



Name of school **St Teresa's Catholic Primary School**  
Post code **NG8 3EP**  
School URN **138340**  
Head teacher **Ann Glynne-Jones**  
Assessor **Steven Johnson**  
Date of assessment **17 July, 2017**

## Focus elements

1. Use of ICT in the curriculum
2. Assessment and e-safety
3. Leadership and management

## Visit agenda

08.45 Arrive - introductions and putting the school in context - head teacher and the ICT leader  
09.00 Tour of the school with the head teacher and the ICT leader  
09.45 Review of the evidence with the head teacher and the ICT leader  
10.30 Short break  
10.45 Meet with two parents and a governor who are not members of staff  
11.10 Meet with some children as they are using ICT (accompanied)  
11.35 Meet with at least three members of staff (note: not the ICT leader)  
12.00 Time for the assessor to evaluate the evidence  
12.15 Feedback  
12.30 Finish

## Commentary on assessment

## **Vision, leadership and organisational management**

St Teresa's Catholic Primary School is a mixed school with 420 pupils on role. The school is set against a context of high deprivation where many students have high levels of additional needs in the area of communication development. The school has a high number of EAL students. The school has very high aspirations for its students and provides a range of opportunities to enable students to broaden their horizons.

It was evident during the visit that ICT is embedded throughout the school and its use has been developed in such a way that it supports the wider school vision and aspirations for the pupils. ICT use was evident in all classrooms throughout the school whether this was through pupils working individually, pairs or groups. One particular highlight during the tour was the fact that the online safety policy were displayed in each classroom and students are reminded of the importance of online safety every time they use ICT. This was clearly a good way or reinforcing key messages to the pupils in each class.

The school has an agreed approach to the use of ICT to support teaching and learning. This was evident from the integration of ICT into curriculum planning and the fact that these documents are reviewed and updated on a regular basis. The school wants to be at the forefront of educational development across the curriculum and sees ICT as an integral part of this. The school vision is driven by a desire to enhance and engage the curriculum offer throughout the school.

Sustainability is a well developed part of the school ICT strategy with the school ICT technician and senior team working to ensure that equipment is well managed, maintained and disposed of in an appropriate way. The school has a five year plan in place to support both teaching and learning but also to ensure that technology is replaced as and when required. The technical support that the school uses also provides a range of opportunities to support clubs and collaborate with other schools.

The school has a very good understanding of both access and equity issues and as such provides a variety of opportunity for students to access technology, some key examples include code club, STEM club and the opportunity to use software such as Mathletics to develop wider opportunities for learning. All students and parents felt the school provided an excellent opportunity to access technology.

Online safety is part of the school culture and as such the school has developed its acceptable use policy to be age appropriate, in addition the school has an effective filtering system in place. The school also holds online safety workshops and this is supported by outside agencies as and when appropriate. The school has a clear password policy for both staff and students as well as a very clear mobile phone policy.

## Provision of ICT; quality and range

Pupil assessment of ICT capability is assessed and recorded through teacher based assessment. The school has invested in target tracker and they continue develop the use of this within the school. Teachers are proactive in the assessment of day to day use of ICT.

The use of ICT is systematically planned and delivered in all subjects at appropriate points within the curriculum; this is further enhanced in key stage 2 where pupils are actively encouraged to make decisions on when and when not to use ICT. Many of the activities that were discussed during the visit supported modification and redefinition of learning activities. This was especially true of the school digital leaders who demonstrated and advance understanding of how ICT can be used in a more creative way. The digital leaders are engaged on a regular basis to operate AV equipment to help enhance learning opportunities.

ICT is used as an enhancement to teaching and learning, innovative approaches such as the use of QR codes, green screen technologies and tablet devices provide a range of opportunities for all students to demonstrate their understanding. When appropriate more specialist software is used to support more or less able students. Tablet devices hold a range of Applications which are selected to support specific needs. The school also benefits from some exciting breakout spaces where students are encouraged to work in a more creative way.

The students treated all of the equipment with a great deal of respect. Confident use of the ICT was prevalent and students appeared to view the ICT as a regular part of the day to day learning journey.

Parents are engaged with ICT through a number of mechanisms but not just for the sake of using ICT. The leadership team have clearly thought about how ICT can improve their relationship with the wider community. This is evidenced through a well developed school website which provides parents with a variety of useful links to support online safety guidance and the latest school news updates. The school also provides active updates to parents through social media channels such as twitter.

The school has an excellent level of additional technical support. The support provider has a well developed understanding of the school and as such is able to provide an appropriate level of advice, support and challenge around the identification and implementation of new technology. The support offered also extends to working with the students and staff on a range of exciting initiatives.

## Demonstrating impact on learning and teaching

The staff are committed and enthusiastic towards the use of ICT in school. They are encouraged to be innovative and are supported with the development of new ideas by the senior leadership team. Staff can access CPD internally through the ICT subject lead and the technical support provider. Staff are also encouraged to identify their CPD needs through the completion of questionnaires.

The school has identified a need to evaluate the impact of CPD on a more regular basis to further improve practice. A number of workshops have been conducted to improve teacher confidence with IOS applications and teaching assistants have also taken part in ECDL sessions. All of these initiatives help ensure that staff feel confident and competent in the use of ICT to support learning.

Students are very aware of online safety issues and know what to do in the event of an incident. Students spoke with confidence about their use of ICT in school and know that they can speak to staff or digital leaders as and when it is appropriate. Students also demonstrated a good understanding of the fact that online safety is just as important at home as it is in school.

St Teresa's has a very good understanding of the use of ICT to support teaching and learning. Practice is well thought out, shared and effective. The team at St Teresa's can be confident about celebrating their success and build on the firm ICT foundations they have put in place.

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

The school has a clear strength in the enthusiastic attitude of both staff and students towards the use of educational technology in school.

The school vision for ICT is understood and valued at all levels. This is supported by strong leadership from the SLT and ICT subject coordinator.

There is clear understanding of online safety across the school, online safety messages are reinforced routinely.

Education technology is embedded across the school there is clear evidence of innovative practice with students using ICT to support the transformation of learning.

The school makes excellent use of outside service to enhance the ICT curriculum offer and ensure that systems are running effectively.

## The future

Continue to innovate perhaps explore the use of google classroom and expeditions share and celebrate success.

Consider becoming an Apple Regional Training Centre to continue and enhance sharing good practice.

Think about the wider implications of GDPR initiative and continue to develop an action plan to respond to this. This will help the school prepare for the 360safe assessment.

Consider the use of mobile phone apps as a mechanism for sharing parental information and increasing the parental engagement further.

Review the password structure for year 6 pupils in preparation for year 7.

## Assessor recommendation: **Threshold reached**

Date received **24 July, 2017**

Date agreed by Naace **25 July, 2017**