

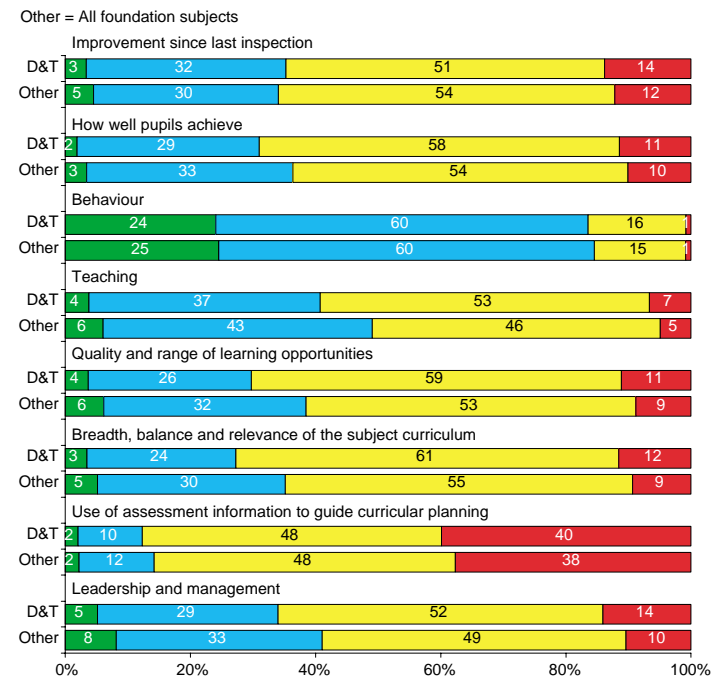


Office for Standards  
in Education

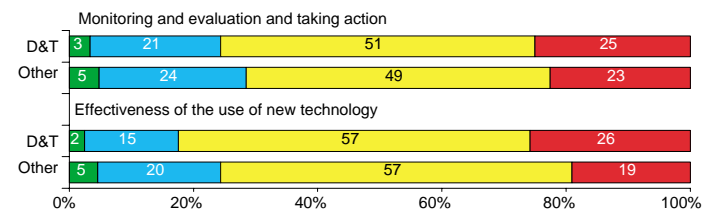
# Design and technology at a glance 2002/03

July 2004  
Maintained primary and secondary  
schools in England

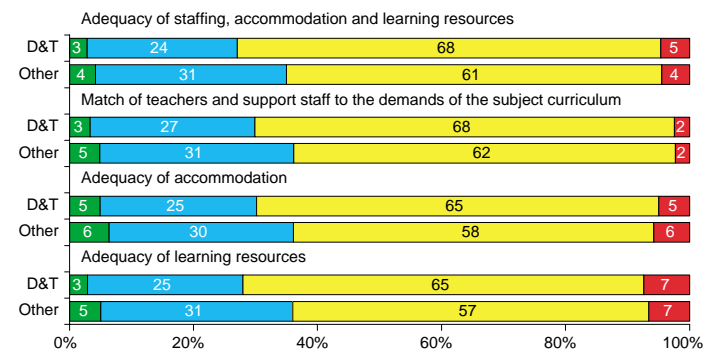
## Overview of D&T (percentage of primary schools)



## Aspects of leadership and management (percentage of primary schools)

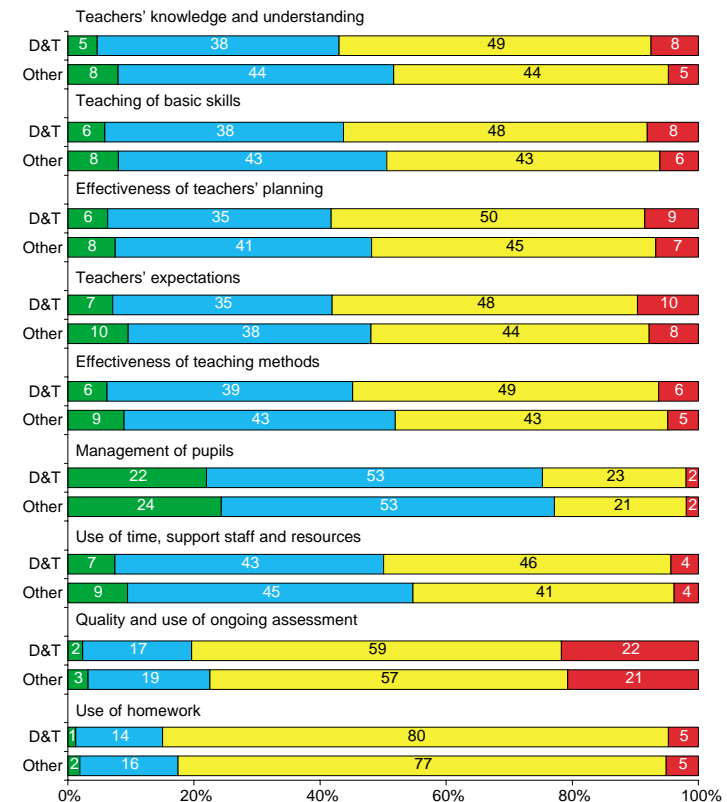


## Staffing, accommodation and resources (percentage of primary schools)

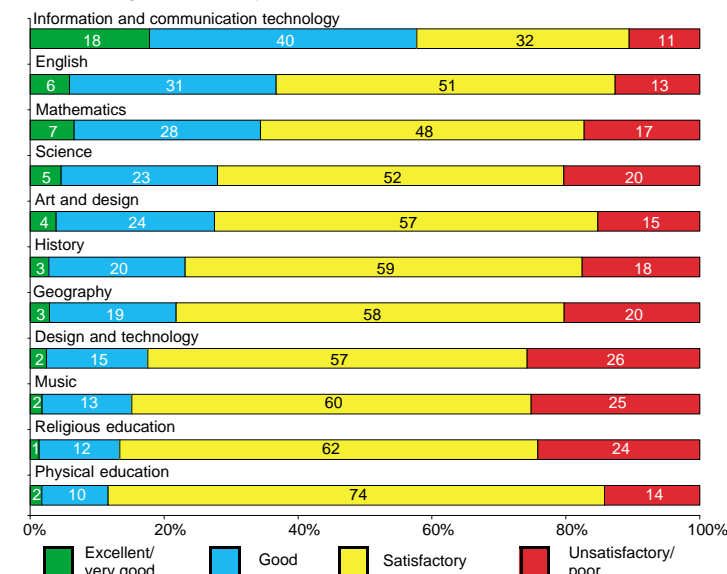


2002/03 inspection data based on full inspections only: not nationally representative  
These figures have been rounded and may not add up to 100%

## Quality of aspects of teaching (percentage of primary schools)



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

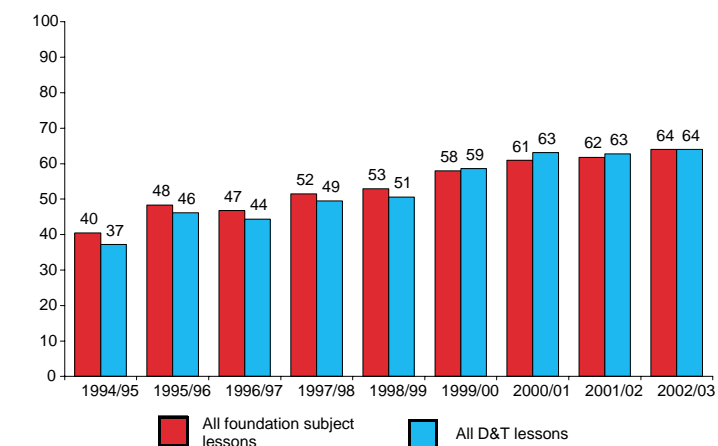


## Main findings for primary schools – 2002/03

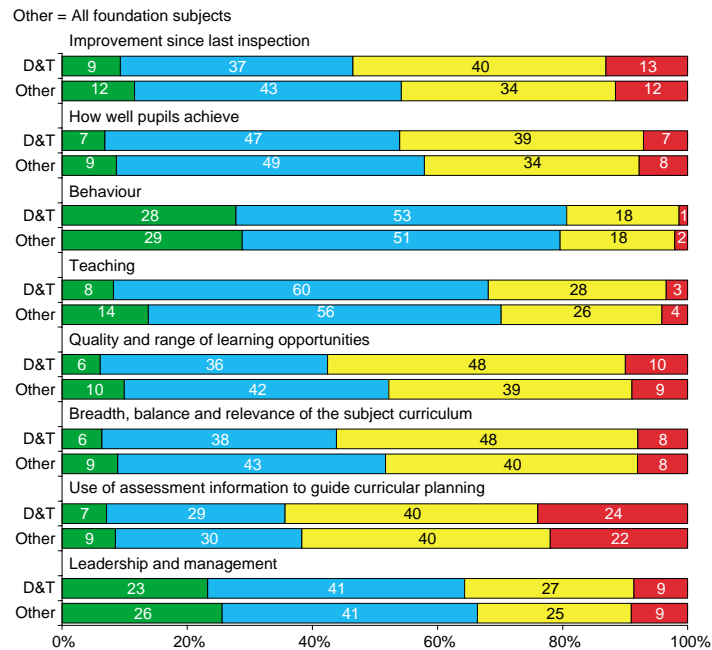
- As last year, nearly nine in ten schools have improved provision for design and technology (D&T) since their last inspection, a third significantly so. One school in seven has made unsatisfactory progress.
- Pupils' achievement, related to their capabilities, is satisfactory or better in nine out of ten schools overall. Unsatisfactory achievement in lessons has diminished since last year but it remains slightly more frequent at Key Stage 2 than at Key Stage 1. However, achievement is rarely judged to be good.
- Pupils with special educational needs usually make satisfactory or better progress.
- The quality of teaching in D&T, while usually satisfactory, is less frequently good or very good than it is in other subjects. Teaching remains strongest in Year 6 and weakest in Year 3. The teaching of making is better than that of designing or evaluating.
- The D&T curriculum has been eroded in many schools, though some schools are promoting the subject through effective links with the national strategies.
- Leadership is weaker in D&T than in most other subjects. The co-ordination of D&T in primary schools is seen by teachers to be complex and some are reluctant to accept the leadership responsibility. The quality of subject leadership, however, is a key factor in enabling schools to improve D&T teaching.
- The behaviour and attitudes of pupils in D&T are good or better in four out of five lessons, an improvement since last year. Pupils generally enjoy the practical work and the opportunities to develop their design ideas.

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

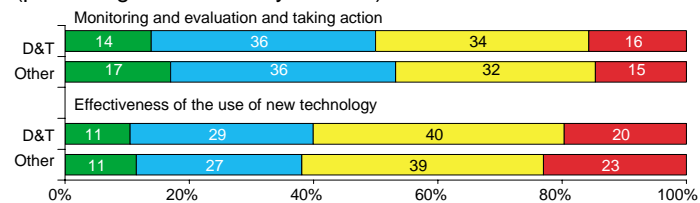
## Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)



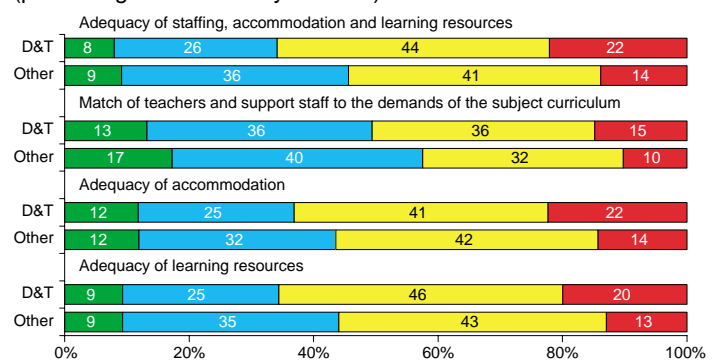
## Overview of D&T (percentage of secondary schools)



## Aspects of leadership and management (percentage of secondary schools)

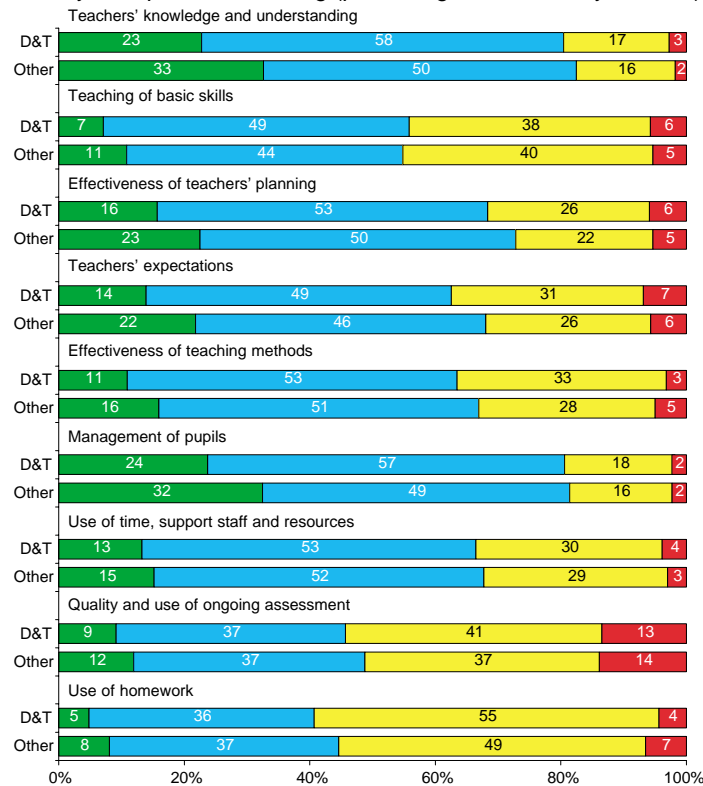


## Staffing, accommodation and resources (percentage of secondary schools)

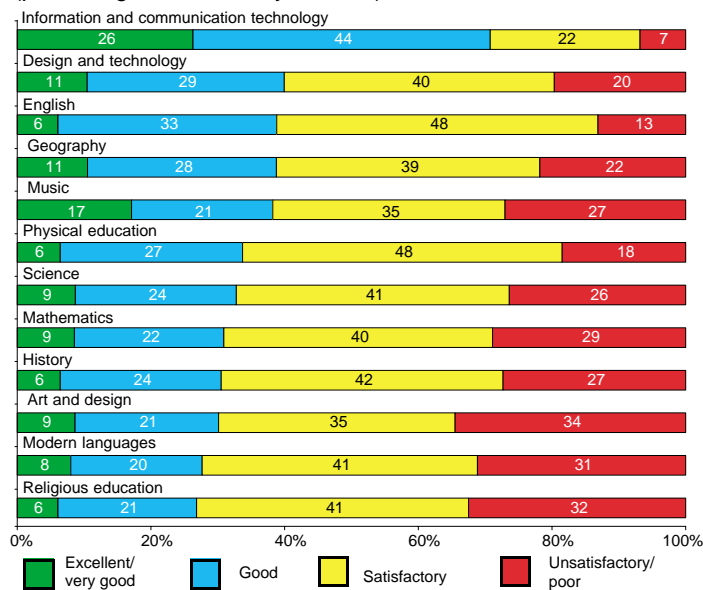


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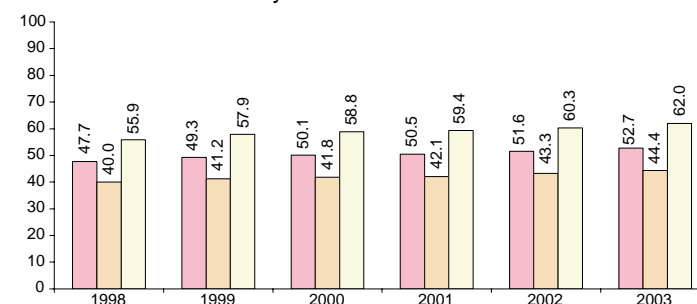
## Quality of aspects of teaching (percentage of secondary schools)



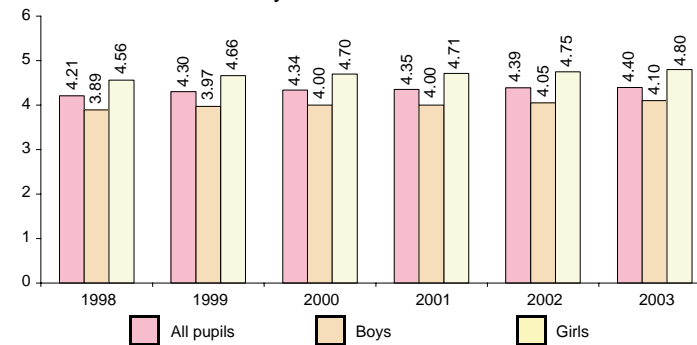
## Effectiveness of the use of new technology (percentage of secondary schools)



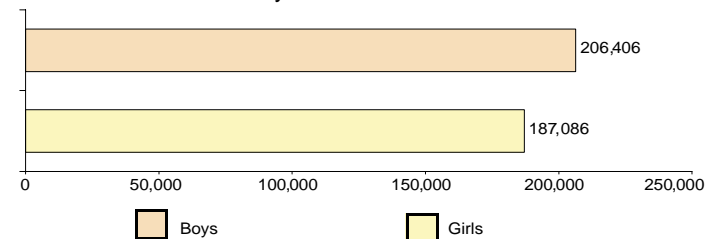
## Percentage of pupils obtaining A\*-C GCSE grades in D&T: all maintained secondary schools



## GCSE average points score in D&T: all maintained secondary schools



## Number of 15 year old pupils entered for GCSE D&T: all maintained secondary schools – 2003



## GCSE results for D&T: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	2.9	10.4	14.9	24.6	20.0	12.0	7.1	3.9	3.2
Boys	1.8	6.8	12.3	23.4	22.0	14.4	8.9	5.1	4.2
Girls	4.2	14.4	17.8	25.6	17.6	9.4	5.2	2.7	2.2

## 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

- In nearly half of schools, there has been a significant improvement in design and technology (D&T) since the last inspections. There has been deterioration in just over a tenth of schools.
- Pupils' achievement, in relation to their capabilities, is good in just over half of schools in Key Stages 3 and 4. It is also good in seven schools in ten, post-16.
- In General Certificate of Secondary Education (GCSE), 52.7% of the entry attained grade C or better. The attainment of boys remains 17 percentage points behind that of girls.
- At Advanced Level (A level), 34.2% of candidates gained A or B grades. This remains well below the average for all subjects. At Advanced Subsidiary (AS) Level, 27.7% of the entry gained higher grades.
- In the vast majority of lessons, provision for pupils with special educational needs (SEN) is satisfactory and it is good in over half of schools. Provision for gifted and talented pupils is less strong and their progress is unsatisfactory in over a tenth of schools in Key Stages 3 and 4.
- Teaching is good overall in over two thirds of schools; and teachers' knowledge and understanding of D&T are good or better in four schools in five. However, the teaching of designing skills continues to be less effective than the teaching of making skills.
- In nine out of ten schools, the leadership and management of D&T are at least satisfactory. However, even in some of these departments, and in one in five overall, the quality and use of assessment are unsatisfactory.
- In nearly a fifth of schools, the appropriate statutory curriculum is not fully in place for D&T.
- The curriculum in Key Stage 3 continues to give pupils a fragmented experience of the subject. This hinders progression and limits standards of achievement.
- Pupils continue to make more extensive and effective use of information and communication technology (ICT) in D&T than they do generally in other subjects.
- There are inadequacies in accommodation and learning resources in over a fifth of schools, and of specialist staffing in one in ten.

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

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

