



Validation Report	
School Name: Giffnock Primary School	Name of Validator: Jen McKay
School Address: Academy Road, Giffnock, East Renfrewshire	Date of Validation: 21/03/2018
Principal/Head Teacher: Rob Lawson	Digital Technology Co-ordinator: Margaret Allaway
School Reference No: 8600821	Time of arrival: 9.20am Time of departure: 12.10pm

Guidelines for marking:

All statements are assessed using the three levels, “**Addressed**”, “**Partially Addressed**” or “**Not Addressed**”. Essential criteria, indicated with a “*”, can achieve a score of 10 marks, 5 marks or 0 marks respectively while non-essential criteria can receive a score of 5 marks, 2.5 marks or 0 marks. The max and min mark acceptable for each section is provided at the bottom of that section. Validators may add up to 10 discretionary marks in each section where the school shows unique or outstanding innovation in that section.

Leadership and Vision			
<i>In relation to policy and planning:</i>	A	PA	NA
The distinctive contribution of digital technology is integrated into the whole school vision and the School Development Plan. *	10	5	0
The digital technology policy is approved by the local authority and is informed by wider research and regional/national policy.	5	2.5	0
The digital technology leader/coordinator has a proactive, operational and evaluative role in supporting learners’ digital capability and teachers’ pedagogical deployment of digital technology.	5	2.5	0
The school frequently and collaboratively reviews its digital technology policy by evaluating the potential of emerging technologies and best practice scenarios.	5	2.5	0
The policy supports digital technology CLPL /CPD in a range of formal and informal contexts including whole-school teaching, peer-to-	5	2.5	0

peer learning, the use of external organisations/personnel and formal training.				
<i>In relation to learning and teaching, the school policy:</i>				
Outlines the rationale for the use of digital technology and recognises the distinctive contribution of digital technology in learning and teaching. *		10	5	0
Includes both external and school-generated curriculum links.		5	2.5	0
<i>In relation to learners with additional support needs:</i>				
The digital technology policy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support.		5	2.5	0
<i>In relation to access to digital technology, internet use, internet safety, and cyber resilience the school policy:</i>				
Plans for progression in teachers', parents'/carers' and learners' understanding of the importance of e-safety and how they can remain safe online.		5	2.5	0
Provides guidance on the management of digital technology so that learners have regular access to digital technology in a safe environment.		5	2.5	0
Outlines how the internet is best used as a resource for learning, and teaching.		5	2.5	0
Includes an Acceptable Use Policy that is implemented throughout the school. *		10	5	0
Discretionary Mark (Max 10)	Total Mark: (Discretionary Mark + Score) =		70	<i>Min score 57- Max score 75</i>
<i>Comments on Leadership and Vision</i>				
During my visit to Giffnock Primary it was apparent that the school had digital technology at the very heart of its learning and teaching. This was reflected in their Digital Development Group Action Plan for this session which outlined a wide variety of activities to enhance and encourage the use of digital technology across the school. Throughout my visit it was clear that the staff recognised the importance of digital technology in learning and teaching and were clear about the aims of the school vision.				
The Headteacher and the Digital Technologies Coordinator have been very proactive in ensuring that the school is kept abreast of current digital developments whilst ensuring that staff are not overwhelmed by the new technologies. There is equitable access to the digital technologies for pupils throughout the school. Those pupils who have additional support needs have found that the quality of their work and motivation levels have improved considerably. For those pupils who experience difficulties in writing, the school utilises iPads, Chromebooks and voice recorder to enable these pupils to record their work and/or use voice to text software.				

Giffnock Primary also produces an excellent booklet, entitled 'Digital Learning, Information for Parents' which not only outlines the various tools that the pupils are accessing via Glow but also literacy, numeracy and other curricular area apps and weblinks that the pupils can be directed to use at home. In addition the booklet also highlights Internet Safety and Social Media with clear guidance and practical tips and advice. Pupils also receive regular reminders about the importance of e-safety and how they can remain safe online.

Use of Digital Technology to Deliver the Curriculum				
<i>In relation to learning and teaching:</i>				
Digital technology is a central consideration in all curriculum and assessment delivery across all year groups and all curricular areas. *	10	5	0	
Digital technology is used to enhance and extend learning experiences and to foster independent learning within and beyond the school. *	10	5	0	
Digital technology has a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced. *	10	5	0	
Digital technology is used to help learners create content as well as organise content provided by teachers.	5	2.5	0	
Teachers integrate digital technology into their daily teaching and learning and provide learning experiences that support cross-curricular skills and the development of positive attitudes and dispositions. *	10	5	0	
Assistive Technologies and appropriate software are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs. *	10	5	0	
Progressively, learners are provided with opportunities to learn independently. *	10	5	0	
Discretionary Mark (Max 10)	Total Mark: (Discretionary Mark + Score) = 60		<i>Min score 50 Max score 65</i>	
<i>Comments on Use of Digital Technology to Deliver the Curriculum.</i>				
Across the various curriculum areas and year groups there is clear evidence that pupils are actively encouraged to learn independently as well as collaboratively using digital technologies. The Digital Leaders Group group, made up of pupils from Primaries 3 - 7 focuses on pupils being leaders of digital technologies in the school, supporting their peers in the use of digital technologies to enhance learning.				

During classroom visits it was clear to me that the pupils were engaged with the digital technology to an extent that it was a normal part of their learning. They all spoke enthusiastically how various apps/software had helped them achieve their learning outcomes. Staff were also keen to share their experiences and spoke about the impact that digital technologies had had on their teaching.

Pupils are actively encouraged to use the tools available through Glow to extend their curricular learning experiences both in the classroom and also at home. Parents are supported to help with this through such things as the 'Digital Learning' booklet as well as Digital Learning events where staff and pupils had the opportunity to present on how they use a range of technologies to make learning more engaging and successful. In addition to coding being taught as part of the curriculum the school strives to support this further with a Coding Club, with this being lead by the Digital Leaders and staff.

School Culture				
<i>In relation to the digital technology culture of the school:</i>				
There is evidence of a strong digital technology presence throughout the school. *	10	5	0	
Teachers and learners demonstrate the motivational capacity of digital technology. *	10	5	0	
The school has a website that is updated regularly and features learning and achievements. *	10	5	0	
The school exploits the use of digital technology as a means of communication between learners, parents/carers, staff and the wider community.	5	2.5	0	
Teachers use digital technology in their own planning and administration.	5	2.5	0	
The school recognises and celebrates learners' use of digital technology for their own learning.	5	2.5	0	
The school uses a range of digital technology formats to collaborate with other schools or organisations in local, national or international project work. *	10	5	0	
Discretionary Mark (Max 10)	Total Mark: (Discretionary Mark + Score) = 50		<i>Min score 41 Max score 55</i>	
<i>Comments on School Culture.</i>				
There is no doubt that there is a strong digital presence throughout the school. Staff and pupils are completely at ease with digital technologies available to them and the SMT work hard to ensure that the school keeps up to date with new developments. In discussion with staff it was apparent that they felt that Giffnock Primary had an excellent digital culture that was fully embedded in the				

curriculum. Pupils spoke enthusiastically about tasks that they had/were undertaking using digital technologies and how they felt that it had enhanced their learning. Pupils who struggled with traditional methods of teaching literacy found alternative pathways using digital skills and flourished as a result.

Giffnock Primary have managed the use of digital technologies well in communicating with parents and the wider community. In using Twitter, the school has been able to keep parents up to date with what the pupils are learning in school as well as making use of the ability to give necessary school information. The website is also an excellent example of how the school reaches parents and the wider community with a vibrant and up to date site which also includes access to school newsletters digitally through Sway.

Through the 'Awesome Achievers' system the achievements of the pupils both in and out of school are celebrated with successes being highlighted at assemblies, on the website, through the Twitter feeds and also on displays around the school. This is an excellent way to share the successes of the pupils both within the school itself but also with the wider community.

Professional Development			
<i>In relation to professional development:</i>			
The digital technology policy facilitates professional development in, about and through digital technology. *	10	5	0
The majority of staff have engaged in school-based and other relevant professional development programmes that are focused on enhancing learning and teaching through the use of digital technology.	5	2.5	0
Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.	5	2.5	0
The school utilises the expertise in digital technology acquired among staff and collaborates with other schools and organisations to inform practice.	5	2.5	0
There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technology.	5	2.5	0
The majority of teachers are confident in the safe, secure and appropriate integration of digital technology in their daily teaching.	5	2.5	0
The school keeps abreast of developments in technological and professional practice in relation to digital technology and staff are aware of their professional development needs in relation to digital technology. *	10	5	0

Discretionary Mark (Max 10)	Total Mark: (Discretionary Mark + Score) =	42.5	<i>Min score 34 Max score 45</i>
<p><i>Comments on Professional Development:</i></p> <p>In discussions with the Headteacher and the Digital Technologies Coordinator it was clear that CPL was an integral part of making the continuation of the school's digital journey possible. Along with the other cluster primary schools and the High School, Woodfarm, Giffnock is part of a Digital Skills Committee. The Committee work together to plan the outcomes and impact of various digital skill action points including planning for CLPL opportunities and collaboration at a cluster level.</p> <p>Within the school a range of PL development opportunities are offered, for examples in-service and collegiate inputs. Staff are also offered the opportunity to attend short 20 minute drop-in sessions, where mentoring and support is offered for a range of digital skills. This clearly supports evidence that the school has an ethos of self and collaborative review whilst ensuring that teachers can improve their skills at a pace and level that they feel confident with. Finally through the Headteacher and Digital Technologies Coordinator staff are kept up to date on developments in technological and professional practice both at a Local Authority Level and a more national one.</p>			

Resources and Infrastructure			
Hardware:			
There is widespread access to computers, laptops and/or tablet devices, where appropriate. *	10	5	0
The school deploys digital technology resources in the most appropriate manner to maximise opportunities for effective learning.	5	2.5	0
Online environments, including Glow are used to support a wide range of learning activities within and beyond the school.	5	2.5	0
Infrastructure:			
The local authority network is used effectively to create, record, store and share resources and learners' work. Learners and staff can create and comment on e-portfolios. *	10	5	0
The school has sufficient internet access throughout. *	10	5	0
Software:			
The school's content-rich and content-free software covers a wide range of curricular areas and learning needs. *	10	5	0
Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning.	5	2.5	0



The school is fully compliant with all software licencing requirements. *

10 5 0

Discretionary Mark (Max 10) **Total Mark: (Discretionary Mark + Score) = 65** *Min score 50 Max score 65*

Comments on Resources and Infrastructure

Giffnock Primary has worked hard to ensure that there is equitable access to digital technologies throughout the school. Pupils have access to mobile devices such as laptops, Chromebooks, iPads, Kindle Fires and all classrooms are equipped with computers and interactive whiteboards, which are effectively used during teaching across the curriculum. In addition the school has a suite of desktop computers and Promethean boards that can be used by the pupils on a timetabled basis.

Furthermore the school is equipped with a class set of VR Headsets from the Local Authority as well as programmable equipment such as BeeBots and Micro:bits provided from school budget and ActiVote pods for class use with the ActivInspire Studio. There is also a range of digital technologies such as CPens and headsets available for pupils with additional learning requirements. The school also supports learners with a wide variety of software which is differentiated including Nessy, Kahoot, and Topmarks. In addition the school makes good use of the tools available through Glow including O365 and G- Suite.

The school benefits from whole school WiFi access and through the Local Authority will be broadening capacity and infrastructure in order to support the future technologies that will be available to the pupils.

In discussion with teachers in the school it was evident that they recognise the educational value of ICT resources and exploit these effectively. They make good use of the resources available and seek opportunities to keep up-to-date with digital technologies to support learning.

Noteworthy examples of digital technology integration in the school:

To begin my visit to Giffnock Primary I was delighted to be shown a video created by the P3-7 Digital Leaders highlighting the many uses of digital technologies within the school. I learnt that the pupils used a wide range of technologies including Glow in which they utilised G-Suite tools such as Google Classroom as well as the O365 tool, Yammer. The pupils also explained about the use of

Scratch at their Coding Club and how the Primary 2 class were utilising Micro:bits very effectively. As part of an East Renfrewshire initiative the school has a class set of VR headsets which the pupils spoke about enthusiastically. The Digital Leaders must be commended on an excellent presentation, they are clearly a real credit to the school. I noticed in the leaflet outlining the roles of the Digital Leaders that they would play an important role in the school striving to achieve this award and they did exactly that – congratulations!!!

Following on from this I visited the Nursery where I saw the Promethean Board being used very effectively to teach numeracy along with the iPads that were also available to the youngsters. Through play the nursery children were engaged with the technology, including digital cameras, and using them to learn about the world around them.

During my session with the Primary 6 class I was able to see the pupils creating a Sway about what they have been learning in class. This is an excellent way of working with technology to allow the pupils to share their work with their parents and to encourage discussion at home about the childrens' learning.

In the Primary 4 class I was pleased to see the use of Kahoot, which the pupils clearly loved using. It was being used as an extension of work for a novel the pupils were reading. Other pupils in the class were also using Nessy to help with their reading, writing and spelling, this demonstrated to me a class comfortable with technology and who saw it as a tool to learning.

Following on from this I had the opportunity to speak to the House Captains who were able to tell me more about how the pupils have been using digital technologies to communicate with each other and parents using for Yammer and Microsoft Forms. Yammer has been used very effectively for communication between the Head Teacher and the House Captains, ensuring that relevant information available to them all. In addition they were keen to share with me the success that they had had using Forms in communication with parents. They found that in using Forms on an iPad at a recent Parents Evening parental engagement was much greater.

Activote was being used as an assessment of data analysis skills that the pupils had recently learnt. Using the pods the pupils could select the answer that they felt was correct and the teacher had the opportunity to record this and use the data to identify pupils who still need additional support. In discussion with the class teacher she is hoping to move to using Excel with the class to display data in various different appropriate to the learning of the pupils.

Having heard about the Primary 2 class's use of Micro:bits I was pleased to see this in action in the school's ICT Suite where the children were busy coding their Micro:bits to show a falling snowflake that played in a continuous loop. Little teacher input was needed as the pupils embraced the task and were confidently coding within a few minutes!

Finally I was fortunate to meet a group of Tech Testers, a small group of pupils who test new digital technologies to assist pupils with any additional support needs. They enthusiastically showed me the C-Pen and headsets which could read text aloud to pupils and also their use of Clicker 7. In testing out these technologies the pupils were able to share the possible issues and benefits that these would offer their learning and that of others as well. Digital technology was definitely enhancing their learning and providing them with alternative ways of working with their peers.

General comments:

Giffnock Primary is a great example of how a school has successfully embedded technology in to the curriculum. The considered approach to use the digital technology appropriately with pupils across the curriculum is evident. Staff are confident with the available technology thus meaning that they can spend more time thinking about how it can enhance the pupil's learning.

It is apparent that the school has a very clear vision of how the digital journey will progress in the future and the staff are all on board to make this happen. The array of technologies and software used effectively by the school helps to ensure that every pupil has an opportunity to become confident individuals. During my discussions with individual teachers it was apparent that they saw digital technologies as embedded in the curriculum and they used it effectively to enhance the learning experiences of the pupils.

It is, therefore, my recommendation that the School has achieved the Digital Schools Award (Scotland).

Possible next steps could include continuing to make use of the current/future tools available through G-Suite and O365 available in Glow and to further develop the suite of apps available to staff and pupils with guidance from the Digital Leaders.

Signed:



External Validator

Growing the Community

Become a mentor digital school

A key objective of the Digital Schools Awards Scotland is to help best-practice sharing across schools. To facilitate this aim, we are inviting schools that successfully complete the programme and achieve digital school status to become a *Mentor Digital School*. Being a mentor school will involve;

- Being listed as a *Mentor Digital School* on the Digital Schools website
- Being recommended by the Digital Schools Awards programme
- Agreement to be contacted by other schools seeking advice

You may request to be removed as a *Mentor Digital School* at any time by emailing info@digitalschoolsawards.co.uk.

Would you like to be a Mentor Digital School?

Circle: Yes | No

School Contact: _____

Share digital media links

Share any digital media links that you would like us to follow (e.g. school website, Twitter, Facebook, Vimeo, YouTube, etc.)

School Name:	
1.	2.
3.	4.
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Sharing of Information

- We are happy to share this report with Education Scotland Yes I No
- We are happy for Education Scotland to contact us to highlight our practice Yes I No
- We are happy to share this report with the local authority Yes I No