ICT Mark assessment report

Name of school:	Little Reddings Primary School
Postcode:	WD23 3PR
School urn:	137861
Preferred name of school for certificate if different to above: (check with school)	As above
Name of head teacher:	Heather Maddox
Name of assessor:	Julia Briggs
Name of moderator (if applicable)	
Date of assessment:	10th July 2013
Focus Elements:	Elements 1, 3 and 6
Outline agenda of visit:	9.30 Initial discussions with Head, Deputy Head and ICT coordinator. 9.45 Tour of the school with ICT coordinator. 10.15 Review of evidence with ICT coordinator. 10.35 Interview with class teachers: Hannah Smith (Science coordinator) and Clare Hartley (Literacy/music coordinator) 11.00 Interview with Caroline Would - School Governor and Parent. 11.15 Interview with Emma Kemp – Parent and TA. 11.30 Interview with Mike Eastaugh – Academy lead ICT technician. 11.45 Interview with pupil's voice group. 12.10 Reflection time. 12.30 Feed-back to Head and ICT coordinator.

Commentary on assessment:

1) Vision, leadership and organisational management

The whole school community of Little Reddings share a common vision for the use of ICT to support learning and teaching and the effective management of the school. The head teacher and deputy head described the excitement and motivation that ICT has brought to all areas of the curriculum. Each of the school's aims is linked to ICT. For example, the use of ActivExpression hand held pupil response system to 'encourage each child to be an active participant in the learning process'.

The deputy head and SENCO described the way in which ICT had become embedded in the wider aims and aspirations of the school through recognising its contribution to the 'Achievement for All' programme.
http://www.education.gov.uk/schools/leadership/schoolperformance/a00199926/achievement-for-all
This has not only raised the achievement of the twenty most vulnerable children in the school; but has raised the aspirations, access and achievement of all learners. The use of Clicker 6 and iPads have been key tools to accomplish this. Access to an iPad was crucial to the improvement in attendance and achievement by a school refuser. When his class teacher was away from school due to illness, the iPad was used to take and email photos to capture the learning he was continuing to do. The teacher could maintain the contact that was needed by that pupil.

The leadership of the school has empowered the ICT coordinator to develop an innovative and effective strategy to develop the capability of both pupil and staff. He teaches ICT discretely through the school and mirrors the teaching of pupils with training given to staff. This ensures that, as pupils are equipped to use ICT, so the staff are prepared to use those skills to support all areas of learning. This training encompasses both teaching and support staff. A support assistant in year 3 is able to create new grids for Clicker 6 software during whole class discussion sessions. This means the vocabulary being used is then ready for the follow up work children will be doing, empowering them to be ambitious in their writing.

ICT is used by the leadership team and teachers for administration, planning and assessment throughout the school. It is part of the everyday working of the school. The strategy for using data is implemented effectively to track pupils' progress and to report to the appropriate stakeholders. SIMS management information system is used to record and to generate reports. Alfiesoft is used as an efficient and engaging online tool for teachers to gain formative information about the confidence of pupils in aspects of mathematics, English and science.

The strategy for the development of ICT has been developed with governors and shared with parents. Governors' concerns about e-safety and equal opportunities for all pupils were easily alleviated by the way in which the school had thought through these issues.

The e-safety policy is updated annually with acceptable user policies signed by all staff and pupils with their parents. The school provides information to parents, working with them individually where this is required to respond to concerns. E-safety is part of the Hertfordshire scheme of work which is used by the ICT coordinator to teach ICT throughout the school. Parents described the way in which their children are teaching them about safe use of the Internet. The Pupil Voice group that I spoke to were clear about keeping their passwords private and taking care about downloading files. They were confident to report any concerns to their parents or to 'Mr P' the ICT coordinator.

2) Provision of ICT; quality and range

The provision of ICT has been enhanced through the recent addition of a new ICT suite and improvements to the network infrastructure. Pupils also have access to iPads, laptops and PCs distributed around the school. AB tutor control software is used to share an example of one pupil's work with all learners, to intervene with supportive comments or hints, and to monitor the work taking place throughout the school at any moment.

Technical support from Bushey Meads School allowed the school to achieve a robust infrastructure with a new server and improved wireless connectivity that is secure and reliable. Curriculum and management resources are available throughout the school. A cloud service is used for the back-up of mission critical files with an in-school backup for other materials. Teachers described the confidence they have to use technology knowing that 'things won't go wrong'. A technician is always available should any problems arise.

ICT capability has been assessed and recorded by the ICT coordinator using the Coventry tracker and more recently in SIMS. Pupil's capability has been discussed with class teachers to ensure additional access to learning opportunities with technology is provided where this is required. Equality of opportunity for pupils is supported through the 'Pupil Premium' children having first choice of the after school clubs which include an opportunity to further develop their ICT skills.

All teachers include planning for ICT to support learning across the curriculum, providing a rich variety of experiences for pupils to use and develop all aspects of their ICT capability. The discrete teaching of skills is the foundation which supports the independent use of ICT throughout the school. Year 1

pupils were seen composing music outside in the sunshine with 'Music Sparkles' app. iPads were in robust cases with child friendly handles to make mobility around the school safe and easy for all children. The Music coordinator described how GarageBand allows new possibilities for key stage 2 pupils to develop composing skills. Year 5 had taken and edited photographs which were then printed to mix with other media to produce personal collages.

A positive attitude to learning could be seen throughout the school. Foundation stage learners independently took a photograph of a lizard that had been discovered. Another group of foundation stage children used data loggers to watch changes in sound while their friends played different instruments. Year 4 pupils described their empowerment through the use of ActivExpression devices. They could express their own opinion, respond to maths challenges and contribute adjectives for writing, with no reliance on hands up; everybody could have their say. A year 6 boy spoke about the way in which having access to 'AlfieSoft' in school and at home had increased his confidence. A parent described the difference it had made to both the confidence and achievement of her daughter. At the same time it was an efficient way for teachers to identify areas that required additional support.

The contribution made to the self-esteem of pupils was clear as pupils talked about their use of ICT. Kodu has been used by key stage 2 pupils in the ICT club. An EAL pupil spoke about the way the use of this had removed his nervousness in moving on to the secondary school. He felt he would now be able to do the work that would be required. The link with the secondary school also provided an opportunity for gifted and talented pupils to attend a master class in making a game with 'Flash'.

A year 6 girl was responsible for editing the school newspaper on the learning platform which she described as helping improve her grammar and punctuation. Other year 6 pupils had contributed to a Wiki to provide information about the school.

The excitement of learning with technology is continued with its effective use to communicate to parents. Parents appreciate the use of text and email alerts to keep up to date with events at the school and to manage the number of activities their children are involved with. The parents saw this form of communication as 'fitting-in with their lives'. They did not feel bombarded with information in the way they could with letters coming from the school.

3) Demonstrating impact on learning and teaching

The school has access to a range of appropriate, good quality digital learning resources. A shared approach is taken, both to the identification of new resources, and to the impact those resources have on the learning of pupils. Teaching and support staff shared a webinar demonstrating Clicker 6 before this was selected as a tool to raise achievement in literacy. The ICT coordinator then worked with a year 3 class and their teacher, the science coordinator, to develop skills with the software and to explore ways it could support learning. The teacher showed high levels of enthusiasm for the possibilities, both for literacy across the curriculum, and for children to develop confidence in using scientific vocabulary and to extend their thinking. This enthusiasm was used as the ICT coordinator trained other staff. The discrete teaching of skills required for the software has ensured it has been effectively used throughout the school. It has made a notable contribution to the children identified in the 'Achievement for all' programme, who have demonstrated average point gains above those expected.

A year 6 pupil described his choice of using a voice recorder while he was writing, to capture his ideas so that he could reproduce them. This example of children having the confidence to apply ICT independently also demonstrates the way in which the school uses technology to help each child develop according to their individual needs, ability and potential. Children are also encouraged to reflect critically on their learning through the use of visualisers.

The learning for year 3 pupils has been extended beyond the school through the use of Smart Notebook software to create videos of the teaching of appropriate mathematical strategies. These have been uploaded to YouTube to support for parents in helping their children at home.

The school is sharing their practice as an ICT Network Champion School and also with other local schools who are developing an 'Achievement for all' approach.

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

- ICT is used to support the school's aims and aspirations. It is a core part of the 'Achievement for all' programme. Technology is recognised as making a difference for all learners.
- The ICT coordinator has established an innovative and effective support structure to empower pupils, teachers and support staff to use technology to transform learning.
- There is minimal disruption to learning and teaching caused by technical problems due to the technology support provided by Bushey Meads, their Secondary Academy Trust Partner. They have established a robust and reliable infrastructure together with on-going maintenance and problem solving as required.

The future: Possible areas for development and further progression within the context of the Self-review Framework. These should not be considered as weaknesses, but constitute an important contribution to planning for the future.

- A school YouTube channel could be used to extend the access to videos which can support parents to understand learning strategies, and to extend the expectation of learning beyond the school.
- The embedding of e-safety as part of the culture of the school could be increased through, this aspect of the new computing programme of study, being a class teacher responsibility.
- Online collaboration as well as face-to-face opportunities could extend support for other schools.

Assessor recommendation:

Threshold reached

ICT Mark assessment report – Further information