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Mrs C Burke
Acting Headteacher
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Dear Mrs Burke

Ofsted survey inspection programme – E-safety

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 1 July 2009 to look at work in e-safety.

As outlined in my initial letter, this visit looked at:
- the extent to which schools teach learners to adopt safe and responsible practices in using new technologies
- e-safety training for staff.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included interviews with pupils and staff scrutiny of relevant documentation, including action plans and results of questionnaires.

The overall effectiveness of e-safety was judged to be outstanding.

Outcomes for learners

- Those pupils questioned had an excellent understanding of how to use new technologies. Those from Years 1 to 6 had an excellent awareness of internet misuse and knew that they should avoid 'rude', 'nasty', or 'violent' sites.
- Pupils were extremely knowledgeable and mature in their understanding of why certain sites could be harmful, or innocent looking sites were 'stepping stones' to sites which were also unhelpful.
- Pupils were also aware of other dangers such as uploading of photographic images or the implications of entering information onto web sites, e-mail or pop up sites. Older pupils were very aware of the precautions needed when entering details into commercial sites.

- Pupils have regular access to e-mail and make careful use of this facility because of the managed system you have. Pupils interviewed had an acute and clear understanding of the potential dangers of sharing personal information with others. They all knew why their e-mail addresses needed password protection.
- The very few incidents of misuse reported by pupils and the school are addressed very effectively. Pupils are aware of the procedures to adopt when restricted sites were accidentally accessed, including the use of 'Hector' the floating dolphin who, when clicked upon, clears the screen. All pupils were aware of the associated websites promoted by the Child Exploitation and Online Protection Centre (CEOP) and spoke enthusiastically about the cartoons they had watched which appeared to increase their awareness dramatically.
- The assembly produced by the pupils was excellent in conveying the messages of e-safety, and the concluding song, specially written about e-safety, helped drive the message home brilliantly to both pupils and staff.
- Pupils are particularly sensitive to the 'rights' and 'wrongs' of internet access and use. They say they are particularly careful at home as they realised there were not the same constraints put upon them. Specific e-safety activities, such as designing leaflets to promote e-safety, along with activities in personal, social, and health education lessons helps them gain this excellent understanding.
- All pupils had a very clear understanding of who to approach if concerned about any website, usually their class teacher, headteacher but also the e-safety co-ordinator.

Quality of provision

The quality of provision is outstanding.

- The school has a planned programme for information and communication technology, based upon the International Primary Curriculum. This includes aspects of e-safety which are integrated carefully and very successfully into subjects and aspects of pupils' personal and health education. There is clear and well planned progression from Reception to Year 6.
- Those children who join the school other than the normal times, and those who are 'looked after', are identified quickly and are buddied up with existing pupils who have aspects of e-safety on their list of things to ensure they know.
- Pupils with English as an additional language receive good levels of support. Their levels and understanding of spoken English enable them to be very clear about e-safety routines and expectations.
- Pupils spoke enthusiastically about their lessons and activities and universally said that their teachers keep reminding them about e-safety. Their e-safety week was a highlight for them and the ongoing interaction with websites associated with 'Hector' and his undersea friends has made a really tangible impression about how to remain e-safe.

Leadership and management

The leadership and management of e-safety are excellent.

- The review and awareness raising of e-safety issues has been very effective as all staff were keenly aware of their responsibilities and roles. They all take e-safety seriously and realise how they can ensure pupils remain e-safe.
- Having an e-safety officer has been effective in coordinating efforts, training, reviewing policies, monitoring incidents and conducting questionnaires for pupils and parents. Acceptable user policies have been devised for staff and pupils and there has been a high sign up rate from parents.
- Although e-safety is taken seriously and the outcomes for pupils are excellent some new technologies are not as secure as possible. You have recognised this and are aware of the need to ensure that all new technologies have maximum security.
- Policies are well known by staff. Recent reviews to policies have been effective in devising action plans, including the possible encryption of staff laptops and storage devices. Policies have been scrutinised thoroughly by the governors and there are clear review dates scheduled for next year.
- The school has made positive steps to include parents in knowing about e-safety and new technology issues with a mixed response. Parents have attended an open evening to raise their awareness of e-safety. As few attended, the school enlisted the aid of pupils to 'spread the word' about e-safety to parents and carers. This is gaining momentum and is giving parents more confidence to approach the school informally for more information. Other avenues, such as distributing leaflets while attending the 'parents' lounge' or playing e-safety messages via audio-visual displays on parents' evenings are beginning to have an impact.

Quality of training

The quality of the training is excellent.

- The e-safety officer along with ICT shadow coordinator have attended ICT and e-safety training on keeping students 'e-safe'. This has been effectively 'rolled' out to all staff so they are very aware of their roles and responsibilities.
- Midday supervisors, some governors, and teaching assistants have all attended after school training. They nearly all reported that they had learnt something new, particularly relating to social networking sites.
- Training has resulted in staff being even more vigilant about 'everything' as one staff member commented. This included checking websites, ensuring that pupils do not access the internet unsupervised, and being more aware of age limitations to social networking sites.
- Newer staff and those recently qualified have been included effectively in training and are clear about routines and policy.

Areas for improvement, which we discussed, included:

- continuing to help more parents develop a greater understanding of published guidelines to reduce the potential dangers of home internet use
- ensuring that staff laptops and portable storage devices have suitable encryption to secure data they contain.

I hope these observations are useful as you continue to develop e-safety in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kevin Hodge
Additional Inspector