



Crossgates Primary Validation Report

Validation Report	
School Name: Crossgates Primary	Name of Validator: Jennifer McKay
97 Dunfermline Road Crossgates Dunfermline Fife Ky4 8AR United Kingdom	Date of Validation: 08/03/2022
Head Teacher / Principal Name: Sheona McCulloch	Digital Technology Co-ordinator: Lauren Gibson
School SEED Number: 5441420	

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

- We are happy to share this report with Education Scotland: Yes
- Would you be willing to be contacted by the programme with the view of contributing an article/blog or other materials to help other schools on their digital journey?: 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 76%

Crossgates 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. Through their Digital Learning Policy, it is clear that they have adopted a considered approach to the teaching of digital technologies. For the past three years digital learning and teaching has been a priority in the School Improvement Plan, in particular, to support vulnerable learners and raise their attainment. The school is also engaged in the Local Authority's Digital Learning Culture Strategy, a focused action plan supporting change and support for all pupils throughout Fife.

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. PICT Progression Planners for Digital Literacy, developed by the Local Authority, are used effectively within the school to ensure that appropriate learning intentions are met and that the relevant evaluation can take place.

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 and the Online Safety Policy and dedicated Online Safety Co-ordinator give clear age and stage appropriate guidance.

Use of Digital Technology to Deliver the Curriculum 76%

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. By providing a range of opportunities teachers can easily integrate digital technologies in to their daily teaching and allow pupils to work independently. During periods of lockdown, through the use of Glow and Seesaw, pupils were able to continue their learning and many aspects and lessons learnt during that period of time have been integrated in to classroom learning since the return to school.

Different digital resources are utilised very effectively within the school targeting and challenging the learning for the pupils. Younger pupils, who are engaged in play based learning, make great use of technologies and this, along with their other learning, is shared with parents and carers through Seesaw. In addition, pupils who have additional support needs are supported extremely well with a range of resources such as IDL and Clicker, and older pupils with the accessibility tools in Word.

Coding also plays an important role in the curriculum with pupils making use of Scratch, Code.org and the Raspberry Pi website is used to support teachers to deliver appropriate lessons. QR codes are also used throughout the school and in particular for Outdoor Learning where they have been used in scavenger hunts. A highlight for many pupils, (and staff!), was the opportunity to use a 3D printer provided and supported by Fife College as part of a pilot project. During the time that the printer was in the school, pupils had the opportunity to use Tinkercad to create badges that could then be made by the printer. A lot of detailed digital learning took place, whilst the school took part in the project and everyone benefitted greatly from it.

School Culture 84%

Crossgates 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 key staff, ensure that the school keeps up to date with new developments. In discussions with staff it was clear that a well formulated digital culture has been developed across 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. The school has also appointed a Digital Committee of Primary 6 and 7 pupils, who are very proactive throughout the school and ensure that they provide help and support for all staff and pupils- a great team of dedicated young people!!

Crossgates Primary has a very positive relationship with the parents and wider school community, with these links being made stronger through the use of Seesaw, which continued to provide dedicated and positive learning opportunities throughout the two lockdowns. The new school website, built using Glow Blogs is used as a reference point for information for parents, whilst the vibrant Twitter feed and Facebook page, which are also embedded in the site, provide current information as well as celebrating the successes of the pupils in the school.

In conclusion, through a well thought out and developing use of digital technologies, Crossgates Primary has managed to keep a vibrant School Culture going throughout difficult periods of lockdown and the return to school.

Professional Development 76%

Crossgates Primary is committed to its vision of their digital journey and they are fully aware that to achieve this suitable CLPL must be in place for the staff. Initially, as the school embarked on its digital journey not everyone was confident but everyone was willing to learn new skills to help deliver a digital curriculum. Developing the staff and their capacity is vital to ensure that their journey continues smoothly and everyone benefits from the digital technologies available in the school. Delivering effective CLPL is done in a variety of ways and feedback is given regularly to ensure that the staff are kept up to date.

Staff at Crossgates benefit from in-house sessions as they require them, which, for them, is a very effective way of keeping up with the changing digital landscape, as well as being given the opportunity to attend wider Local Authority run sessions, such as 'short burst' programmes, which have been very beneficial for teachers of all abilities. Peer moderation for such things as Seesaw also takes place within the school, allowing staff to learn and develop their knowledge with other staff. As with many schools during periods of lock down, staff CLPL increased dramatically, allowing staff to expand and develop their knowledge, through online courses and the Microsoft Innovative Educator programme, which all enhanced the home learning experience for their pupils.

Resources and Infrastructure 100%

Crossgates 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. 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, including access to Netbooks at any time and use of Clicker and IDL. All pupils have timetabled access to two cabinets of Netbooks as well as iPads and desktop computers are also available for pupils to use. Coding is supported with resources such as Spheros and BeeBots and literacy is supported by the class set of Kindles, that the pupils use regularly. Furthermore, class teachers make good use of their Smartboards and visualisers to enhance their teaching and learning in the classroom.

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.

General Recommendations:

It is apparent that Crossgates Primary 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 teachers are always striving to provide the best experiences for their pupils. The variety of technologies and software used effectively by the school helps to ensure that every pupil has an opportunity to become a confident individual. Furthermore, during my discussions with 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 all pupils.

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

Possible next steps for the school, could include considering applying for the Cyber Resilience and Internet Safety Award, as they have demonstrated that they have the CR-IS values at the heart of their present and future digital planning strategy. As outlined by the school themselves, next steps will also include further investment in resources and the necessary development of staff skills as well as plans for a Digital Day. I wish the school luck, as well, as they continue to develop an online tracker to bring together all of the data available on individual pupils and store this in one easily accessible place, I believe that this will be very beneficial to staff and pupils alike once it is implemented.

Signed

Jennifer McKay

Jennifer McKay
External validator

