needs and to ensure highly effective continuity and progression in their learning; the curriculum is broad and balanced with all areas covered extremely well for all pupils, in ICT lessons and/or across the school curriculum
- the contexts in which ICT is taught are relevant to pupils' lives and reflect the increasing use of ICT in the world of industry; excellent links are forged with other agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with the subject (these may include ICT-based clubs, visits to sites where ICT is at the heart of activities, and presentations from visiting ICT professionals)



Outstanding curriculum in ICT

The ICT curriculum is outstanding when

- pupils are expected to use their ICT knowledge, skills and understanding in realistic and challenging situations
- links with other subjects in the school are highly productive in strengthening pupils' learning in ICT
- pupils in KS4 and KS5 have access to a wide range of appropriate ICT qualifications, including academic and vocational options
- pupils' have comprehensive knowledge and understanding of how to stay safe when using new technologies is strong
- rigorous curriculum planning ensures the subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.



Outstanding leadership in ICT

Leadership of ICT is outstanding when

- leadership is informed by a high level of subject expertise and vision which has a clear impact on the performance and practice of members of the department and on outcomes for pupils
- there is a strong track record of innovation in ICT; subject reviews, self-evaluation and improvement planning are well-informed by current best practice in ICT education; this may involve participation in partnerships with other ICT providers in a wider area
- subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues; there are effective strategies to delegate subject responsibilities where appropriate and to share good practice and secure high quality professional development in the subject



Outstanding leadership in ICT

Leadership of ICT is outstanding when

- continuing professional development is well-targeted and thoroughly evaluated for its impact. It includes up-to-date training for teaching assistants and technical support staff
- ICT has a very high profile in the life of the school and is at the cutting edge of initiatives to raise pupil progress, access to ICT equipment is outstanding, and the school is likely to have promoted the use of mobile technologies; the ICT infrastructure enables pupils and staff to have very good access to their work and to the school's learning resources at all times, and contributes to pupils' achievement
- ICT makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies



Outstanding leadership in ICT

Leadership of ICT is outstanding when

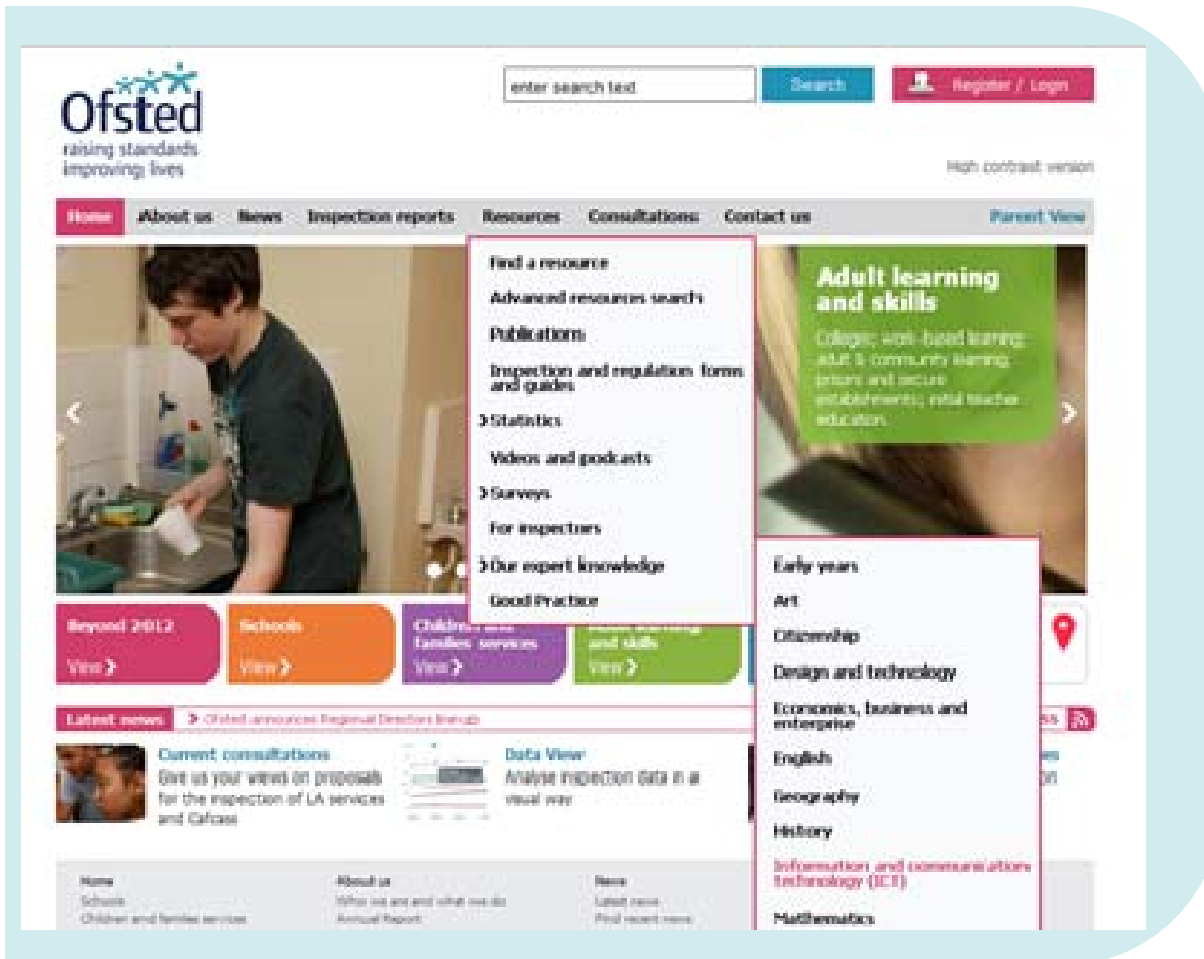
- e-safety is a priority across all areas of the school, with all teaching and non-teaching staff receiving regular and up-to-date training and at least one staff member will have received accredited training in e-safety; rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors.



Support available from Ofsted



ICT support available from Ofsted



ICT support available from Ofsted

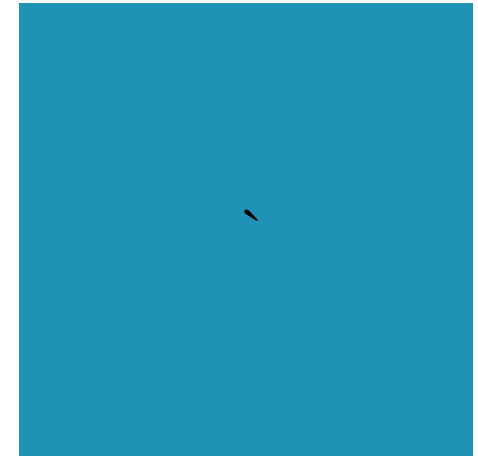
ICT in schools 2008–11

An evaluation of information and communication technology education in schools in England 2008–11

Since the Education Reform Act of 1988, information and communication technology has been compulsory for all pupils from 5 to 16 in maintained schools. This report draws on evidence from the inspection of information and communication technology in primary, secondary and special schools between 2008 and 2011. The use of ICT is considered as both a specialist subject and across the wider school curriculum.

The safe use of new technologies

This report is based on evidence from a small-scale survey carried out between April and July 2009 in 35 maintained schools in England. It evaluates the extent to which the schools taught pupils to adopt safe and responsible practices in using new technologies, and how they achieved this. It also assesses the extent and quality of the training the schools provided for their staff. It responds to the report of the Byron Review, *Safer children in a digital world*.



ICT support available from Ofsted

Inspecting e-safety

Briefing for section 5 inspection

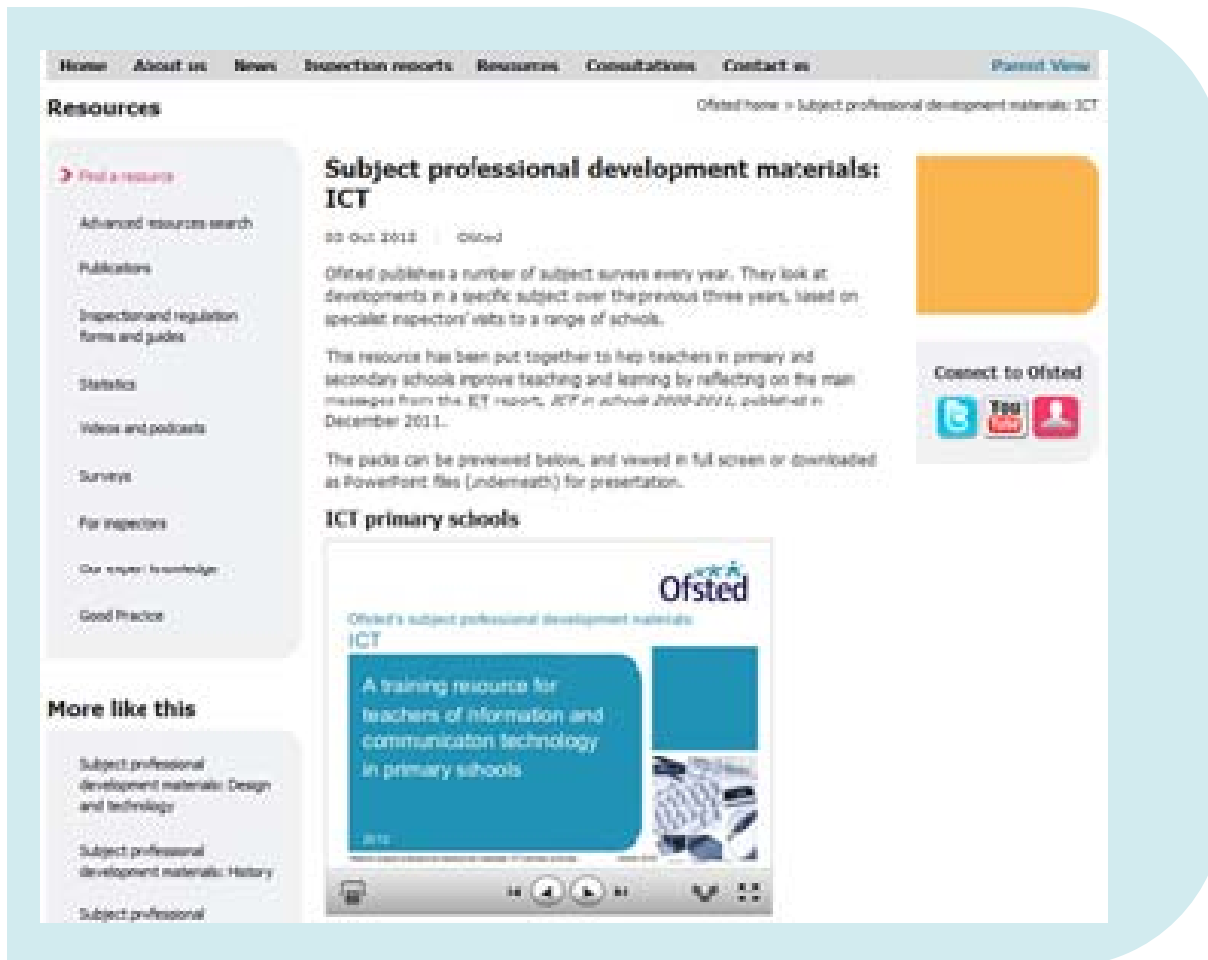
This briefing aims to support inspectors in reviewing school's safeguarding arrangements when carrying out section 5 inspections.

Information and communication technology (ICT) survey visits

Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools



ICT support available from Ofsted



The screenshot shows the Ofsted website page for 'Subject professional development materials: ICT'. The page includes a navigation menu at the top with links for Home, About us, News, Inspection reports, Resources, Consultations, and Contact us. The main content area features a title 'Subject professional development materials: ICT' with a date of 20 Oct 2012. Below the title, there is a paragraph explaining that Ofsted publishes subject surveys every year, looking at developments in a specific subject over the previous three years. A second paragraph states that the resource has been put together to help teachers improve teaching and learning by reflecting on the main messages from the ICT report, 'ICT in schools 2009-2011', published in December 2011. A third paragraph mentions that the packs can be previewed, viewed in full screen, or downloaded as PowerPoint files. There is a 'Connect to Ofsted' section with social media icons for Twitter, YouTube, and Facebook. A video player is embedded on the page, showing a thumbnail for 'Ofsted's subject professional development materials: ICT' with the text 'A training resource for teachers of information and communication technology in primary schools'. A sidebar on the left contains a 'Resources' section with links for 'Find a resource', 'Advanced resource search', 'Publications', 'Inspection and regulation forms and guides', 'Statistics', 'Videos and podcasts', 'Surveys', 'For inspectors', 'Our expert knowledge', and 'Good Practice'. A 'More like this' section at the bottom left lists other subject professional development materials: Design and technology, History, and another subject professional development material.



ICT support available from Ofsted

- National Adviser web page
- ICT in schools 2008-2011 (Dec 2011)
- The safe use of new technologies (Feb 2010)
- Inspecting e-safety (Jan 2013)
- Descriptors and supplementary subject-specific guidance for inspectors on making judgements during subject survey visits to schools (Feb 2013)
- ICT training packs to support school CPD

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