



St Joseph's RC Primary School Validation Report

Validation Report	
School Name: St Joseph's RC Primary School	Name of Validator: Jennifer McKay
St Joseph's Primary School Oliphant Crescent Glasgow G76 8PT United Kingdom	Date of Validation: 10/06/2019
Head Teacher / Principal Name: Mrs Suzanne Martin	Digital Technology Co-ordinator: Jennifer Wright Carla McLaughlin

This report includes validator's comments based on a review of the online submission and the validation visit.

We are happy to become a mentor school: Yes

- We are happy to share this report with Education Scotland: Yes
- We are happy for Education Scotland to contact us to highlight our practice: Yes
- We are happy to share this report with the local authority: Yes

Leadership and Vision 87%

St Joseph's Primary School is committed to embedding digital technology across the curriculum and has a clear vision for the future with shared digital responsibility with the staff. Though their Digital Technologies Plan, Progression Planners and stage based Coding Lessons, it is clear that they have adopted a considered approach to the teaching of digital technologies.

There is an emphasis on developing self-aware and responsible digital citizens and this was evident from discussions with the pupils during the session. Differentiation is used to ensure that all learners are challenged and enthused. Teachers clearly feel empowered to innovate and share how they use software and hardware to support learning and teaching. In line with this there are six members of staff who are carrying out a Practitioner Enquiry focusing on use of digital technology across the curriculum, which will be shared with the whole staff and developed going forward.

eSafety remains paramount in the digital journey of the school and staff work with children to teach them the responsible use of technology. Through a variety of class approaches pupils are taught how they can remain safe online as well as attending ThinkUKnow assemblies delivered at appropriate age and stage.

#	Descriptor	Validator's comment
1	The distinctive contribution of digital learning and teaching is integrated into the whole school vision and the School Development Plan.	St Joseph's Primary has ensured that digital technology is at the very heart of its forward planning and, as such, it is fully integrated in to the School Development Plan.
2	The digital learning and teaching strategy is approved by the local authority and is informed by wider research of the regional/national guidance, advice and information.	The school's Digital Technologies Plan, incorporating Digital Learning and Digital Literacy, is incorporated into the wider School Improvement Plan and is approved by the Local Authority.
3	The digital learning and teaching leader/coordinator has a proactive, operational and evaluative role in supporting learners' digital capability and teachers' pedagogical deployment of digital technology.	The Staff Digital Leaders demonstrate a proactive approach to the leadership of ICT within the school in order to support learning and teaching with appropriate digital technologies throughout the school.
4	The school frequently and collaboratively reviews its digital learning and teaching strategy by evaluating the potential of emerging technologies and best practice scenarios.	By the very nature of how the digital learning and teaching strategy is deployed across the school, it needs to be reviewed on an annual basis as part of the School Improvement Plan. However through the school's Learning Cycle there are continuous reviews going on and next steps always being identified.
5	The strategy supports digital learning and teaching CLPL in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training.	CLPL is central to the digital culture in the school and as such relevant CLPL opportunities are provided to suit the needs of the individuals and school. These opportunities are delivered both in school and at an authority level. Personalised training is also offered through weekly 'Digital Drop In' sessions facilitated by the Headteacher and key members of staff.
6	Outlines the rationale for the use of digital technologies and recognises the distinctive contribution of digital in learning and teaching.	In addition to the Digital Learning Policy, the school has also developed comprehensive Digital Skills Planners for Early, First and Second Levels outlining the Experiences and Outcomes and reference to the Education Scotland Progression Framework. Furthermore, they have also developed Coding Lessons at each stage as part of their Digital Learning strategy.
7	Includes links to both external and school-generated curriculum links.	The Digital Technologies Plan along with the Digital Skills planners and Coding Lessons, which make up the school's Digital Learning and Teaching Strategy include external eg Education Scotland, and school generated links.
8	The digital learning and teaching strategy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support.	There is a strategic approach to the use of digital technology to support students with special needs.

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9	Develops teachers', parents'/carers' and learners' understanding of the importance of internet safety and cyber resilience and how they can remain safe online.	Internet safety and cyber resilience is of paramount importance in the school and it was clearly evidenced during my visit. Possibly this could be included in the Digital Technologies Plan as it is already part of the comprehensive Digital Skills Progression Plans at First and Second Level.
10	Provides guidance on the management of digital technologies so that learners have regular access in a safe environment.	Digital resources within the school are well managed but it would possibly be helpful to document this at the next review so that it becomes fully part of the digital learning and teaching strategy.
11	Outlines how to make best use of the internet as a resource for learning and teaching in a safe and responsible manner.	There is clear evidence in the school of how the internet can be best used for learning and teaching and to further enhance the Digital Technologies Plan it might be helpful to all add this in to the policy when it is next reviewed.
12	Includes an Acceptable Use Policy that is implemented throughout the school and shared with parents	The school has adopted the Responsible User Agreement drawn up by the Local Authority which is clear and concise. This document must be signed by both pupils and parents/carers.

Use of Digital Technology to Deliver the Curriculum 90%

Across the various curriculum areas and year groups there is evidence that pupils are actively encouraged to learn independently as well as collaboratively using digital technologies. In developing progression planners for staff use, it is evident that careful consideration has been given to ensure that digital technologies are used for curriculum and assessment delivery across all year groups and all curricular areas.

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 learners. It was evident that they integrated digital technology into their daily teaching and learning thus providing learning experiences for the pupils that covered all curriculum areas.

Google Classroom is used regularly across the year groups for both classroom and homework activities thus allowing pupils to work both independently and collaboratively as necessary.

Coding is also a vital part of the curriculum at St Joseph's, with Term 3 being devoted to this at every stage in the school. Using Code.org and other resources, lessons are already outlined allowing for a clear progression through the school's Digital Planners. There is also a Coding Club, in connection with St Clare's Primary, which targets individual year groups. I was also interested to see, during my visit to the Primary 1 class, the way in which coding was being introduced through non- digital means. Pupils were learning using their bodies and using physical routes to navigate around, thus laying a secure knowledge base for when they progress to using digital technologies.

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1	Digital technologies are a central consideration in all areas of the curriculum and its assessment, at all levels.	St Joseph's Primary has been very successful in ensuring that digital technologies are embedded across the whole curriculum. When developing their plans for delivering learning experiences for the pupils, it is evident that digital technologies are considered carefully and used appropriately.
2	Digital technologies are used to enhance and extend learning experiences and to foster independent learning within and beyond the school.	Pupils at St Joseph's Primary are provided with many opportunities to learn independently using a variety of software.
3	Digital technologies have a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced.	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 also spoke about how their teaching had been enhanced with the use of digital technologies.

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4	Digital technologies are used creatively by learners and teachers to engage with learning, teaching and assessment	Pupils are actively encouraged to use the digital technologies available to them to be creative in their learning. Staff also work hard to ensure that different opportunities to use digital technologies are provided across all areas of the curriculum.
5	Teachers integrate digital technologies into teaching and learning and provide learning experiences that support the transfer of digital skills across the curriculum	Digital technologies are used across the curriculum at St Joseph's Primary to enhance and encourage learning experiences at all stages.
6	Assistive Technologies and appropriate software/apps are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs.	Assistive technologies are provided for those pupils who have additional support needs. Differentiated software is also used to allow these pupils to work alongside their peers on the same activity but at a level that is better suited to them.

School Culture 79%

St Joseph's Primary clearly demonstrates that it has a strong digital presence throughout the school. Staff and pupils are completely at ease with digital technologies available to them and the staff Digital Leaders, along with the Primary 3-7 pupil Digital Leaders, ensure that the school keeps up to date with new developments. In discussion with staff it was clear that a well formulated digital culture had been 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.

Through the school's website and Twitter feeds parents/carers are kept fully up to date with the life and work of the school and as a result of using digital technologies the school is now completely paperless, with surveys also being conducted through the use of Google Forms. St Joseph's enjoys an excellent relationship with their parents and, in addition to digital communications, they also offer Parental Workshops for Primary 1 parents to learn about the use of ICT in the classroom. The school recognises that workshops for parents of older pupils are not always well attended so they are looking at preparing helpful tutorials which will be posted in YouTube for easy access for parents/carers.

During my visit to the school, I was also very impressed to see the Primary 7 pupils preparing their School Year Book using Slides, a decision that they took themselves and worked on to produce what is an excellent representation of their time at primary school!

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1	There is evidence of a strong digital technology presence throughout the school.	There is a strong culture of ICT throughout the school and the value of a balanced approach to the use of different digital technology formats is recognised. Teachers and pupils observed were clearly technically competent and comfortable with a range of apps/software.
2	Teachers and learners demonstrate the motivational capacity of digital technologies	From discussions with a number of the teachers, it is evident that the digital technologies in use are being used not only because of their effectiveness but also because of their motivational impact on pupils. Pupils are also able to articulate the ways in which the various technologies that they use in school help them learn.
3	The school has a website/blog or twitter account that is updated regularly and features learning and achievements.	The school website built using Glow Blogs website provides up to date and relevant information to parents/carers and the wider community about the life and work of the school. The school's Twitter feed is also current and vibrant and celebrates examples of learning and achievement on a regular basis, ensuring that parents/carers are always kept informed.

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4	The Nursery/Primary/Special Education school has positive transition links to ensure there is a progression of digital skills for learners	St Joseph's has a good working relationship with associated secondary school and computing staff from St Ninian's High School come and work with pupils in Primaries 4-7 to ensure that there is progression in digital skills for learners.
5	Teachers use digital technologies in their own planning and administration.	All teachers in St Joseph's use digital technology for the planning and storage of resources, for recording assessment results and creating school reports. Last year the school introduced online Forward Plans, using a traffic light system and, as this is the first year of the transitioning, it appears that this is going very well. Team drives have also been created using Google to allow staff to share their work with each other and the Headteacher.
6	The school recognises and celebrates learners' use of digital technologies for their own learning.	Although celebrating learners' digital achievements is done differently by individual teachers the school, as a whole always celebrates digital achievements through their vibrant Twitter feed.
7	The school uses a range of digital solutions to collaborate with other schools or organisations in local, national or international project work.	The school has ensured that it has had collaboration with other schools and organisations and going forward they may wish to undertake more project work with a more digital focus.

Professional Development 92%

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. There is a sense of a team of teachers willing to buy in to the digital technologies vision of the school and, while different colleagues are at different stages on the journey, there is a strong sense of the value that these technologies add to learning and teaching. It was also highlighted during these discussions the initial difficulties the school had in planning for CLPL but everyone has worked hard to ensure that individual needs are met and supported.

The teachers that I was able to talk to were able to demonstrate a clear understanding of the support digital technologies can provide for learning. They showed confidence in a range of levels of deployment and were willing to embrace new ideas positively.

Finally, I believe that through the school's Learning Cycle, training and development in digital technologies has been clearly addressed and, with its inclusion in the School Development Plan, on a 'next steps' rolling programme appropriate CLPL will always continue to be a priority within the school.

#	Descriptor	Validator's comment
1	The digital learning and teaching strategy facilitates professional development in, about and through digital technologies	The staff at St Joseph's RC Primary are all keen to enhance their knowledge about digital technologies and are always seeking ways in which they can do this. CLPL opportunities are accommodated through internal and external training and are directed at the individual needs of the teachers.
2	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 technologies	Through professional dialogue and self evaluations the staff are able to review the impact of digital - focused CLPL on classroom practice. Through the school's Quality Assurance Learning Cycle, questions regarding digital learning and teaching are posed and, through observations, leading to a conclusion and next steps, these are included in the School Improvement Plan so that all teachers are clear about the school's digital development journey.
3	Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.	Discussions with the Headteacher, Digital Technologies Coordinator and class teachers demonstrated that staff are encouraged to use new technologies within the school and that online safety is of great importance.
4	The school utilises the expertise in digital technologies acquired among staff and collaborates with other schools and organisations to inform practice.	St Charles Primary has four staff digital leaders to help lead CLPL and they ensure that all staff are all kept up to date with one another by working together to share training, ideas and examples of interesting practice.

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5	There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technologies	As highlighted in Question 2 the school's Learning Cycle supports self and collaborative review and ensures that, through the School Improvement Plan, there is a consistent improvement in teacher competence in digital technologies
6	Teachers are confident in the safe, secure and appropriate integration of digital technologies in their daily teaching. Learning and teaching is in line with the Internet Safety and Cyber Resilience curriculum.	The staff consistently ensure that digital technology focused learning takes place on a regular basis as it is so embedded in their curriculum. Across all curriculum areas and stages pupils are regularly reminded about the important of staying safe online.
7	The school keeps abreast of developments in technological, professional practice and the curriculum in relation to digital technologies Staff are aware of their professional development needs in relation to digital learning and teaching	The school is kept fully abreast on developments in technological, professional practice and the curriculum in relation to digital technologies through the four staff Digital Leaders.

Resources and Infrastructure 82%

St Joseph's Primary has worked hard to ensure that there is equitable access to digital technologies throughout the school and provides learners with a wide variety of differentiated software. With Chromebooks and laptops as well as timetabled access to the ICT Suite the youngsters always have access to hardware when they need it. Staff are also mindful of ensuring that pupils with additional support needs are able to access relevant technologies and the software that is most suitable for their requirements.

It was clear to me that the teachers in the school 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. However, I do recognise that the school moves forward with caution and deploys technology with purpose whilst ensuring that staff are confident with the everchanging digital world that we now live in.

#	Descriptor	Validator's comment
1	There is widespread access to computers, laptops and/or tablet devices and other physical devices where appropriate	St Joseph's Primary provides access to laptops, computers and Chromebooks for pupils and staff equitably. Unfortunately, within the school the infrastructure does not support the laptops connecting to the WiFi, however the Chromebooks can be utilised to do this instead. The school also makes use of the VR Headsets provided by the Local Authority and are working through issues surrounding this at present. In addition, pupils also have access to micro:bits and Raspberry Pi to enhance and develop their understanding of coding along with Lego Robotics. Talking Tins are also used in Primary 1 to help develop tone and expression whilst reading. Finally, the school's ICT Suite is a central resource and is timetabled to ensure equitable use by all classes.
2	The school deploys digital resources in the most appropriate manner to maximise opportunities for effective learning.	Despite issues with certain resources the school ensures that it maximises effective digital technology deployment around the school. The school also employs a Bring Your Own Device policy, which is working effectively with the pupils involved. During my visit I was able to see some of the Primary 7 pupils using the Bloxels app on their own phones as part of a wider class activity in the ICT Suite.

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3	Online environments, including Glow are used responsibly to support a wide range of learning activities within and beyond the school and GDPR issues have been considered.	The school makes effective use of Glow, the online environment, making use of the G-Suite for Education set of tools for a range of learning opportunities. Google Sites have been utilised to log the pupils learning journey in an ePortfolio style and team drives are used by the whole staff at all stages, access to all of these has also been given to the Headteacher. Google Classroom is also used for delivering, completing and assessment of homework by the staff and pupils.
4	The local authority network is used effectively to create, record, store and share resources and learners' work.	Network and cloud facilities available through Glow, are used effectively throughout the school to record, store and evaluate learning and teaching.
5	The school has sufficient internet/wifi access throughout.	The Chromebooks used within the school connect to the WiFi allowing pupils to have internet access as required. The laptops in the ICT Suite also provide pupils with access to the internet during their timetabled sessions in there.
6	The school's software/apps cover a wide range of curricular areas and learning needs.	The school has successfully embedded a range of software and apps in to teaching and learning across the school. These are used effectively where appropriate and have been integrated well allowing pupils to develop and enhance their learning.
7	Teachers frequently use age and ability-appropriate software/apps to support differentiated and targeted learning.	It was apparent during discussions with Digital Technologies Coordinator and staff that various differentiated and targeted software is used throughout the school, including for example, Kahoot, Top Marks, ActivInspire Studio and Bloxels to name a few.
8	The school is fully compliant with all software/app licencing requirements and are GDPR compliant	In line with Local Authority guidance the school is fully compliant with all software licencing requirements on all hardware.

General Recommendations:

It is apparent that St Joseph's Primary School has a clear vision of where their digital journey will take it in the future and the staff are all on board to make this happen. The school offers pupils differentiated and stimulating opportunities to use digital technologies and are always striving to provide the best experiences for their pupils. The array of technologies and software used effectively by the school helps to ensure that every pupil has an opportunity to become confident individuals. Furthermore, during my discussions with individual members of staff 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 St Joseph's Primary has achieved the Digital Schools Award (Scotland).

Possible next steps for the school, following on from their use of VR Headsets, could include developing the world of 'realities' by looking at HP Reveal to explore the opportunities offered by augmented reality in the classroom. To help further support literacy 'Book Creator' can be a useful tool to enable children of all ages and abilities to develop their creative writing in a fun and imaginative way. In addition, younger pupils can also explore 'Chatterpix' as an engaging way of developing their literacy skills.

Signed



Jennifer McKay
External validator

