Name of school	**Maple Primary School**
Post code	**AL1 3SW**
School URN	**117298**
Head teacher	**Mr Timothy Bowen**
Assessor	**Sue Nicholson**
Date of assessment	**6 June, 2014**

Focus elements

I would particularly like to see evidence in the following aspects which I have highlighted from your self review comments.

Evidence of the continued development of your ICT Strategy since you last ICT Mark Assessment. In particular you mention a range of new technologies that have been implemented. Could you produce exemplar evidence in support of their impact on learning?

You mention significant developments to your support and monitoring structures to improve the impact and effectiveness of ICT across the whole school and, in particular, the work carried out in the area of professional development.

You also mention the increased use of electronic systems for 'day to day' school business and also in support of assessment. Could you describe some aspects of this using practical examples?

Visit agenda

9.30   Arrive, introduction to the context of the school by head teacher and ICT co-ordinator and ICT governor
10.00 Tour of school with ICT co-ordinator - to see ICT in action
10.30 Review of evidence supporting the commentary with ICT co-ordinator
11.00 (short break for Assessor to review and reflect on evidence so far)
11.15 Interview with a small group containing - classroom teacher, TAs, parents, governors
11.45 A chance for the children to share their ICT experiences (accompanied). As them to prepare to tell me about something they have done this year in ICT that they have really enjoyed and feel proud of. If they can show it, even better.
12.30 Consideration of recommendation for award
12.45 Feedback Headteacher, ICT co-ordinator and governor

Commentary on assessment

Vision, leadership and organisational management

The school has a range of documentary evidence of strategic development including SEF, school development plan, ICT development plan etc. In the initial meeting with the head teacher, ICT co-ordinator and ICT governor, they talked through recent developments such as the introduction of iPads, current developments such as the Windows 7 and server upgrade taking place this summer and their plans to increase provision and use of ICT in the future. The head teacher sees the use of ICT as fundamental to the school for both staff and pupils and budgets in the region of £20000 on annual basis are made available accordingly. Supplementary funding has also been made available through the PSA. The school currently adopts a five year replacement plan as a guide for budget planning purposes. Of particular note is the process engaged for development of ICT resources - this involves research, discussion with all parties, including pupil voice as well as financial consideration. An example of this is evident in the process of adoption of iPads where four per class in key stage 2 were purchased in the first year, after identifying their purpose and need. In the second year of the programme a similar number were purchased for use in key stage 1 and the HIR. The head teacher and his team are now considering the extension development, the need for a range of equipment, whether they wish to go down a personal device route, as well as long term sustainability, in a period when school budgets are a little uncertain. As a part of the initial development all teachers were issued with a personal device in order that they could prepare and embed them into their teaching. The school also has a laptop trolley between each pair of classrooms as well as some fixed PCs in many rooms. Strategic discussion is currently underway to identify replacement needs and indeed if there is still a need for this technology. The school is also lucky, in some ways, to service a relatively affluent catchment but this too brings its own challenge in terms of extending the children's use of technology and ensuring that they move beyond the level of their home use, as well as ensuring that the children are not met with equipment of lower standards in school. Alongside, there are some children who do not have access to devices in the home. It is evident that they think long and hard about how best to address ICT needs in their situation. The head teacher was keen to point out that they consider the needs of the few children from less technologically enabled backgrounds. An example of this was made in his comments when talking about investigating the idea of parental leasing of personal devices when he talked about seeking parent and pupil voice and also ensuring that there was enough budget flexibility to support those parents who could not contribute fully.

The head teacher's view of the use of ICT being an integral and vital part of school life means the school has personnel in place to ensure that it is being used effectively. The ICT co-ordinator is only in her second year and has demonstrated exemplary leadership and should be commended on her work so far. Although the school was a previous ICT Mark school, this had lapsed and there was considerable work undertaken to ensure that it was ready for the re-award. Documentary evidence to support the process is excellent. The ICT coordinator is supported by two TAs who deal with technical issues and support. These TAs have classroom roles as well but their flexibility allows classes who need some support to have a person on hand, if required.

Recent major developments include the web site and the on-line 'Maple News'. Improvement of parental communications has and still is a development area for the school but they have fully adopted 'Parent Mail' and have removed the need for paper based communication with all but a handful of parents. This also supports their status as an 'eco-school'. Staff also use electronic systems for their personal management, this includes their own data entry and use into SIMS. It was commented that this had allowed them to make better and more immediate use of data,

E-safety forms an integral part of the curriculum and I saw some children working with e-safety resources during the visit. Policies are in place and have been addressed with parents as the school uses an array of web based tools with the children. The school holds formal e-safety meetings with parents on a bi-annual basis. There was evidence of e-safety in each classroom in wall displays where a competition had been held to design the school e-safety guide called E-sy who featured in guidance to the children.

Provision of ICT; quality and range

Staff development in ICT is seen as a priority and there is evidence of ICT staff meetings as well as formal training on apps or programs and a very successful 'drop in surgery'. The ICT co-ordinator also supports staff who are unsure as to how to map a particular aspect of ICT into the curriculum, often on a one to one basis. Relationships between the staff and the children are evidently strong and Mr 'X' who offers much of the support for web based activities is highly rated by the children! Staff commented that if they needed extra help and support this was easily obtained either through one to one sessions with the ICT coordinator, through the ICT surgeries and training or by the 'swapping role' technique allowing the TA support staff to work in the classrooms with the teachers and their children. The school also has an ethos of team support, sharing ideas and peer support.

In order to move forward with new curriculum requirements the school has invested in the Rising Stars computing scheme this year and has been trialling aspects of he computing curriculum. In reception they are already using the Beebots, moving forward to Hopscotch on the iPads and Lightbot and Scratch by the time they are in Year 3 and moving into Lego Wedo as they progress. The school has just invested in a number of Raspberry Pis.

The school is also part way through a rolling programme of development of interactive technologies, moving from Smart Boards to interactive displays using Lynx software, allowing them to experiment with voting type activities.

During the tour of the school the children were using ICT very confidently and comfortably and there was evidence of its integration into the curriculum at all levels. Year 6 were taking part in a maths competition through Education City, competing with their peers in the other class as well as with children from other schools. Year 5 greeted me from their Tudor Ship, complete with iPads where they were investigating what it was like to live in Tudor times and recording their thoughts through a number of iPad apps including Book Creator, Morfo and Educreation. It was difficult to locate these children as they were avidly engaged in their activities in a range of indoor and outdoor spaces. Year 4 - were working on their digital footprints. Year 3 - were using 2Publish to create text and images. Year 2 - were in a Library session using Junior Librarian to find and check out books. Year 1 - were engaged in a Literacy activity on Force Fields in Education City.

In the HIR the children were designing aliens on IPads and improving their speaking skills by describing them. The Reception children were dressed as princes and princesses and engaged in a range of outdoor activities with cameras, binoculars, walkie-talkies and microphones. Impressively, there was no sign of a technological crisis anywhere!

A group of very excited years 5 and 6 children were also able to show me evidence of their work and explain this to me. The school reporters delivered an eloquent explanation of Maple News and the school Twitter feeds, ensuring that I knew an application had to be made to be a reporter and expressing the sheer joy in working alongside Mr 'X' to publish their materials on the web. What was impressive was that these were current and reflected school life. Parents commented that they now know more about what their children do, have more conversation with children about school and feel as if they are involved. They also demonstrated the reading of their Christmas poems which were a sight to behold with quick costume changes and are a definite contender for the replacement of the Queen's speech. Year 4 children explained to me how they had been using the iPads in support of their work in digital footprints and explained what fun they had had using apps such as Puppet Pals and told me about their blogs about London Zoo. Year 3 demonstrated their Scratch games and I had an in depth explanation as to why the doughnut makes more noise than any other character in the game. I am still not sure if he got eaten but what an insight into a child's mind! Years 1 and 2 proudly demonstrated how they had used 2 Count to record data and their poster made in Big Cat Stories.

Alongside e-safety messages there was evidence of the experimentation of new technologies within wall displays. A recent trial involves the use of QR codes to provide access to resources in a fair trade project and also as a part of a dance competition. Parents are encouraged to engage in this process and the QR code for the dance competition was prominently displayed in the school entrance hall.

Comments were made that the use of web based technologies such as this and the class Twitter feeds and Facebook presence, has had a major impact on parental engagement. Indeed, as an assessor, it was brilliant to be able to see what the children had been doing so recently and also to feel that you were almost a part of their trip to London Zoo, as well as empathise with their problems being stuck for hours on the M25! Alongside, I was able to see the school's success in the dance tournament, follow the netball and envy the Smartie Challenge!

Moving the staff and children forward in ICT is the remit of the ICT co-ordinator who is doing the task extremely successfully. She is responsible for monitoring processes and regularly looks at the work of three children in each class electronically in order to assess development needs and to ensure progression. This term much of the work has involved animations and video as well as integration of ICT into a range of subjects. This approach, not only, makes the task manageable, but also, allows her quickly to identify and support training and development needs. Currently the school is undertaking ICT assessment using levels. The staff relate well to this process and commented that those less confident staff are enabled to move forward in small steps allowing them to develop confidence and expertise. The ICT co-ordinator has also produced some 'Top Tips' ICT hardware support sheets.

Classes are occasionally paired so that younger and older children can work together and a recent event was the Year six children delivering e-safety sessions to the younger children.

Demonstrating impact on learning and teaching

It is evident that much of the fear of ICT does not exist at Maple and the ethos of teamwork showed that both formal and informal support structures were equally effective. Teachers commented on formal training, the ICT surgery, team support as well as 'corridor conversations' which all impact upon ICT being a truly embedded part of school life. Good technical and developmental support mean that they can make the best possible use of the resources they have available. Several staff commented that because of the good technical support they were able to manage the delivery of ICT rather than fire-fighting against technical issues. The ICT co-ordinator was able to comment upon the development of ICT since the implementation of the iPads and reiterated what the head teacher said when referring to knowing their purpose before their purchase. This means that their use has been embedded into the curriculum and is evident in teacher planning.

The recent replacement of interactive whiteboards with touch screen and Lynx have allowed style of delivery of the curriculum to move forward and evidence supports more use of interactive teaching. Worth noting is the use of iPads in the hearing impaired resource where staff commented upon their impact on developing language skills and confidence. Parents commented upon the impact of Parent mail and the governors were proud of their move away from paper for their many discussion documents. Children felt a part of the decision making process through 'pupil voice' which allows them to be involved in the development of new technologies.

The development of ICT is a part of the whole school development plan and they clear ideas of developments in terms of hardware, continued staff development and looking at the new computing curriculum. The continued raising of awareness of e-safety issues is documented in plans. At the moment they will stick to levels in assessment until whole school plans, in terms of the new curriculum make it sensible to review and develop systems.

Areas of strength/outstanding practice within the context of the Self-review Framework

It was an absolute pleasure to visit Maple Primary School, inspiring to see what has been achieved. There are many strengths but of particular note were:

* Leadership of, and understanding of, the potential of ICT at both whole school level and curriculum delivery are excellent.
* Technical support and staff training and development are exemplary.
* The school has good resource provision and they are making good use of both older and new equipment.
* There is much evidence in support of true embedding of ICT within the curriculum.
* Excellent and measured use of web based technologies.
* Children who are both confident and competent in using ICT for a range of purposes.

Thank you to all at Maple Primary School who made me so welcome.

The future

* The continued development of the new computing curriculum, using the Rising Stars scheme as the initial basis, paying particular attention to progression as children gain skills earlier in the school life.
* Continued staff training, both for new staff and in the context of the new curriculum and new hardware developments.
* Continued development of assessment strategies, in the light of new curriculum developments, including more peer review and comment.
* Continued development of home based learning and web based work space. Investigation of potential routes for adopting a strategy of personal devices.
* Continued development of e-safety awareness, in line with developments in technology.

Assessor recommendation: **Threshold reached**

Date received **8 June, 2014**

Date agreed by Naace **N/A**