



Seafield Primary School Elgin Validation Report

Validation Report	
School Name: Seafield Primary School Elgin	Name of Validator: Karen Doherty
Deanshaugh Terrace Elgin Morayshire IV30 4ES United Kingdom	Date of Validation: 23/05/2022
Head Teacher / Principal Name: Ms Morven Snodgrass	Digital Technology Co-ordinator: Angela McClure

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 79%

Seafield PS features digital technologies in their SIP, recognising the important role such tools can play in enhancing learning and teaching. The HT and DLC have a clear vision for future development of digital technologies across the curriculum. The staff team have embraced this vision and are working hard to enact it across the school. Learners are visibly excited by the application of digital technologies to offer engaging and challenging lessons. They, in turn, are proud to demonstrate their digital skills and explain the benefits.

This enthusiasm was particularly evident in the P4B class who ably articulated their learning experiences, explaining how and why digital skills are important for life, learning and work. They were clearly contributing to the shared vision.

Documentation pertaining to educationally focused digital development provided by the school heavily reflected the strong steer by the local authority. The narratives took account of local and national research and guidance. The DLC was absent on the day of the validation but had provided a wealth of evidence to support the application. Due to staff absence, changes were made on the day regarding the proposed timetable. The school community showed flexibility and adaptability despite these unforeseen challenges.

An AUP is in place.

Use of Digital Technology to Deliver the Curriculum 70%

The use of digital technologies to deliver an exciting and engaging curriculum was well established. Staff and learners were able to cite examples of the application of digital tools to enhance learning and teaching.

Staff particularly noted the benefits in terms of formative assessment. Digital tools were found to have made assessment quicker, easier and more timely. Learners felt that digital tools helped them become more independent and creative. Staff felt that digital resources enabled them to deliver differentiated lessons more readily. They also cited the opportunities for reinforcement and consolidation.

Learners felt that digital tools empowered them to access wider, richer information and conduct better research. Learners confidently demonstrated construction of themed SWAYs, incorporating topic related research. Learners described their trouble shooting skills when faced with challenges in their creation and were able to offer suggested solutions for other potential issues.

Staff also highlighted the benefits regarding assistive technologies for learners with additional support needs.

School Culture 79%

The school has an active Twitter account and an effective website functioning as a signpost to information for parents and carers. The school staff make daily use of Class Dojo and classes participate in the digitally supported WOW - walk to school initiative. Teachers and support staff work closely with parents to ensure no digital disadvantage at home. Learners talked knowledgeably about digital skills and their application across the curriculum. Learners were keen to share examples of coding opportunities and their experiences with Tinkercad. Some described their designs and next steps for developing such.

Sumdog featured highly in learner narratives, indicating the value placed on it for them. All learners were able to offer sound suggestions for staying safe when online. They were alert to risk and could cite pertinent examples of cyber hygiene habits.

Teachers were able to describe instances wherein learners had grown in confidence thanks to considered application of digital resources.

Professional Development 87%

Staff in Seafield PS have embraced opportunities for digitally focused CLPL, both formal and informal. They have successfully utilised skills and knowledge to deliver engaging and appropriate lessons. They have also taken advantage of the practical benefits delivered by digital technologies in terms of tracking, assessing, recording, and reporting. Planning for digital literacy is well underway, with staff continuing to harness the wealth of CLPL available to them.

The DLC has worked hard to support colleagues so that learner experience is richly enhanced by digital technologies.

Resources and Infrastructure 90%

Digital tools and resources are well managed in Seafield PS. Care is taken to minimise digital disadvantage and deployment of resources is well considered. An AUP is well established.

The school is fully compliant with all software/app licensing and the school is GDPR compliant.

General Recommendations:

Personnel in Seafield PS have been working very hard to ensure that digital technologies play a major part in the daily learner experience. This was very clear in the validation discussions, mainly supported by learners who were excellent ambassadors for their school. Learners spoke enthusiastically about how and why they use digital tools. They were able to identify and explain the potential role for their digital lessons in preparing them for later life. They were aspirational in terms of careers and all could suggest key ways in which digital tools could support a given occupation.

Learners were a credit to their school, their families and themselves.

Staff, too, were keen to highlight how they used digital tools to deliver successful progression from nursery to primary seven. They were animated in their descriptions of learner benefits, describing improvements in motivation and attainment. Their subtle support of learners during the validation reflected their drive to help their pupils become ever more independent and to grow in confidence. Empowering their learners was evidently a core aspect of their practice.

It is my recommendation that Seafield PS has met the criteria for DSA and should be invited to become a mentor school.

Signed

A handwritten signature in black ink that reads "Karen Doherty". The signature is fluid and cursive, with the first name "Karen" and the last name "Doherty" clearly legible.

Karen Doherty
External validator

