St Clare's Primary School Validation Report

Validation Report	
School Name: St Clare's Primary School	**Name of Validator:** Catherine Cunningham
St Clare's Primary School Waterfoot Road Newton Mearns G77 5GP United Kingdom	**Date of Validation:** 02/12/2019
Head Teacher / Principal Name: Anne Marie Absolom	**Digital Technology Co-ordinator:** Claire Kavangh

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 *98%*

The school have a clear vision and have worked with pupils, parents and staff to plan their digital learning journey. Staff have embraced the use of technology as a tool for learning and are working together to upskill themselves and deliver rich learning experiences for their pupils. The commitment to the creative and safe use of technology throughout the school was very much in evidence through my conversations with staff and pupils.

#	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 Clare's is a relatively new school, and they have worked closely with parents, pupils and staff to set the vision for the school to ensure it meets the needs of all learners and the community it serves. Digital learning and teaching has been central to this, with planned improvements a priority for the coming years. The school have meticulously planned their strategy, audited it along the way, amending as required and they are moving forward on a very positive journey. They have factored in teacher leadership, so all staff have an area to lead and develop, and support is available for all who need it. The Digital Technology Co-ordinator and the Digital Leader are instrumental in taking the vision for digital learning forward. Digital technology is subsumed within all areas of the curriculum. It is not seen as a stand-alone curricular area but a tool to support learning and teaching across all stages. Next Year, the school plan to have Digital Technology as a priority, which will enable them to take stock of where they are, and where they want to be in the future.
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 are working within the LA Digital Technology Strategy Plan, which is based on guidance from the Digital Learning and Teaching Strategy for Scotland. St Clare's Primary School Digital Learning and Teaching Strategy is very comprehensive and commendably, the school has raised the profile of Cyber Resilience and Internet Safety and inclusion by linking these aspects of the Digital Technologies curriculum to Article 2 and 34 of UNCRC. The staff are all aware of CfE Digital Technologies Es & Os and associated benchmarks and some refer to Education Scotland documents for guidance. The school's digital learning progressive pathways have originated from the LA but have been tailored to the school's needs and provide a sound framework for planning and assessment.
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 Digital Technology Coordinator and Digital Leader support all classes and the DL will be teaching core skills which teachers can then help pupils to apply and extend across all areas of the curriculum. Both have clear remits and are fully supported by the headteacher who recognises the educational value of digital technologies and is keen to exploit these effectively, using them as a tool to support and enhance learning. The headteacher is fully engaged and provides clear and determined leadership in driving the use of digital technologies across the school.

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4	The school frequently and collaboratively reviews its digital learning and teaching strategy by evaluating the potential of emerging technologies and best practice scenarios.	The policy and supporting documents are evaluated and kept under regular review. Pupils also have responsibility for evaluating the impact of digital technology against the identified themes from HGIOS4.
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.	There is a comprehensive programme of CLPL relating to the priorities of the School Improvement Plan. Regular in-house training sessions are delivered according to the identified needs through staff skills audits. Teaching plans are stored in Sharepoint and staff plan for digital learning in a collaborative way. Some team teaching has taken place, and staff are encouraged to extend their digital skills and to apply new learning with their pupils. The level of support for all staff is excellent. The fact that there is a range of formal CPD, additional opt-in sessions and informal peer-to-peer support, demonstrates the balance the school has between core provision and staff choosing to exceed this through opt-in and informal learning. Pupil digital leaders also support their peers and teachers with digital skills.
6	Outlines the rationale for the use of digital technologies and recognises the distinctive contribution of digital in learning and teaching.	The rationale is covered in the introductory paragraph of the Digital Learning and Teaching Strategy and is threaded through supporting documents. e.g. in the SIP. More importantly than having this in writing, is that teachers and pupils can articulate the contribution technology is bringing to learning and teaching, translating the policy into practice.
7	Includes links to both external and school-generated curriculum links.	Reference is made to the Digital Strategy for Scotland in the technology plan. The DTC, DL and the headteacher are knowledgeable of updated documents around digital technologies and took account of these when formulating their school plans. In particular, reference has been made to STEM and DYW, which are key policy drivers.
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.	The policy includes details about the range of technology to support the needs of all children, and there was evidence from talking to the staff of the use of digital technology to support the inclusion of learners with additional support needs. SfL planning included the use of assistive technology and purchased/subscription software. It was clear that pupils with diverse needs were matched appropriately with technology, which allowed them to access the curriculum and engage with learning. The staff made good use of freely available built-in adaptations on their devices. The school may want to explore this area further, and a good starting point would be to look at the resources provided by CALL Scotland and check out their app wheels. They may also wish to use the Scottish Government's 'Checklist for planning ICT', to audit, prioritise and implement further measures to improve inclusive practice.

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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.	The Responsible User Agreement, which is given to all parents, has very detailed instructions on how digital technologies should be managed and used responsibly. There are references to the effective use of the internet in various documentation. Parental workshops were organised, and external presenters reinforced the school's advice on internet safety and cyber resilience. A cluster event was held for parents, and the campus cop is available to support the school, individuals or parents, as required. Along with internet safety lessons throughout the school year, the school hold an annual mental health week which makes links to the safe and appropriate use of the internet and social media. Pupils spoke about using Interland to learn more about safety online. Teachers and pupils with whom I spoke, were all clear about the guidance they had been given on the appropriate use of the internet, ways to check reliable sites, and how to report anything of concern. The pupils felt any concerns about cyberbullying or incidents on social media would be dealt with sensitively by staff in the school and support given to all parties if required.
10	Provides guidance on the management of digital technologies so that learners have regular access in a safe environment.	Clear guidance is given to staff on the management of resources and expectations are written in child-friendly terms in the Responsible User Agreement. Pupils were familiar with the need to look after equipment and store it safely and securely, ensuring devices were regularly charged and ready for use.
11	Outlines how to make best use of the internet as a resource for learning and teaching in a safe and responsible manner.	There was clear and detailed guidance and expectations in the school's Responsible User Agreement. Safe use of the internet was linked to e-safety, and all children had opportunities to learn how to keep themselves safe online and ways to mitigate any all risks, e.g. secure passwords, not sharing personal data.
12	Includes an Acceptable Use Policy that is implemented throughout the school and shared with parents	There is a Responsible User Agreement, written in child-friendly terms, which is signed by both child and parent before access to any device can be given. Staff are given annual updates and are aware of their responsibilities using the local authority network. They are also trained in GDPR compliance.

Use of Digital Technology to Deliver the Curriculum *90%*

The school had a very well-run system of Digital Leaders who looked after the devices, making sure they were charged, troubleshooting common problems for pupils and teachers. They were instrumental in helping the younger children. The Digital Leaders were a group of highly motivated children who were very articulate in explaining their remit and how it has benefitted them as they prepare for the transition to High School. In a large school such as St Clare's, the digital leaders are indispensable as they help maintain the organisational systems in place and assist with training. Pupils described a range of digital learning experiences, and they were able to describe these activities clearly and were very enthusiastic and assured me their learning had improved since taking on additional responsibilities and gaining advanced digital skills.

#	Descriptor	Validator's comment
1	Digital technologies are a central consideration in all areas of the curriculum and its assessment, at all levels.	Through discussion with staff and pupils and following the work of the school on their social media twitter feed, I saw and heard of many examples of high-quality learning throughout the school. Teachers reported they were growing in confidence and appreciating the support given, to enable them to embed digital technologies across the curriculum. I spoke with many pupils who were able to describe the activities they had experienced. They all spoke proudly of the work they had been doing, and the older children enjoyed sharing their skills with younger pupils and teachers. Good use of VR headsets was being made to enhance learning, e.g. for literacy descriptions, and this was identified as something the children wanted to use more. Digital Leaders were trained in their use and were able to support classes. The children had been introduced to a variety of online platforms, e.g. subscription sites, Glow and the Google Ecosystem, and were able to speak of the differences and described how they would use each. The children I spoke with were confident in their understanding of the use of digital technologies, and they felt this reflected the world in which they lived.

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2	Digital technologies are used to enhance and extend learning experiences and to foster independent learning within and beyond the school.	Technology was embedded into the play-based pedagogy of the early years with a variety of devices and software used to consolidate learning, while other devices were used to give choice and personalisation to the children. Children took photographs and made video clips of their work independently, which they shared with others later in the day. Subscription sites such as Education City and software such as Teach Your Monster to read were very popular with P1 pupils, as were maps on the iPads. P2 - 4 pupils told me about using the chrome books to make a video in French, which has been uploaded to Twitter. They also listen to stories and Newsround online. Some attended coding club, run by one of the teachers, and they described their activities using Scratch. They enjoyed exploring Egyptian temples using the VR headsets. They also used the VR headsets to help with ideas and descriptions for imaginative writing. Glow was used from P3 upwards, and pupil profiles were available through Google Drives. Pupils can access both of these platforms from home. Children also used programmable devices, e.g. BeeBots and were able to tell me not only how to use these, but how it was helping them learn. Everyone told me they felt Digital Technology made learning fun. I spoke with pupils who used assistive technologies to support their learning. They were confident with the devices and software they used, having been trained in the tools within each programme. They were able to select how they presented their learning, e.g. one pupil created a video to demonstrate the skills he learned from Heart Start. I spoke with a teacher in the upper school who felt her teaching had been transformed over the past year or so. She was keen to try out the Google Classroom and has used this to great effect, uploading all of her maths Powerpoints which can be accessed from home for consolidation, revision or for any absent children. Similar work is being done in literacy, e.g. characterisation, settings. This allows parents to see what they are doing and also the methods used. I have seen this in High Schools, but never to this level in a Primary School, and I would like to highlight this as sector-leading practice.
3	Digital technologies have a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced.	Pupils were able to talk about the impact they felt digital technology was having on their learning. Most of them said it was a fun way to learn, and they enjoyed helping each other. Digital Leaders enjoyed giving support in lessons and being able to troubleshoot glitches and common faults. Teachers also spoke of the positive impact technology was having, how their skills had increased rapidly over the year, and they now felt they were embedding technology across the curriculum.
4	Digital technologies are used creatively by learners and teachers to engage with learning, teaching and assessment	From my discussions with staff and pupils, it was apparent that children were having experiences of using technology in creative ways. From photography, video clips, green screen movies to programmable coding devices such as Beebots; and games development using Scratch, the children have had ample opportunities to create content through a range of media. The wide range of creative software available to pupils opened up wonderful possibilities for personalisation and choice, leading to ownership of their learning

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5	Teachers integrate digital technologies into teaching and learning and provide learning experiences that support the transfer of digital skills across the curriculum	Teachers are making good use of the CfE experiences and outcomes to deliver an appropriate curriculum at all stages across the school. Pupils are independent, enthusiastic and keen to learn with and through technology. Even the youngest children can use iPads to create interesting and informative content. Older children have a sound knowledge of features within Google Classroom and the Glow platform and use these daily. Pupils were able to articulate clearly the impact of their use of digital technology, including the organisation of home-school learning.
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.	Good use is made of assistive technologies at universal, additional and intensive level. SfL plans detail the needs of diverse learners and match them with digital technology to support their needs. Designated laptops with appropriate software are available for ASN pupils. Guidance is given to class teachers.

School Culture *75%*

This is a school where everyone is pulling together to ensure the children are experiencing a quality digital technologies curriculum. Staff are becoming increasingly confident in their use of technology and are embedding this within all areas of the curriculum. They are working together to improve the technologies curriculum across the school. At the heart of this is their wish that their pupils get the best possible chance of a successful future and they recognise the need for children to be digitally competent, which includes them having an awareness of digital safety, netiquette and exposure to appropriate applications.

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1	There is evidence of a strong digital technology presence throughout the school.	The children are very much involved in steering and evaluating the digital technology journey of the school. The Junior Leadership Team use Forms, through Glow, to collect evidence and present this at Learner Participation Assemblies. This is linked to the QIs the school are working on from HGIOS children's version. The pupil digital leaders maintain a digital technology board with tips for pupils and teachers. Their names are freely available and digital leaders are on call for technical support at any time.
2	Teachers and learners demonstrate the motivational capacity of digital technologies	Learning has been enhanced by a range of digital experiences which have been embraced by all, and the children have become leaders in the promotion of this culture. The children I spoke with were undoubtedly very proud that the school was beginning to immerse itself in digital technologies. Teachers were aware of increased pupil motivation and engagement and harnessed this to give all children positive learning experiences.

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3	The school has a website/blog or twitter account that is updated regularly and features learning and achievements.	The school website is up-to-date, very informative and easy to navigate. This, alongside the school's Twitter feed, features recent learning and achievements and gives a flavour of the work of the school. There is a private P1 twitter page for parents to share the work of the classes. SeeSaw is being piloted in P1 and P3, with staff uploading materials at the moment. In the future, they hope to train the pupils to do this and make it accessible to parents.
4	The Nursery/Primary/Special Education school has positive transition links to ensure there is a progression of digital skills for learners	I have upgraded the school's self-evaluation to partially met. The school is working towards a STEM Award with Education Scotland and are working with a teacher from High School as part of the transition process. Through this, the High School are becoming more aware of the digital skills level pupils are now coming up to High School with, which is higher than before, and they are amending their programmes accordingly. Children are also keeping e-portfolios through G-Suite, and this will help at times of transition. The school receives P1 pupils from a variety of feeder schools. Recently, there have been moderation meetings and nurseries have shared information digitally. They may wish to invite representatives from these nurseries along to demonstrate how they are implementing digital technology in P1, as this is a continuation of early level with play-based activities. They may also wish to share the way they are communicating with parents and digitally sharing information within the staff team.
5	Teachers use digital technologies in their own planning and administration.	The school is working towards becoming paperless. Pupils independently order their lunch choices online. Google Classroom is used very effectively for tracking and planning, including joint working, and this helps to manage workload. QI observations and jotter monitoring are all done online, and teachers are happy with the 'any device, any place, any time' way of working. SNSA data and SfL information is kept digitally and shared with appropriate teaching staff. Staff feel this has streamlined their workflow enormously. Google productivity tools are being used, e.g. Google Sheets and documents are stored and shared on the One Drive, making them easily accessible. The school harnesses digital technology in its communications with parents, sending newsletters out as attractive Sways, keeping the website up-to-date with key information, tips for parents. The website, along with their twitter feed, also gives a flavour of what is going on around the school.
6	The school recognises and celebrates learners' use of digital technologies for their own learning.	The school has a variety of ways of celebrating success, not just in digital achievements but across the board. Children have assembly mentions when they have gone over and beyond.

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7	The school uses a range of digital solutions to collaborate with other schools or organisations in local, national or international project work.	Pupils take part in shared technology events run by the LA and recently attended a coding 'Make it 'APPen' event where they had to pitch and design an idea for an app. The school have the capacity to lead a joint project. They may wish to consider something whereby schools can share their expertise, e.g. a shared digital story, created over a week or a Games Jam, which would raise the coding skills in all participating schools. There are countless possibilities for linked projects, and I know the school could learn from others but equally have much to contribute.

Professional Development *85%*

There is a comprehensive programme of professional learning available for all staff. The training needs of staff are always under review, and everyone feels supported through LA events and formal and informal CLPL within the school. The school's digital leader and digital technology coordinator fully support staff.

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1	The digital learning and teaching strategy facilitates professional development in, about and through digital technologies	The Digital Leader's remit includes the delivery of in-house CLPL, and this is planned according to the results of questionnaires sent to all staff members. Teachers have class-free time, during assemblies, and can attend training sessions on a variety of topics, e.g. VR headsets, Green Screen, Google Classroom, Shared Drives, Assistive technologies. The Digital Leader also team-teaches in class to support teachers and learners in the effective use of technology, and she can suggest ways to augment and extend learning, bringing in an element of personalisation and choice.
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	Regular skills audits are undertaken, and CLPL planned accordingly. Staff discuss strengths and plan personal next steps during annual PRD meetings and also following professional support visits. Staff are encouraged to take ownership of their learning and to share their expertise with others. Staff make use of online training, e.g. SSERC. Staff reported they felt well supported by the digital technologies co-ordinator, the digital leader and colleagues in school. They also felt the courses offered by the Local Authority provided excellent support.
3	Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.	There is a recognition that staff are at different stages in their digital skills journey. While there is core and supplementary training, as well as peer support for all, some teachers are self-directed and are exploring ways of integrating digital learning even further. As they share new learning, this will provide further leadership opportunities, which will also ensure the sustainability of the digital skills programme.

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4	The school utilises the expertise in digital technologies acquired among staff and collaborates with other schools and organisations to inform practice.	There is a strong collegiate culture in school, and staff support each other. This has helped to form a strong staff team. They have external links with the LA Digital Learning Team, Community Police/Campus Cop, Education Scotland and their feeder High School, all of whom are available to deliver some aspects of the digital technologies curriculum when required.
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	Staff feel very supported in the school and are willing to be open and honest when reviewing their skills and delivery of the technologies curriculum. Data is collected through informal skills audits, discussion with the HT or through the PRD process. This open approach enables teachers to access training appropriate to their needs and also to gain opportunities to lead others.
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.	Teachers are very aware of their responsibilities in teaching pupils how to operate safely and responsibly in an online environment. Progressive pathways include cyber resilience and internet safety themes, and these are revisited throughout the year. Pupils I spoke with were all aware of ways to keep safe online and how to report anything of concern. They were able to talk about the need for secure passwords, not disclosing personal information and how to report and alert a trusted adult if they come across inappropriate material.
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 digital leader and digital technology coordinator are responsible for keeping abreast of developments in technological developments and policy initiatives. They do this by attending external training, networking with others and reading relevant documents. They share their skills and knowledge with others within the school.

Resources and Infrastructure *100%*

The school is well resourced with a range of devices and software. Teachers recognise the educational value of digital resources and exploit these effectively. There is a range of programs in use, and pupils are given opportunities to learn skills, apply them across platforms and also across the curriculum. The parent body also recognises the benefits of learning through technology and are supportive of the school. There is wifi coverage throughout, and children can access devices, as required, throughout the day.

#	Descriptor	Validator's comment
1	There is widespread access to computers, laptops and/or tablet devices and other physical devices where appropriate	Teachers recognise the educational value of technologies and exploit these effectively. The school is very well resourced with hardware and software, all chosen with care to ensure they are cost-effective and add to the skills identified within the planned experiences and outcomes. The school have a wide range of peripherals, e.g. programmable devices such as BeeBots and augmented reality VR headsets. Children use a variety of technology, daily to support and enhance learning. Pupils were able to tell me what was available, and they knew which device was most effective for particular tasks, e.g. iPads for green movies/animation, chrome books for a quick piece of research.

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2	The school deploys digital resources in the most appropriate manner to maximise opportunities for effective learning.	The organisation of technology across the school is well planned. Adequate access to digital technology is available in all classes. Pupils are consulted on resources purchased and have a strong voice in the deployment of devices. Children were very articulate describing how they managed and looked after technology. Everything had a place and routines were established.
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.	All new software is checked for GDPR compliance. Pupils are using the Google Classroom online platform, along with the productivity tools of Office 365, e.g. PowerPoint, Forms. The school uses subscription software as online learning resources, where children can consolidate and reinforce literacy, numeracy and HWB concepts.
4	The local authority network is used effectively to create, record, store and share resources and learners' work.	Work is stored on SharePoint and One Drive, with some pupil work stored within the Google Ecosystem.
5	The school has sufficient internet/wifi access throughout.	Internet access is available throughout the school and is accessible at all times.
6	The school's software/apps cover a wide range of curricular areas and learning needs.	There is a good range of software in use across the school, including some to support learners with ASN. Staff have built up considerable expertise in the use of assistive technologies. Staff were very familiar with the needs of all learners and could individually tailor the range of adaptive settings within the devices, e.g. background colours, speech-to-text, text reader. They should consider having a look at the Immersive Reader tools within Glow Office 365.
7	Teachers frequently use age and ability-appropriate software/apps to support differentiated and targeted learning.	From talking with staff and pupils and hearing about their learning and teaching, it was apparent that the staff were able to organise a good mix of whole class teaching and differentiated and targeted learning. The school appeared to have managed the balance of teaching discrete skills through whole-class teaching and the application of these skills across the curriculum well. Support staff received training to support pupils with additional support needs.
8	The school is fully compliant with all software/app licencing requirements and are GDPR compliant	The school is fully compliant.

General Recommendations:

It was a pleasure to connect with staff and pupils of St Clare's Primary school. They had prepared well for the remote validation visit and presented their evidence well. St Clare's Primary have travelled far in their digital journey. Their route has been well led and meticulously planned by the HT, along with her Digital Technology Coordinator and Digital Leader, with other staff members following enthusiastically. There is a sense of a strong staff team who work collaboratively together.
St Clare's is a school which wants the best for their pupils and recognises the impact digital learning can have on their current and future learning.

It is my recommendation that the school has met the criteria and should receive the Digital Schools Award (Scotland).

I also recommend they are asked to become a mentor school as they have the capacity to share and develop their skills with others.

Signed

Catherine Cunningham
External validator