![Ofsted logo]

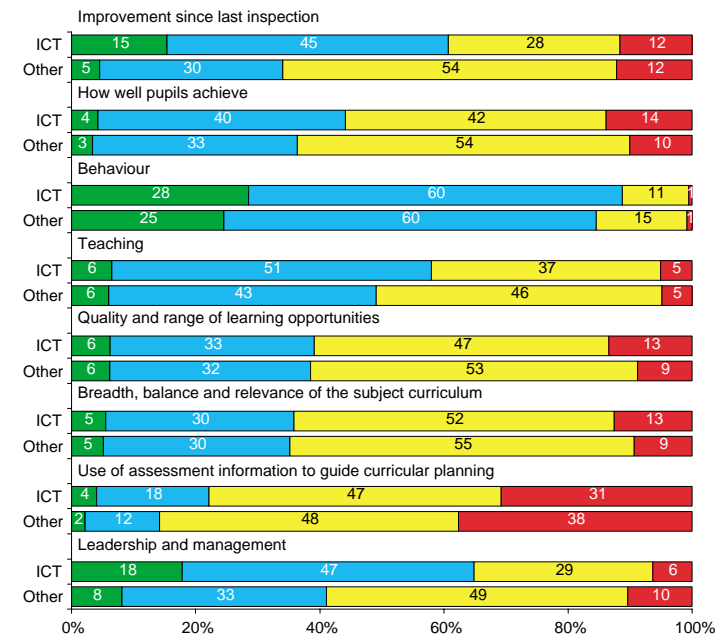**Office for Standards in Education**

Information and communication technology at a glance 2002/03
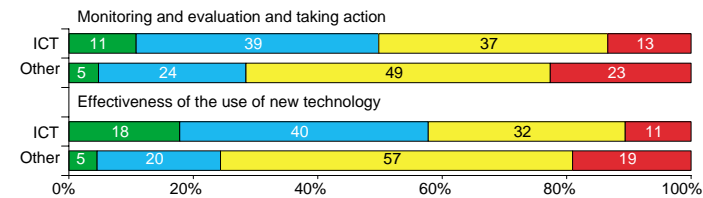
July 2004
Maintained primary and secondary schools in England
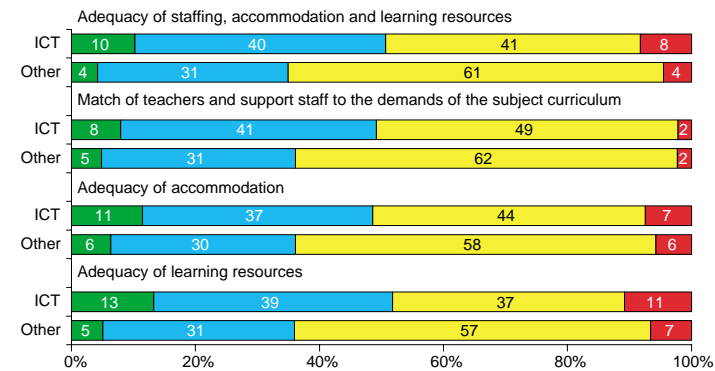
Overview of ICT (percentage of primary schools)

Other = All foundation subjects

Improvement since last inspection
	Excellent/very good	Good	Satisfactory	Unsatisfactory/poor
ICT	15	45	28	12
Other	5	30	54	12

How well pupils achieve
ICT	4	40	42	14
Other	3	33	54	10

Behaviour
ICT	28	60	11	1
Other	25	60	15	1

Teaching
ICT	6	51	37	5
Other	6	43	46	5

Quality and range of learning opportunities
ICT	6	33	47	13
Other	6	32	53	9

Breadth, balance and relevance of the subject curriculum
ICT	5	30	52	13
Other	5	30	55	9

Use of assessment information to guide curricular planning
ICT	4	18	47	31
Other	2	12	48	38

Leadership and management
ICT	18	47	29	6
Other	8	33	49	10

Aspects of leadership and management (percentage of primary schools)

Monitoring and evaluation and taking action
ICT	11	39	37	13
Other	5	24	49	23

Effectiveness of the use of new technology
ICT	18	40	32	11
Other	5	20	57	19

Staffing, accommodation and resources (percentage of primary schools)

Adequacy of staffing, accommodation and learning resources
ICT	10	40	41	8
Other	4	31	61	4

Match of teachers and support staff to the demands of the subject curriculum
ICT	8	41	49	2
Other	5	31	62	2

Adequacy of accommodation
ICT	11	37	44	7
Other	6	30	58	6

Adequacy of learning resources
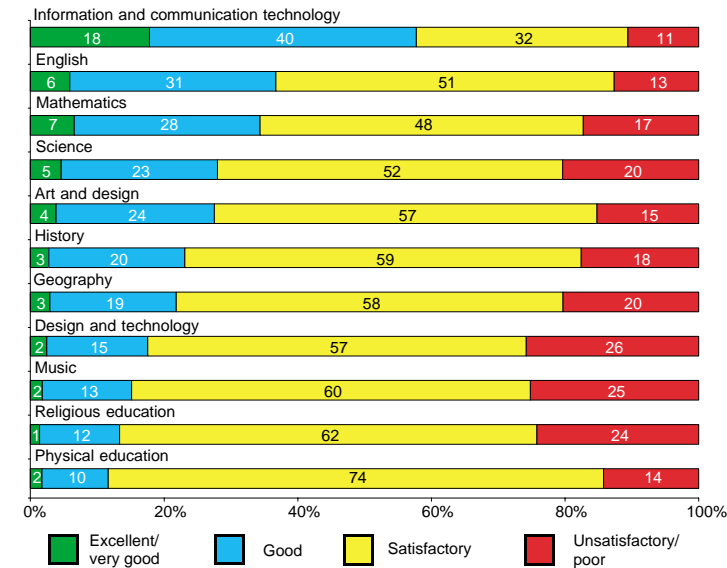|				
ICT	13	39	37	11
Other	5	31	57	7

2002/03 inspection data based on full inspections only: not nationally representative
These figures have been rounded and may not add up to 100%

Quality of aspects of teaching (percentage of primary schools)

Teachers' knowledge and understanding
ICT	8	50	37	5
Other	8	44	44	5

Teaching of basic skills
ICT	10	52	33	5
Other	8	43	43	6

Effectiveness of teachers' planning
ICT	8	47	38	7
Other	8	41	45	7

Teachers' expectations
ICT	10	45	39	6
Other	10	38	44	8

Effectiveness of teaching methods
ICT	10	49	35	6
Other	9	43	43	5

Management of pupils
ICT	26	53	19	1
Other	24	53	21	2

Use of time, support staff and resources
ICT	13	47	33	7
Other	9	45	41	4

Quality and use of ongoing assessment
ICT	5	25	52	18
Other	3	19	57	21

Use of homework
ICT	2	18	75	5
Other	2	16	77	5

Effectiveness of the use of new technology (percentage of primary schools)

Information and communication technology
	18	40	32	11

English
	6	31	51	13

Mathematics
	7	28	48	17

Science
	5	23	52	20

Art and design
	4	24	57	15

History
	3	20	59	18

Geography
	3	19	58	20

Design and technology
	2	15	57	26

Music
	2	13	60	25

Religious education
	1	12	62	24

Physical education
	2	10	74	14

Legend: Excellent/very good (green), Good (blue), Satisfactory (yellow), Unsatisfactory/poor (red)
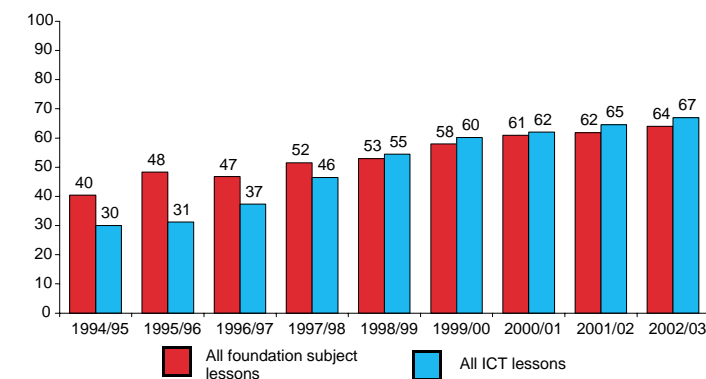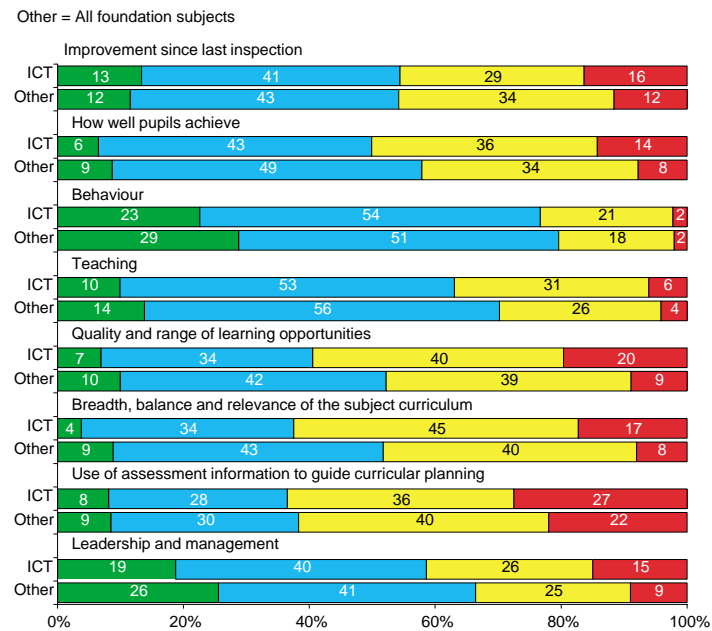
Main findings for primary schools – 2002/03

- In six schools in ten there has been significant improvement in information and communication technology (ICT) since the previous inspection, a higher proportion than in any other subject. Much of this improvement has taken place over the last two years.

- Pupils' achievement has continued to improve and gains have been better than in any other subject at Key Stages 1 and 2. Even so, there is continuing underachievement in one school in seven at Key Stage 2 and one in ten at Key Stage 1 and for under-fives. Pupils with special educational needs (SEN) make satisfactory progress.

- In both Key Stages 1 and 2, teachers' skills, knowledge and understanding have improved greatly compared with 2001/02, as has their planning.

- The quality and use of ongoing assessment are unsatisfactory in almost one school in five. Teachers continue to lack confidence in making summative assessments of pupils' ICT capability against National Curriculum levels.

- Leadership and management of the subject continue to improve, with two schools in three now providing clear educational direction for ICT developments.

- Most schools make timetabled provision for ICT, but many continue to find the application of ICT within other subjects difficult. The quality and range of learning opportunities are unsatisfactory in one school in seven.

- At Key Stages 1 and 2, pupils continue to respond to ICT in a very positive way; their behaviour is good and they engage well with the work set, showing high levels of interest and concentration.

- Some schools make very good use of classroom assistants and technicians, but in others this potential is neglected.

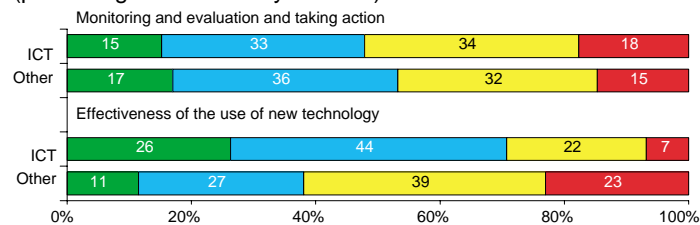A full version of the 2002/03 report can be found on the Ofsted website (www.ofsted.gov.uk).

Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)

Year	All foundation subject lessons	All ICT lessons
1994/95	40	30
1995/96	48	31
1996/97	47	37
1997/98	52	46
1998/99	53	55
1999/00	58	60
2000/01	61	62
2001/02	62	65
2002/03	64	67

Overview of ICT (percentage of secondary schools)

Other = All foundation subjects

Improvement since last inspection
	Excellent/very good	Good	Satisfactory	Unsatisfactory/poor
ICT	13	41	29	16
Other	12	43	34	12

How well pupils achieve
ICT	6	43	36	14
Other	9	49	34	8

Behaviour
ICT	23	54	21	2
Other	29	51	18	2

Teaching
ICT	10	53	31	6
Other		56	26	4

Quality and range of learning opportunities
ICT	7	34	40	20
Other	10	42	39	9

Breadth, balance and relevance of the subject curriculum
ICT	4	34	45	17
Other	9	43	40	8

Use of assessment information to guide curricular planning
ICT	8	28	36	27
Other	9	30	40	22

Leadership and management
ICT	19	40	26	15
Other	26	41	25	9

0% – 100%

Aspects of leadership and management (percentage of secondary schools)

Monitoring and evaluation and taking action
ICT	15	33	34	18
Other	17	36	32	15

Effectiveness of the use of new technology
ICT	26	44	22	7
Other	11	27	39	23

0% – 100%

Staffing, accommodation and resources (percentage of secondary schools)

Adequacy of staffing, accommodation and learning resources
ICT	10	34	36	19
Other	9	36	41	14

Match of teachers and support staff to the demands of the subject curriculum
ICT	11	37	38	14
Other	17	40	32	10

Adequacy of accommodation
ICT	8	35	42	14
Other	12	32	42	14

Adequacy of learning resources
ICT	14	35	35	16
Other	9	35	43	13

0% – 100%

2002/03 inspection data based on full inspections only: not nationally representative
These figures have been rounded and may not add up to 100%

Quality of aspects of teaching (percentage of secondary schools)

Teachers' knowledge and understanding
ICT	25	50	22	3
Other	33	50	16	2

Teaching of basic skills
ICT	11	44	39	6
Other	11	44	40	5

Effectiveness of teachers' planning
ICT	18	48	27	7
Other	23	50	22	5

Teachers' expectations
ICT	17	47	30	7
Other	22	46	26	6

Effectiveness of teaching methods
ICT	11	51	32	7
Other	16	51	28	5

Management of pupils
ICT	22	55	20	3
Other	32	49	16	2

Use of time, support staff and resources
ICT	15	49	33	3
Other	15	52	29	3

Quality and use of ongoing assessment
ICT	9	37	35	19
Other	12	37	37	14

Use of homework
ICT	6	30	57	8
Other	8	37	49	7

0% – 100%

Effectiveness of the use of new technology (percentage of secondary schools)

	Excellent/very good	Good	Satisfactory	Unsatisfactory/poor
Information and communication technology	26	44	22	7
Design and technology	11	29	40	20
English	6	33	48	13
Geography	11	28	39	22
Music	17	21	35	27
Physical education	6	27	48	18
Science	9	24	41	26
Mathematics	9	22	40	29
History	6	24	42	27
Art and design	9	21	35	34
Modern languages	8	20	41	31
Religious education	6	21	41	32

0% – 100%

Legend: Excellent/very good · Good · Satisfactory · Unsatisfactory/poor

Percentage of pupils obtaining A*–C GCSE grades in ICT: all maintained secondary schools

Year	All pupils	Boys	Girls
1996	47.3	49.0	52.0
1997	50.8	49.0	53.7
1998	49.1	50.9	53.9
1999	49.7	52.8	57.5
2000	51.2	53.9	58.2
2001	52.5	55.0	58.7
2002	52.9	56.2	61.0
2003	52	55	60.2

GCSE average points score in ICT: all maintained secondary schools

Year	All pupils	Boys	Girls
1996	4.12	4.19	4.30
1997	4.20	4.28	4.41
1998	4.20	4.27	4.38
1999	4.25	4.38	4.57
2000	4.34	4.45	4.61
2001	4.34	4.45	4.62
2002	4.33	4.47	4.67
2003	4.30	4.40	4.60

Legend: All pupils · Boys · Girls

Number of 15 year old pupils entered for GCSE ICT: all maintained secondary schools – 2003

	Number
Boys	41,319
Girls	25,718

0 – 45,000

Legend: Boys · Girls

GCSE results for ICT: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	3.9	10.8	15.9	24.4	15.7	10.8	8.2	5.1	4.6
Boys	3.6	9.7	14.9	23.8	16.0	11.3	9.1	5.7	5.2
Girls	4.5	12.8	17.7	25.2	15.0	9.7	6.7	4.1	3.7

GCSE results for all subjects: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	3.7	10.4	17.2	23.8	18.3	12.5	7.4	3.7	2.4
Boys	2.9	8.5	15.4	23.2	19.3	14.0	8.7	4.4	2.9
Girls	4.4	12.3	18.9	24.4	17.3	11.0	6.2	2.9	1.9

Main findings for secondary schools – 2002/03

- Over nine schools in ten have improved provision for ICT since their last section 10 inspection; in over six schools in ten this improvement has been significant.
- Pupils' achievement is good in half of schools at Key Stage 3, but is unsatisfactory in one in seven: this rises to one in five at Key Stage 4.
- Overall, pupils with special educational needs do less well than they should. The ICT curriculum for these pupils is often poorly matched to their needs.
- Teaching has continued to improve in quality, but still lags behind other subjects. Teachers' planning, the range of activities and assessment all show significant improvement, however.
- Teachers' subject knowledge remains the key to the most effective practice in specialist courses but is often a problem in discrete ICT courses at Key Stage 3, where there is a high proportion of non-specialists teaching the subject. There are significant problems in the recruitment of ICT specialists in some areas of the country.
- There is little effective continuity from Key Stage 2 to 3 and many schools fail to meet the very different needs of pupils as they progress through the Key Stage.
- Although there has been continuing slow improvement, one in five schools fail to meet statutory requirements at Key Stage 3 and one in three fail to meet them at Key Stage 4. The range of options open to pupils to develop their capability at Key Stage 4 is too limited.
- Leadership and management of the subject have improved, especially in the area of development planning, but particular weaknesses remain, including procedures for monitoring pupils' performance and the development of teaching.
- The availability, deployment and use of resources for ICT have improved significantly but many schools continue to struggle to match the requirements for delivering ICT capability alongside the use of ICT in other subjects.

A full version of the 2002/03 report can be found on the Ofsted website (www.ofsted.gov.uk).

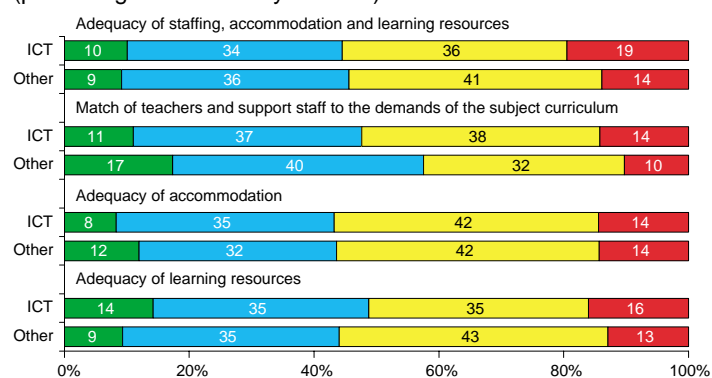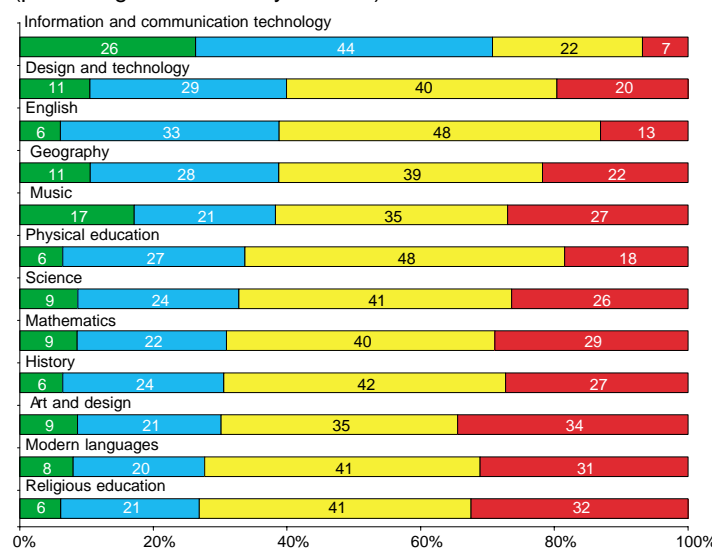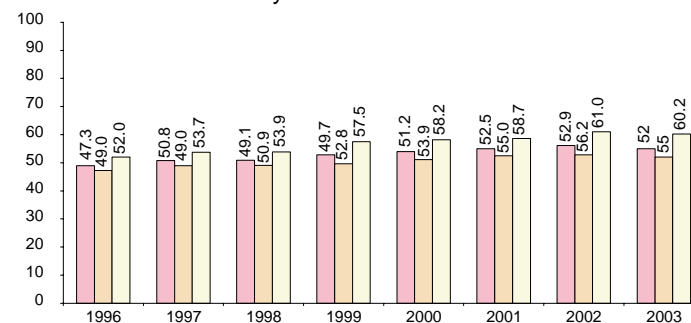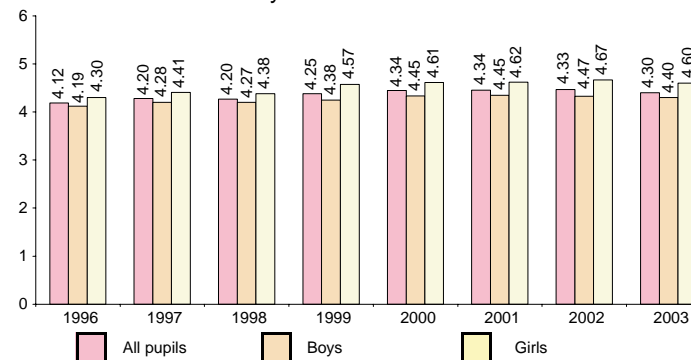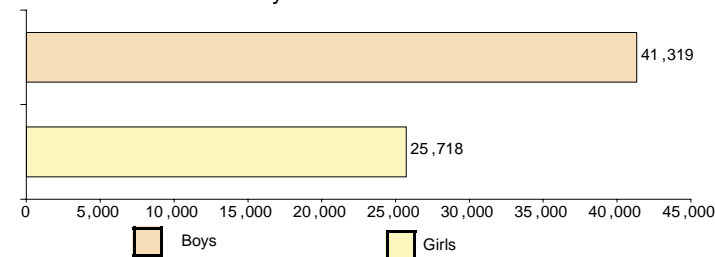## Quality of teaching in lessons over time (percentage of good or better lessons in secondary schools)

Year	All foundation subject lessons	All ICT lessons
1993/94	45	42
1994/95	47	42
1995/96	54	46
1996/97	53	49
1997/98	56	53
1998/99	59	54
1999/00	64	62
2000/01	67	66
2001/02	67	63
2002/03	70	66

Legend: All foundation subject lessons · All ICT lessons