



Aberuthven Primary School Validation Report

Validation Report	
School Name: Aberuthven Primary School	Name of Validator: Karen Doherty
Main Street Aberuthven Auchterarder Perth and Kinross PH3 1HE United Kingdom	Date of Validation: 15/11/2022
Head Teacher / Principal Name: Mrs. Nicola Tyrrell	Digital Technology Co-ordinator: Mrs Nicola Tyrrell
School SEED Number: 5340322	

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 98%

Leadership and vision in Aberuthven Primary School is very strong.

The SIP has digital development as a priority, highlighting the regard in which it is held. This is exemplified in "collegiate discussion to share experiences, expertise and progress in embedding technologies in class lessons." The digital policy is very current and the HT (who is also the DLC) has been liaising closely with the LA to review digital apps with a view to trialling and implementation.

The HT has sound structures in place to ensure appropriate CLPL is made available to staff to ensure her vision is shared and enacted. Empowering her team to deliver a stimulating, accessible curriculum supported by digital technologies remains a steadfast intent. Policy and practice are well aligned.

Use of Digital Technology to Deliver the Curriculum 100%

The school team are very open to new ideas and are keen to take full advantage of all potential benefits offered by digital technologies. Having won a STEM competition, the school now has two drones enabling them to indulge their desire to explore, experiment and innovate. One teacher has an interest in robotics, another in coding and the teaching HT has a holistic interest in digital technologies. Consequently, she believes they "complement each other" and they each "delve in, explore and share" for the benefit of the learners in their care.

The team work very closely to offer a diverse and rich curriculum, designed to meet the needs of the learner. Pupils in Early Years were able to describe lessons incorporating Beebots and how they were used to negotiate "Beebotland". Computational thinking was clearly nurtured and young learners were able to provide a demonstration of the tasks and explain their purpose. Even the youngest learners were able to provide suggestions on next steps and how to problem solve. The atmosphere was very collaborative and supportive despite the potential for frustration when sharing limited resources.

Children also gave helpful suggestions for apps they would recommend to others and the reasons for their choice.

Parents spoke of the benefits of technology for communication and reinforcement.

Regarding Seesaw - "My daughter was a bit dubious to start with. Did so much photocollage etc. posting on Seesaw, it broadened her understanding of what she could use."

Parents welcomed the Parent Partnership Journal shared on Seesaw, offering insights into progress.

The Pupil Council members (P1-7) provided a wealth of examples of how they learn digital skills and why they learn it. They all felt that lessons were much better with technologies, and some described how it helped overcome barriers to learning. One learner gave powerful personal testimony regarding how digital technologies had helped combat the challenges of dyslexia. This very articulate learner described the positive impact made using accessibility tools and the growth in confidence it stimulated.

Other learners provided a range of helpful demonstrations and narratives regarding Book Creator, detailing the various learning opportunities embedded within such. They enjoyed creating animations, showing ingenuity in terms of a homemade green screen backdrop. They especially liked coding and saw it as a key skill for future careers. The Pupil Council share the outcomes of their meetings via podcast, resulting in an engaging and accessible medium for communication.

School Culture 82%

Digital technologies are fully embraced within the classrooms and the school team have successfully supported learners to do likewise. The adult enthusiasm is infectious, and learners present as capable, confident, skilled individuals. Learners share expertise, as modelled by their teachers. Digital technologies are regarded as fundamental to the learning and teaching experience. Parental engagement too has increased through the introduction of Seesaw and the school Twitter account highlights and celebrates success and wider achievement.

The school team are looking to increase their levels of interaction with other school communities, expanding their online network of contacts. This will be a natural progression in their community digital learning journey as the staff already embrace this for professional development.

Professional Development 100%

Professional development has been key in the sustained digital progress achieved in Aberuthven Primary School. The teaching staff radiate a strong collegiate approach to harnessing and applying digital technologies for the benefit of learning and teaching. They clearly demonstrated their drive for sustained improvement and had all sought to empower the learners to become confident and capable in digital skills. The teaching team recognise and celebrate their individual and collective expertise in digital technologies. Sharing skills for the wider benefit of the school community not only broadens and enriches the learner experience, it also serves to model supportive interactions between learners.

The staff spoke eloquently about their digital learning journey and their thirst for increased skill sets as well as access to emerging technologies and the respective learning and teaching applications. CLPL is regarded as pivotal to continued improvement and the staff team were united in their drive to access high quality provision - local and national - underpinned by sound pedagogy. The staff team are curious about and excited by new learning and teaching CLPL which enhances their digital skills. Staff view CLPL as a key vehicle for effective and inclusive curriculum delivery.

Resources and Infrastructure 100%

The school team make very good use of digital resources, deploying stock appropriately. The school is fully compliant with GDPR and all software licensing requirements. AUP is well established.

General Recommendations:

The school community of Aberuthven Primary School were very keen to share and celebrate their digital journey to date. Staff and pupils were enthusiastic and knowledgeable. The application of digital technologies is so embedded, the community were very modest and almost nonchalant about their achievements. It was

very clear from discussions with all contributors that the purpose of digital resources and the skills required to use them effectively were second nature. From Early Years to senior pupils, learners were able to articulate exactly how they were using resources and why. They gave detailed descriptions and demonstrations of learning and teaching.

Teachers spoke about the accessibility benefits they felt digital technologies brought to their teaching and pupils spoke of the motivational benefits. The learners considered digital technologies to be core aspects of their learning in school and at home. They were proud to be creating podcasts to share their work as the Pupil Council. Everyone who participated described a collaborative, stimulating approach to learning and teaching. The school community should be very proud.

Consequently, it is my recommendation that Aberuthven Primary School has met the criteria for the Digital Schools Award and should be invited to become a mentor school as they have the capacity and skill sets to share with others.

Signed

A handwritten signature in blue ink that reads "Karen Doherty". The signature is fluid and cursive, with a large 'K' and 'D'.

Karen Doherty
External validator

