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Mrs A Davies
Headteacher
Drapers Mills Primary School
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Dear Mrs Davies

Ofsted survey inspection programme – E-safety

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 01 June 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 good.

Outcomes for learners

- Those pupils questioned had a good understanding of how to use new technologies. Those in Years 3 to 6 had an excellent awareness of Internet misuse and knew that they should avoid 'rude', 'nasty', or 'violent' sites. Younger pupils in Years 1 and 2 knew they should avoid these sorts of sites, but were less aware of other dangers such as uploading of photographic images or the implications of entering information onto web sites or e-mail.
- Pupils have regular access to e-mail and most make careful use of this facility because of the managed system you have. Pupils, particularly

those in Years 3 to 6, had an acute understanding of the potential dangers of sharing personal information with others.

- The few incidents of misuse reported by pupils and the school have been addressed effectively. Pupils were aware of the procedures to adopt when restricted sites were accidentally accessed, including switching off monitors, but not the machines, to enable staff to log the offending site.
- The pupils have a good knowledge and understanding of what they need to do to keep safe while using new technologies. Older pupils are particularly sensitive to the 'rights' and 'wrongs' of Internet access and use. This has been gained through specific e-safety lessons and within personal, social, and health education activities. Parents have had opportunities to attend a 'forum' to raise their awareness of e-safety. However few attended, which reduced its effectiveness.
- All pupils had a very clear understanding of who to approach if concerned about any website, usually their class teacher, but also the e-safety coordinator.

Quality of provision

The quality of provision is good.

- The school has a planned programme for ICT, based upon national guidance. This includes aspects of e-safety to ensure that there is progression from Early Years Foundation Stage to Year 6. You recognise that, while progression is generally good, some aspects need revising to ensure that the scheme keeps pace with the latest thinking and developments.
- Those children who join the school other than the normal times, and those who are 'looked after', are identified quickly and have an informal induction which includes aspects of e-safety. Although this generally works well, there is no formal induction to cover e-safety to ensure continuity of approach.
- Pupils with English as an additional language receive good levels of support. They have multilingual written aides and verbal support in their home language where possible, to enable them to be clear about e-safety routines and expectations.

Leadership and management

The leadership and management of e-safety are good.

- The review and awareness raising of e-safety issues have been effective as all staff were keenly aware of their responsibilities and roles.
- The appointment of an e-safety officer has been effective in ensuring staff are aware of their responsibilities to promote e-safety and that pupils feel safe because they know there are clear routes to follow if they are concerned.

- Policies are well known by staff. Recent reviews to policies have been effective in most areas. They have been ratified by governors and there are clear review dates.
- The school has made some positive steps to include parents in knowing about e-safety and new technology issues. The 'forum groups', while worthwhile for the small minority of parents who attended, has not enabled all parents to be fully aware of the issues. Your recent survey was effective in highlighting the mismatch in perceptions they have about supervision and safe Internet use at home.

Quality of training

The quality of the training is good.

- You, along with members of your senior leadership team have attended training on keeping pupils safe in a digital world and this has been effectively 'rolled' out to nearly all staff. Midday supervisors, although not yet trained specifically, are aware of their responsibilities as training for staff has been informally shared before they attend more formal training with governors, and nursery staff.
- 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:

- ensuring that younger pupils in Years 1 and 2 have a better level of understanding about the potential dangers of sharing images on line and entering information into web sites or via e-mail
- to include e-safety formally into induction procedures for pupils joining the school during the school year
- helping more parents develop a greater understanding of published guidelines to reduce the potential dangers of home Internet use.

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