

Name of school **Bedwas Junior School**
Post code **CF83 8EB**
School URN **401364**
Head teacher **Paul Warren**
Assessor **Julia Briggs**
Date of assessment **20 June, 2016**

Focus elements

The assessment visit will look at the overall provision of technology in terms of quality and range and the impact of its use on learning and teaching.

Focus elements will be:

Element 1 Leadership and Management: How does the school embrace new technologies as a learning and teaching tool in order to raise standards across the whole curriculum? How is safeguarding included in the strategic leadership? What are the legislative requirements in place to underpin the strategic use of data?

Element 3 Teaching and learning: How do children of different ages and abilities use appropriate ICT independently and appropriately? How do children consider validity of content that is used within their learning? What understanding do children have of intellectual property rights?

Element 5 Professional development: How is e-safety (element 5) and information security (element 6) included within training? How does the research undertaken by staff members inform school development?

Visit agenda

9.15 Arrive, introduction to the context of the school by head teacher and senior leadership team including sharing of the contribution of ICT to the overall school vision.

9.30 Tour of school with senior leadership team

10.00 Review of evidence supporting the commentary with lead person for technology

10.30 Interview with representative governor(s) and parent(s)

(10.50 short break for Assessor to review and reflect on evidence so far)

11.00 Interview with two or more class teachers (one from year 3 / 4 and one from year 5 / 6) that are curriculum leaders for specific areas of learning

11.30 Interview with selected pupils (accompanied)

11.50 Consideration of recommendation for award

12.15 Feedback to senior leadership team.

Commentary on assessment

Vision, leadership and organisational management

As part of their overall vision Bedwas Junior School 'embraces new technologies as a learning and teaching tool to raise standards across the whole curriculum.' Technology is core to the 'rich, varied and safe learning environment, both in school and online, where children and staff develop their skills and abilities'. The effective whole school approach to the use of ICT has the foundation of a distributed leadership model supporting the embedding of technology within the whole curriculum planning process. A technology specialist is part of the leadership team for both lower and upper key stage teams. This is strengthened by the commitment of the governors to ongoing investment in technology through a three year development plan. The governors see ICT as an integral part of their vision for the school and measure the impact of investments that have been made during the annual governor day, when they visit each class and speak with the children.

The ICT leader has put in place a rigorous monitoring process both at Bedwas and their partner school, Rhydri Primary. This includes lesson observations, learning walks and feedback from the school council. Auditing of staff skills has identified areas for development which include control technology which is being explored in an after school Code Club and through an extension opportunity for the year fours who developed an app for learning multiplication facts with Scratch software. Through the support of Cardiff University this has been made available for other children to use. Lego WeDo software was used by the year four teacher as an intervention task and, after feedback from the children, additional sets are being purchased so that this can become a whole class activity.

Learning is extended beyond the school through the Hwb. Children mentioned the ways they have benefitted from the use of My Maths and also blogging which allows them to reflect on their work. Access for all learners is enabled through a homework club for those without access at home. The use of online technologies is supported through e-safety education. This is taught discretely, in assemblies and as part of PSHE throughout the year. The SMART rules are adapted by each year group and are signed up to by children. The school provides information for parents and ongoing training opportunities for staff. The school has effective practice in place to safeguard data.

Provision of ICT; quality and range

ICT skills ladders are used for planning and assessment throughout the school. ICT is planned discretely but also added to a box within the planning for other subjects. The skills ladders are used to differentiate tasks so that children are either given an appropriate resource to accomplish a task or encouraged to develop different skills with the same resource. Where some learners used Powerpoint to create a collage, others made use of PicCollage app to research and add photos. Textease spreadsheet is used alongside Excel to provide accessible data handling experiences for all learners.

The use of technology for SEN learners is being developed further but is already used as part of inclusive activities which are differentiated to support the less able. The year four teacher described ways in which his lower ability children were sometimes more able in their use of technology. They were 'proud as punch' when their work was used as examples of what could be achieved through the use of Logo or presentation software. 'Jaguar maths' was used by MAT (more able and talented children) to challenge the thinking of year 5 and 6 learners. It is MAT learners who are invited to Code Club.

Children described some of the rich and varied learning opportunities they have been part of. Animation and art activities are embedded within their historical and geographical learning and have extended their learning in these areas.

Outside experts have been used to extend and enhance planned learning. Gritty Realism has supported two animation projects. An award winning outcome for a topic on Tommy Cooper, a local comedian from Caerphilly resulted in year four children attending a lunch with the Tommy Cooper society where they had the experience of a formal dinner with two hundred people. A recent animation project for year 5, based on the children's knowledge of Patagonia, is to be previewed shortly. This included Spanish, Welsh and English speaking to extend learning in all these areas. The expert visitors introduced children to story boarding and script writing which was later reinforced and extended by teachers. A local photographer worked with year 3 and 4 teachers to develop techniques and editing with classes. Children were able to visit a photography studio to take portraits of people in the local community as part of literacy work.

A parent described how much he appreciated the school blog which provides him with ongoing information about the school and also, through his log in, allows him access to photographs of learning activities. He was impressed by the safe way in which he could share those opportunities.

The use of technology is underpinned by effective technical support from the council which reacts quickly to find solutions to on-going difficulties but also provides information to build the school's capacity to solve problems themselves. The school particularly appreciated having reliable internet access. In addition digital leaders provide day to day support to charge and organise devices and look after other technology equipment.

Demonstrating impact on learning and teaching

The head teacher plans time for ongoing development of the staff who support and challenge each other to explore and develop purposeful use of new resources. These are then built into their repertoire to develop new learning experiences for their children. This is extended further through the school's support for Rhdri Primary School where staff are also building their capability and the capability of learners. After attending a course to extend her knowledge of apps for learning, the year six teacher led staff training and encouraged teachers to select apps to trial. These were then included within team planning and their use monitored in lesson observations. Feedback in a further staff meeting allowed the sharing and embedding of knowledge gained.

The school is developing the use of control software and devices as described in the previous section. They are also extending the ways in which they use technology to support SEN learners. They are currently investigating the use of BlobbleWrite app to help develop handwriting.

Children throughout the school described ways in which the use of technology increased their independence and confidence. Their ability to explore shape using Logo in maths lessons augmented their understanding. Using technology to present work using Prezi, Powerpoint or iMovie App has helped them improve the appearance of their work, and increased their confidence to share it with others. They also described the impact of being able to research topics to extend their knowledge and begin to 'know more than our teacher.' The school council were keen to describe how they would check information they found online and to be cautious about the accuracy of facts they found on Wikipedia.

Teachers referred to the impact of technology in terms of the engagement of their learners, the increase in oracy and the contribution to the higher percentage of learners making two sub-levels of progress each year. The school has a mixed population with 16.2% on free school meals, 3% statemented children, 3% looked after children and one EAL pupil. Engaging with technology has helped one of the looked after pupils to achieve a level five in ICT at the end of key stage 2 despite being one of the lower ability learners in other areas. The level of oracy has been improved through children reflecting on their work via the blog and discussing outcomes of control work. A parent described how impressed he was with his daughter's confidence to present the app the year fours had created before an audience including the Minister for Business. Year six MAT learners had their maths extended through the use of ShowMe app which challenged them to communicate how they had achieved their findings.

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

The head teacher has worked to build a team that support, encourage and challenge each other in the development and use of technology. This is seen in the moderation process and in the way the lower and upper key stage two teams plan together.

Organisation of planning, monitoring and empowering brings a rigour that has given a depth of understanding of the contribution of technology to learning, not only for staff, but also for learners who are making links with their learning in mathematics and other areas of the school curriculum.

Involvement of outside experts has enriched the curriculum, not by the visitors doing the work, but through the teachers using them effectively to enhance and expand possibilities for your children.

Children have independence to select their use of technology to support their learning where this is appropriate.



The future

Continue to develop the e-safety education for children, to take it beyond knowing appropriate rules, to the purposeful use of technology to support each other and others eg the school having their own YouTube channel.

Continue to work to extend the use of technology to support inclusion and SEN learners.

Share the quality learning experiences that have been developed with other schools, through working towards the Third Millennium Learning Award.

Continue to develop the control aspects of programming, perhaps exploring the use of a Crumble board or BBC Microbit.

Assessor recommendation: **Threshold reached**

Date received **21 June, 2016**

Date agreed by Naace **22 June, 2016**