

ICT Mark assessment report

Name of school:	Holme on Spalding Moor Primary School
Postcode:	YO43 4HL
School urn:	117852
Preferred name of school for certificate if different to above: (check with school)	
Name of head teacher:	Mark Alston
Name of assessor:	Ian Raven
Name of moderator (if applicable)	
Date of assessment:	19 July 2011
Focus Elements:	Leadership and management Planning Learning
Outline agenda of visit:	<p>Arrive at school 08.30</p> <p>08.30 – 08.35: Meet with Head Teacher to discuss the school and process for the ICT Mark assessment.</p> <p>08.35 – 09.45: Discussion with ICT lead to review evidence</p> <p>09.45 – 10.15: Tour of school, look at the use of ICT around the school</p> <p>10.15 – 10.30: Informal discussion with class teacher (not ICT subject teacher)</p> <p>10.30 – 10.40: Meet a selection of students to discuss how they use ICT in the classroom (students' experience).</p> <p>10.40 – 11.00: Assessor to compile feedback notes before formal feedback meeting</p> <p>11.00 – 11.15: Meet with ICT Lead, Head Teacher and Chair of Governors to give formal feedback</p> <p>11.15 End of assessment</p>

Commentary on assessment:

1) Vision, leadership and organisational management

The ICT Vision statement clearly states the school's aims for ICT and forms part of the overall vision of the school. The school's vision for ICT has been written in consultation with the Head teacher, ICT Subject Leader, Staff and Governors. It clearly outlines the direction the school is taking in ICT, and in conjunction with the ICT policy, it ensures staff and students are supported. The school improvement plan has a separate section for ICT which clearly identifies the aims of ICT within the school.

ICT is clearly embedded in the school vision and consistent with wider aims and aspirations of the school.

Teachers' planning shows the use of ICT to support teaching and learning - in terms of Interactive White Boards, Visualisers, software, Education City (online), Staff use ICT in a range of other subjects, both in terms of use of software to support the teaching and in children's use of ICT to present and develop their work. ICT is also used widely to support pupils with special needs, for example, ICT is used in one-to-one sessions with TAs to develop and support learning. Gifted and

talented children have used the Digital Learning Community in maths and literacy. The school has an agreed framework which defines progression in ICT capability and meets statutory requirements, it also ensures that there are sufficient opportunities for creativity, challenge and collaboration teachers are supported in checking that their planning identifies opportunities for pupils to apply and consolidate their ICT capability across subjects, building on current or recent learning.

An audit of staff skills has been taken and an action plan written to support the areas highlighted by the audit. The school is very focused on supporting members of staff, through a variety of CPD opportunities, including out of school courses as and when they arise, for example, in developing the language to be used when engaging pupils in dialogue about their ICT work. This is further enhanced by the fact that pupils are encouraged to speak about their progress so that next steps are clear and understood.

The school shares good practice within the school with all staff members and the subject leader provides focused training based on staff needs as revealed by the staff audit and performance management requirements.

The school has a clear understanding of the access and equity issues for extending learning beyond the school. Pupil and parents took part in a survey via questionnaire, which has now been collated and an action plan is being written. The outcome will complement an audit of usage of ICT resources for learning and teaching and identify any areas where access is insufficient for demand, this will take in to account full consideration for pupils without access to ICT at home and ensure that they are not being disadvantaged.

Children from Year 2 to Year 6 take part in e-safety lessons as designed by the East Riding Digital Learning Community (DLC) team. Children in Years 5 & 6 have also used Taecanet and gifted and talented children have taken part in online lessons run by the DLC.

Ofsted commented that children "...have an outstanding awareness of how to keep themselves and others safe."

2) Provision of ICT; quality and range

Children's progress is based on teacher assessments children's progress is levelled in ICT on the tracking grid based on teacher assessment, individual records are completed for each child to illustrate their development. In the latest Ofsted report which judged the school to be 'outstanding' it was noted that "teachers assess pupils' learning accurately..." Progression data is used to analyse and track pupil performance from Year 2 onwards. E-Profile system records and analyses pupils in FS. 2Simple '2Assess' is used to evaluate pupils' performances in ICT units and this is taken into account when planning. The ICT curriculum is reviewed in light of pupil's performance and updated to develop further skills as pupils become more competent in the use of ICT. Children's progress in ICT is detailed in the Annual Report to Parents. The school is 'outstanding' and performance data shows that they regularly out-perform national expectations, the school feels that ICT plays a crucial part in this performance, not only through the use of ICT in teaching and learning across the school but also through the use of revision tools on the internet. Pupils' own work folders saved on the server show a wide range of uses of ICT across the curriculum.

The use of the Digital Learning Community and Education City as online resources has had an impact across the ability range which includes gifted and talented children. The use of digital cameras and flip videos is being developed across the school.

The school's vision identifies the integral role that ICT plays in all aspects of the school's life, staff, governors and pupils, can clearly articulate the contribution ICT has in the school, pupils understand the contribution that ICT makes to their classroom experience with comments such as "it makes it fun", "it is helpful" and "a nice way of having a lesson". Staff comments were around the "fantastic progress" that the school had made with ICT. There was also very clear and firm support for ICT from the Chair of Governors. The long term development plan for ICT clearly outlines the direction the school is taking. It supports the aims of the school vision and is fully integrated into the SIP. This is shared with staff and governors on an annual basis. There is no doubt of the impact that ICT has with the over-all vision.

The school website allows all stakeholders to access appropriate information, resources and activities and the school is moving forward, with plans to further engage with the introduction of a VLE/Learning Platform the aim is to enable secure access to resources on the school server as widely as possible both in the school and from external locations. Teachers 2 Parents texting system is in place for the school to communicate quickly and effectively with parents.

The school enjoys very good technical support via an SLA provided by a local consultancy company who deal with all matters efficiently and effectively causing little or no disruption to the school. Further support is available to staff on a day to day basis provided by the subject leader, this system works well. Over-all the ICT support system in the school is effective and realistic and includes daily and weekly back-up to external hard drives.

3) Demonstrating impact on learning and teaching

Teachers feel that the use of and impact of ICT can only go from 'strength to strength' in this forward looking school. Over-all the school has made significant investment and made substantial progress in developing and further embedding ICT. The school has developed a curriculum that is broad, balanced and based on the development and application of skills but one that has cross curricular links to ensure that pupils' learning has even greater coherence. A key emphasis in this curriculum is to embed the application of ICT across the curriculum in order to maximise pupils' learning and progress.

Teaching staff are actively encouraged to try innovative and new ideas not least in trialling new technologies, to enhance pupils learning experiences. The school provides a good support mechanism for this in an encouraging environment (teachers commented during the assessment that the support provided by the school was "fabulous"), for example, year 6 children have the opportunity to take part in a weekly Web Club in order to develop their creative skills. Pupils in KS2 have opportunities to develop their work in a range of subjects through the use of PowerPoint's and web pages, extension activities in spread sheets, and the regular use of word / publisher. Education City (online resource) is used widely in order to support less able pupils in maths and literacy. Gifted pupils have taken part in online learning activities in maths and literacy, within the East Riding LEA under the heading of Digital Learning Community (DLC). The outcomes of these developments are shared during staff meetings and teachers are encouraged to share their own experiences with colleagues and the ICT Subject Leader. Teachers have shared success in using Flip video and the use of sound recorders to support pupils in Writing, both in Literacy and across the curriculum.

Areas of strength/outstanding practice within the context of the self-review framework:

- Passion and vision demonstrated by the ICT Subject lead but supported by the Head Teacher and Chair of Governors
- Teachers accurate assessment and support of all pupils
- Support by all teachers in developing the wide use of ICT in the school in a supportive and encouraging environment

The future: Possible areas for development and further progression within the context of the self-review framework. These should not be considered as weaknesses, but constitute an important contribution to planning for the future.

- Consider how pupils could set their own challenges based on the level of their ICT capability.
- Develop a suitable VLE/LP for the school, to further engage with parents and children beyond the school
- Develop wider contacts with other ER primary schools to support some of the project work ... for example the seaside project 'come to' as ER has a number of seaside primaries who would be happy to swap photo's etc...

Assessor recommendation:

Threshold reached

