Online Safety Mark Assessor Report Form

School: Astley Park School   Date of assessment: Wednesday 4th July 2018

Assessor: Katie John   Headteacher: Kieran Welsh

Moderator: N/A.   School Contact Person: Michelle Hodgeon

Element A – Policy and Leadership

Astley Park School has a very effective online safety group with a wide representation from the school community, including governors and parents. Whilst roles for individual members are clear, online safety is very much considered a shared responsibility. School staff speak highly of what the group has achieved, particularly the support provided by the Online Safety Lead and the Online Safety Subject Lead. The pupil Digital Leaders feed into the adult group and keep them up to date with what is happening in terms of technology use. Recently, they contributed to work on creating pupil acceptable use agreements. These have been implemented and are differentiated to ensure all pupils can access them.

Policies are comprehensive and online safety features in relevant documentation. All staff and governors sign Acceptable Use Agreements.

Effective safeguarding and excellent relationships with pupils help to identify when a student may be particularly vulnerable.

Element B – Infrastructure

Filtering is provided by Lightspeed (an accredited supplier). Global filtering is applied at local authority level. The school sets an additional layer of filtering. Where needed, staff can request sites to be unblocked to allow activities, such as learning life skills for older pupils.

The school has recently made changes in response to GDPR. Staff and pupils understand data security and that systems are monitored. Any potential misuse is dealt with effectively.

Password security and access to protected areas for staff is strong. Whilst logins to the school system for pupils are currently generic (in some classes individual logins have been identified as a barrier to learning), they have experience of individual passwords through a number of online applications.

Element C – Education

Pupils speak confidently They about how to stay safe. They are taught online safety through explicit lessons and activities such as assemblies: opportunities are identified by staff to pick up pupil worries and concerns and respond to changes in technology. These opportunities for discussion and the anonymous sharing of

appropriate concerns from Whisper, ensure learning is linked to real life. In the words of one child, "the teachers keep it real."

A great deal of care has been taken when developing the curriculum. Assessment statements help teachers to provide learning experiences at the right level for each pupil. For example, steps move from a student recognising images of themselves, through a number of progressive statements, to explaining which images are appropriate and understanding that once online an image can be there for a long time. This is now in use across the whole school, however staff feel that until it has been in place for a year, they cannot be certain of its impact.

Teachers are creative in meeting the needs of all of their children. They ensure learning is as concrete as possible for children who struggle to understand the virtual nature of online communication. Staff recognise the challenge of keeping vulnerable and often very trusting young people safe from extremist views and potentially harmful viewpoints. This is currently addressed in online safety and in English lessons, however the assessor recommends that the school carefully map where this is covered across the curriculum and use their excellent knowledge of individual pupils to identify those who might be particularly at risk.

Digital Leaders are rightly proud of their contribution to keeping children safe. They had training on online safety and assisted the Local Authority in gathering information about current use of technology amongst their peers. They spoke confidently about helping other children who in their words, 'were born into the world of technology.'

Ofsted praised the school's collaboration with parents and this was clear during the visit. School staff put in a lot of time into working with parents to resolve issues, providing advice and technical help where needed. When talking to parents about pupil use, staff focus on 'what we can do instead, rather than don't do it.' Parents appreciate the information provided on the school website and through social media. Blogs not only keep parents and community members informed, but they have also been accessed by a number of other schools who have enquired about the work Astley Park do on online safety.

Element D – Standards and Inspection

Online safety is seen as a priority and is included in both the annual and three year School Development Plans. Members of the group spoke of how using the review tool has led to a shift in culture in the school and prepared them well for changes needed as a consequence of GDPR.

The school has robust systems for reporting and responding to online safety concerns and incidents. The whole school community understands the systems in place for reporting. Whisper is used to share worries. These are picked up and dealt

with appropriately through one-to-one sessions, group work,
and providing support to families. Where appropriate, worries are shared
anonymously with pupils and form the basis of discussions and lessons. All incidents
are recorded in CPOMS and actioned. Advice is sought from the Safer Internet
Centre Professional Helpline and the local Authority where appropriate.

Areas of strength and good practice

- Astley Park School meet individual pupil's online safety needs well through a wide range of strategies.
- They are very supportive of families and provide comprehensive information and updates for parents.
- The school has a holistic approach to online safety and a carefully crafted and comprehensive curriculum that other schools are keen to access.

Areas for further development

- Some pupils' access to learning is hampered by the need to log onto individual accounts, there are however a number of children who would benefit from having the responsibility of their own account and password.
- Whilst the assessment statements have clearly impacted in terms of staff confidence in delivering the online safety curriculum, the school felt that they would not be able to evaluate its effectiveness fully until the system had been in place for over a year.
- Map work covering online bias and extremism.

Additional Comments

The school already share good practice via their website and social media and are keen to explore how they can further share good online safety practice.

Assessor's Recommendation

The school has reached the standards required to be awarded the Online safety Mark