

Name of school **Meadowbank Primary School**
Post code **SK8 2LE**
School URN **135008**
Head teacher **Mrs J Appleton**
Assessor **Roger Broadie**
Date of assessment **11 July, 2017**

Focus elements

Having looked at your SRF there are several areas that I feel it would be good to explore in detail, as well as having general discussions about your use of ICT in the school. The aspects I would like to focus on are:

- Parental engagement, home learning and the use of ICT outside the school.
- Pupils' access to ICT in the school and their ability to make choices in their use of ICT.
- Involvement of the teaching and support staff in developing ICT use and their professional development and coaching.

Visit agenda

My proposed agenda for the assessment is below. Please will you let me know if this is workable from your point of view. The assessment needs to start with the discussion with the Head and senior leaders, and the tour of the school with the Head. After that the sessions could be in any order if it makes it easier to arrange. Please will you also let me know the names of the people that you arrange for me to meet and their roles.

I would like to stress that the assessment is not a paper chase and the only documentation I will need to see is the Vision and the ICT Action Plan. In looking round and in talking to everyone I meet I can get a good picture of the school. I will also be looking at the most recent Ofsted report and the school website.

8.50 - Arrive.

9.00 - Introductions and putting the school in context - head teacher and the senior leadership team ICT lead.

9.20 - Tour of the school with the head teacher and the ICT lead.

10.05 - Review of the evidence with the ICT team.

10.30 - Meet with 2/3 stakeholders including a parent and a governor who are not members of staff.

10.55 - Meet with students from different years, including KS 1 and KS2 pupils. A group of at least six pupils and not more than 12 please. (accompanied).

11.20 - Meet with at least three teachers and preferably, four from KS1 and KS2, and note please not the ICT leader or ICT Coordinator. This could be a single session with all four teachers or two sessions, one for KS1 and one for KS2.

11.50 - Time for the assessor to evaluate the evidence. I will need a private room where I can prepare the report back.

12.05 - Feedback to the headteacher and such other members of staff as you wish.

12.25 - Finish.

Commentary on assessment

Vision, leadership and organisational management

The vision for the development of the ICT in the school and leadership is led by the Head and the ICT lead but involves the whole senior leadership team and the rest of the staff. The school leaders listen well to the pupils and their views of how they learn best, including pupils in the Childrens Leadership Team on learning walks to assess how ICT is being used in the school.

There is a strong desire to future-proof the school by continually looking at new developments in ICT that could have impact. An example is their current investigation of how effective virtual reality systems could be to engage pupils in writing. They are also investigating the use of Seesaw to improve how teachers provide feedback and to enable students to more easily develop portfolios of their work.

The introduction of mobile devices, particularly iPads, has enabled the learning activity to spread out of classrooms into corridors, playground and grounds, which gives greater scope for group and individual learning activities that are not easy to accommodate in the classroom, such as making videos to present their understanding, including using green-screen technology.

Staff development is a key priority with the ICT Leader running regular coaching sessions that are much appreciated by the teachers.

The school has engaged with the secondary school that they feed with staff from the secondary coming to help teach computing and pupils from the school getting some computing lessons at the secondary school.

The school leaders understand well the importance of home learning and the engagement of parents. They hold half-termly events for parents which include discussion of the use of ICT and online safety. Some of the parents are now contributing evidence of what the children do using the ICT at home.

Provision of ICT; quality and range

The very diverse ICT in the school has been acquired mainly over the last four years, the Head taking the advice of staff and the governors challenging requests for developments. The approach has been to make small and steady increments to the ICT available through projects to first explore and assess the impact of specific ICT developments before making a larger investment for whole-school use.

The school has succeeded in developing a level of ICT equipment that permits all classrooms to have ICT readily available when the teacher or pupils needs to use it, while also having an ICT suite. The focus is not just on computers but also smaller ICT devices, such as calculators used to help the reception class pupils manipulate numbers and small devices to play music for movement and dance or to take images. Overall there is excellent provision.

The provision of ICT from nursery upwards enables the children to develop early the skills they will use in applying the ICT to their learning as they progress through the school. An example is children in nursery using iPads to take pictures of lego models they have made, a skill which is then used higher up the school in pupils videoing each other explaining about things they have learnt so they can reflect together on how well they are able to explain this.

Regular support for the technology has arranged ensuring that all the ICT in the school is functioning and effective.

Demonstrating impact on learning and teaching

Throughout the acquisition of the ICT in the school impact on teaching and learning has been the main driver, an example being the research they conducted to assess the impact on boys' reading of the use of eBooks, with the impact assessed not only by the staff but also through pupil surveys.

The introduction of the ICT has been accompanied by development of the curriculum, with the teachers providing more diverse ways for the children to demonstrate their knowledge and pupils being involved in the process of planning how topics will be addressed and having choice of how they wish to present their learning, which strongly stimulates greater engagement with the topic. The use of the ICT is not seen as something separate in the curriculum but as a way to work on important areas of learning such as literacy, examples being using stories recorded verbally to help the children write play-scripts and using puppet-show software to develop playscripts.

There is good understanding amongst the staff of the ways that the ICT is helping pupils become better learners, more independent and resilient, more inquisitive, and with better skills to present their understanding. The teachers see the ICT as enabling learning to move faster, with greater options for how to learn being available, and helping the pupils to be looking for what's coming next in their learning, increasing breadth of learning and enabling learning outcomes to be achieved quicker.

There is a thorough understanding of online safety in the school with the digital leaders group displaying good knowledge. Innovative approaches are taken to help the pupils appreciate online safety issues, for example a session where pupils were invited to engage in online chat with a new pupil who was coming to the school, who was in reality a teaching assistant, the chat conversation providing real and immediate examples of how easy it is for pupils to give personal information online without realising the person they are chatting to may not be who they say they are. The school also takes advantage of online safety training from the local authority.

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

- The staff of the school have a consistently high quality of teaching and classroom organisation which is evident from the self-organisation of the pupils and their attention to and engagement with the learning tasks, which has been developed as a whole-school culture. This is supported and reinforced by the school's approach of pre-task negotiations with pupils as to their targets and how they will do the work required in topics, with considerable choice in how they will present their understanding and capabilities. This enables personalisation of the learning and diversity of the work the children do, which has led to many of the children taking a strong role in leading learning in the classroom. Collaborative approaches support this, with the diverse use of ICT complementing non-ICT-based approaches. All this has led to the pupils taking considerable responsibility for progressing the learning activity, freeing the teachers and teaching assistants to focus on outcomes rather than making the learning activities happen, and enabling them to use their time for higher level conversations with individuals and groups, to help them achieve more.

- The environment of the school is hugely stimulating and supportive of learning, with the ICT playing a critical role, as the all sorts of nooks and crannies that have been created for small group collaborative work or independent work can use the mobile devices to structure and scaffold the pupils' work or as tools to enable more creative outcomes. The children, and the teachers, treat all the ICT as a natural part of the school environment that they turn to as and when appropriate, individually, in groups or for whole-class work. This truly puts the children into an interactive multi-media and highly creative environment that reflects the connected digitally-supported world that will surround them throughout their lives.

- The school has over the last several years made the purchase of ICT a priority, with careful assessment of its impact on teaching and learning guiding the budgetary trade-offs necessary to ensure continued investment. This has enabled the school to get to the point of having the best of all worlds, big investment items such as the ICT suite, excellent provision of individual devices such as iPads, and smaller devices such as Kindles for eBooks and sound and music systems. This reflects careful planning and justification of desired developments by the staff and the support of the governors.

The future

- The computing curriculum could be further developed to capitalise on the skills pupils are gaining at an ever-earlier age. Pupils already have high competence in applying the technology to produce the work outcomes they desire and the teachers are skilled at promoting development of computing knowledge and skills alongside the learning of all areas of the curriculum. The next step is to extend the pupils' computing capabilities beyond applying the technology into creating technology systems to solve real-world problems. The ways in which this might be done include using programmable devices to control models and to respond to the physical world, creating websites to publish for a purpose and to stimulate audiences to interact with what the children create, creating games that encourage analysis of topics the children are studying, or by creation of apps that demonstrate that their creators have mastered the subjects the apps manipulate.

- The school could make more use of online, to give pupils greater audiences for their work and to increase the feedback they receive, from peers, teachers, parents and the wider community. By enabling teachers and pupils to more easily post things online, conversation about pupils' work could be taken to a considerably higher level and parents and families could become more engaged in supporting the children's learning. Things that could be considered are class blogs where the children can comment on questions and topics posted by their teacher, blogging to wider audiences for example through systems such as the 100-word challenge, posting videos the children make to demonstrate their mastery of topics, having the children create short videos to explain to parents how they go about learning to do maths, or even getting the children to run a school radio or TV channel, which would stimulate a huge amount of literacy work in preparation for broadcasting.

- The school is capturing more and more evidence of pupils' progress digitally and this could be extended in order that the children and their parents can more clearly see the progress they are making week by week, and how far their learning has developed over months and years. This could make more visible not only the work happening in school but also the work that happens in their homes that some parents are already contributing through email. The higher visibility of what pupils are producing could also further raise expectations by enabling pupils to see, emulate and surpass what their older peers are producing.

Assessor recommendation: **Threshold reached**

Date received **13 July, 2017**

Date agreed by Naace **14 July, 2017**