



# ICT Mark assessment report

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Name of school **St Saviours CE Primary School**  
Post code **W92JD**  
School URN **101141**  
Head teacher **Lindsey Woodford**  
Assessor **Peter Lillington**  
Date of assessment **11 July, 2019**

## Focus elements

Leadership and Management  
E-safety/online safety  
Use of ICT in the curriculum  
Professional development

## Visit agenda

9.00-9.15 Welcome and Introduction

Vicky Nuechtern

Lucy Cornelius

9.15-9.45 Tour of the school B and S, K and O

9.45-10.00 Meeting with Tech Team and KS1 Leaders

B, S, S

and E (Tech

Team) plus Y5

K, A

O and A

(KS1 Tech Leaders)

Home Corner

10-10.15 Review of Evidence Vicky Nuechtern

Lucy Cornelius

Home Corner

10.15-10.30 Meeting with Parents

Ms McCormick

Mr Bowen

Ms Stringfellow

Ms Petrov

Mr Bailey

Mr Toptsis

Home Corner

10.30-10.45 Meeting with Governors

Anton Young

Louise Vitou

Jonno Elliot

Claire Robson (SEN and Parent Governor)

Home Corner

10.55-11.00 BREAK

11.30-11.45 Meeting with Office Staff

Jennifer Simmons

Tina Clark

Andrew Hutton

Home Corner

11.00 - 11.15 Meeting with Teaching Staff

Tracy Spence

(Reception)

Lucy Cornelius

(Year One)

Rob Oxley

(Year Four)

Lisa Daly

(Year Five)

Home Corner

11.15-11.30 Meeting with Support Staff

Colette Weekes

(Year Two)

Mark Pearman

(Year Four)

Marta Pearman

(Year Six)

Home Corner

11.55-12.05 Review Time Peter Lillington Home Corner

12.05-12.10 Feedback

Vicky Nuechtern

Lucy Cornelius

Home Corner

NB due to Headteacher absence due to sickness, 10 min phone conversation happened on Friday 12/07

## Commentary on assessment

### Vision, leadership and organisational management

ICT has long been embedded in the school vision and the first award for the ICT Mark was in 2010: vision along with strategic plans are regularly reviewed and updated with active involvement of staff and governors. The vision is displayed in school. A welcome presentation put together by year six pupils greets visitors to the school, alongside other displays and invitations to use QR codes.

Use of technology and systems appropriate for the tasks in hand permeates all aspects of school life, with developments and improvements year on year. For example use of the Look@Me system in Early Years has been useful but the school is moving to a new tool in September which should provide better options; ParentMail has recently brought functions such as news/updates and participation in surveys and questionnaires to the community. The school values and welcomes parent feedback and so this is a key development. GDPR has been carefully introduced and monitored and staff are aware of responsibilities. Policies, permissions and agreements are in place, and updated regularly; parents have multiple options to access information. The school is currently looking into improvements and efficiencies possible with the phone system.

The school regularly audits staff skills and where necessary provides training and support. Sometimes this is through formal training or visits eg to the BETT exhibition and LGfL conferences and training sessions, but often undertaken more informally through one to one support and discussion or in phase group meetings. Formal CPD is provided for all staff in school according to need: the computing leader works regularly with support staff during Friday morning assembly (e.g. with an eight week programme based on a recent analysis); staff meeting time on INSET days and Monday staff meetings is allocated. For new developments (e.g. the upgrade of SMART board) training is planned in. The school values input from its technical support provider.

The school regularly tries new approaches and evaluates their impact e.g. the Fake News focus in the 2019 Computing Week recently helped develop understanding of use of web-based sources of information. Through the diocese and other groupings the school participates in a number of local networks and linkages to exchange good practice.

In a small school the subject leader has a chance to interact individually with class teachers in her subject leadership and monitoring capacity and similarly the deputy headteacher can feed into the process when applicable. Staff spoke very highly of the subject leader's expertise and approachability. The subject leader has a systematic and organised approach to the many tasks which she undertakes and keeps a record and forward plan and log of actions, linked to the school development priorities and other internal processes. This is maintained via a co-ordinator's file which brings together all relevant items. Staff have access to what they need on the shared drive.

The school has considerably strengthened its online safety education in line with KCSIE 2018. It recently won a community award for its approach. It makes use of resources provided by LGfL for London schools including attending the DigiSafe conference and adapting resources such as the policy templates provided. The subject leader has undertaken the CEOP Thinkuknow certificated training. The school has implemented the Switched On online safety scheme of work across all year groups. Online safety begins in an age appropriate way in Nursery. The school has drawn upon the expertise of a local provider Katy Potts to run sessions for parents as well as charities such as Childnet, NSPCC and local community officers.

In no way has this led to complacency - at the time of this visit concern amongst parents and staff was evident regarding TikTok, age limits and the risks such platforms might pose to children in the school, but what was reassuring to hear was that guidance had been given by the school through a variety of channels and parents were active in sharing advice across the community. An atmosphere of mutual respect and trust is in evidence across the school between pupils, staff, governors and parents. When questioned children were able to indicate appropriately how they would respond to certain situations.

When children join the school they identify two adults in school who are there for them to speak to about any concerns. Displays on online safety are given high profile and posters for Childline give pupils another recourse should they need it.

Parents endorse the care which the school exercises in posting to its official twitter account and YouTube channel. This is private but school can give links to parents to view relevant posted videos. At events such as school performances parents can capture children participating on their devices but give agreement not to post.

## Provision of ICT; quality and range

The school reviewed its provision of equipment and has recently reinvigorated its ICT suite through new computers; as these are leased it hopes that it will be possible to update these more frequently than permitted by outright purchase. Class teachers explained that new computers in classrooms for mainly teacher use had been much appreciated and allowed them to make more of the connected projectors and interactive whiteboards (with recently added visualisers). These are currently being upgraded on a rolling programme. Subject leaders encourage the use of technology across the curriculum; the music teacher recently introduced a Garageband project using the iPads.

Active community support through the PTA has provided funding for the iPads which are charged and kept securely in the ICT suite downstairs. The storage includes carry baskets that allow sets to be taken around the school conveniently.

The iPads can also be deployed in the ICT suite where there is sufficient space for individual or small group work. They have even been used outside the school and for instance on trips.

Interactive displays using QR codes are spread around the school and indeed one is currently on the main entrance to the school to encourage parents and visitors to visit the newly re-launched school website which is much more accessible and mobile friendly than the one it has replaced. That site however was much appreciated in its time as it was produced with help from the school community.

On site technical support is provided once a week and is well received. There is an organised system for reporting issues and a chance to categorise urgency/impact.

Fairly recently the school transferred from one finance system no longer supported by the local authority to another preferred. The school business manager's knowledge and experience was crucial to this transition being successful, another example of strong contribution from colleagues across the school in a range of roles.

## Demonstrating impact on learning and teaching

Children (and parents who discussed) seem to enjoy use both in and out of school of the Mathletics platform to which the school has subscribed. This enjoyment together with demonstrable benefits for children's learning in mathematics has led the school upon review and evaluation to maintain this expenditure. Children find the certificates motivating. More generally the school evaluates digital resources used in the curriculum on a regular termly basis.

The school uses a published scheme for assessment that links closely with the schemes used for Computing and for online safety. The leader ensures tasks are matched and monitors progress. Children are given feedback - an example is constructive criticism to younger pupils to help develop practical skills when using the iPads to record video.

The subject leader monitors, samples and maintains a carefully presented portfolio of pupils' work. This gives clear expectations as to the range of work which might be expected within and across a year and is a useful reference point year on year both for staff who are new to the school or a particular year group, or to benchmark and moderate as cohorts move through the school. Data in relation to end of keystage expectation is maintained on the school's SIMS system but samples of work usefully exemplify the school's scheme of work.

Through the 'tech team' interested, engaged and potentially gifted and talented pupils can make an extra contribution to support staff and their peers but this is also a useful way of working across age groups. The SENDCO has good awareness of the potential for individual needs to be supported through specific technology whether through a range of specific apps or more generally including potential use of pupil premium money. In terms of equitable access the school has good knowledge of which pupils might need access to technology in school for homework tasks and makes access for them in school on a regular basis, and links with the local library are maintained and encouraged. Children variously described their experience of technology in school as "spectacular", "exciting", "exhilarating" as well as "helpful and nice".

Some classes have increased their iPad expertise thanks to visits to education sessions at two nearby Apple stores. Visits have also been made to other companies offering school sessions such as Barclays. These visits bring enhancement to the curriculum. The school has special focus weeks including one with a STEAM theme provide by a London based company.

Technical support and MIS support has for some time been provided by a previously local authority based organisation and is well regarded by staff.

## Areas of strength/outstanding practice within the context of the Self-review Framework

- Strong vision for pupils within the Christian ethos of the school - caring and highly supportive community children/staff/governors/parents led by the Headteacher and sustained over many years (2010 first award of the mark)
- Strong leadership of all aspects of technology - energetic, committed, enthusiastic and approachable subject leader, who is held in high regard by colleagues for her support and expertise; support from experienced DHT herself understanding role well from prior experience; support from SLT including clear delegation and empowerment by the head teacher and other leaders - distributed leadership and effective teamwork.
- Unwavering commitment to safeguarding and online safety for the children and the community
- Pupil leadership through the 'digital leaders' and the 'tech team'
- Fully implemented computing curriculum supported by good resources and training - regular review of all in school processes and procedures and resources
- Wherever possible taking advantage of visitors to the school and visits outside the school to enhance and enrich pupil experience

## The future

- maintain and enhance all round approach to online safety (consider new SRF Digital safeguarding element as a tool, alongside 360 Safe framework and tools (360Safe.org.uk)) with possible additional quality award likely to be well within sight
- as is already recognised consider new DfE Online safety guidance (July 2019) which references Education Framework for a Connected World which should be useful for future development
- consider further, more specialist, training as appropriate e.g. CEOP Ambassador course or other accredited option
- consider whether tools such as the ParentInfo 'widget'/automatic feed would further enhance information available to parents and the wider community
- further strengthen potential of technology to enhance subject teaching as new apps/tools become available e.g. the investigation into Apple Classroom app; further embed opportunities for skills development and knowledge of pupils e.g. instanced by special visits or experiences becoming 'mainstream' where possible, as has happened with green screen, and is planned with 'birdcams'
- continue to plan for future technology requirements and flexibility as the school has already identified (e.g. potential to mirror iPads within classrooms via hardware or software options, to complement tools such as the visualisers)

## Assessor recommendation: **Threshold reached**

Date received **14 July, 2019**

Date agreed by Naace **15 July, 2019**