



ICT Mark assessment report

Name of school:	St John's Church School
Postcode:	PE2 5SP
School urn:	110856
Preferred name of school for certificate if different to above: (school to complete)	
Name of head teacher:	Mrs Colette Firth
Name of assessor:	Chris Stott
Name of moderator (if applicable)	
Date of assessment:	16 September 2009
Outline agenda of visit: (staff/pupil groups interviewed, elements or themes used as focus, etc.)	<p style="text-align: center;">Elements as focus:</p> <ul style="list-style-type: none"> • Leadership and Management • Learning and Teaching • Extending Opportunities for Learning <p style="text-align: center;">Agenda</p> <ul style="list-style-type: none"> • Introductions and background to the school (15 minutes) • Tour of the school (45 minutes) • Review of Evidence for Leadership and Management, Learning and Teaching, and Extending Opportunities for Learning with ICT Coordinator, Business Development Manager and Head teacher (30 minutes) • Meeting with two class teachers (2 x 10 minutes) • Meeting with (3 or 4 total) children from Year 2 and Year 4 (15 minutes with access to networked resources) • Meeting with two subject leaders (not ICT Subject leader) (20 minutes) • Meeting with governor (10 minutes) • Meeting with a parent (not member of staff) (10 minutes) • Consideration of recommendation of award (10 minutes)

Commentary on assessment:

1) Vision, leadership and organisational management

There is a very coherent vision in the school based on business and enterprise coupled with enquiry and creativity. The vision is played out in all aspects of school life and evident in all the conversations that formed the basis of the assessment visit. In order to promote this direction the governors and head teacher appointed a full time Business and Innovation (B & I) Manager two years ago who has driven forward the ICT agenda, work on the self-review framework and engaged the whole school community in the process.

The learning platform has been utilised in many aspects of school life to successfully integrate the use of ICT in learning and teaching. Planning and resources are routinely held and disseminated via this medium. There is a general acknowledgement that ICT will play an important part in all learning; subject leaders promote and disseminate good practice, teachers are keen to adopt and learn and the B & I Manager supports at all levels.

e-safety has a permanent place on the school's agenda and managers are aware of the need to keep abreast of advice and developments. Staff are aware that the strategies that are provided to children will need to be applied by them in out-of-school environments. The school hosts its own filtering service and monitors behaviours to anticipate potential safety issues.

The value of learning outside the classroom is appreciated and this has become more topical now that the learning platform is available to all pupils from any internet connected computer. Parents do not currently have access to the learning platform but this will be rolled out over the next year. Home visits for children joining the school gather information about home access to the internet and other sources of information suggest that a high percentage of children now have the opportunity for home access. Internet facilities at the local library are used by some children without home access and the computer suite has been made available after school. Plans are afoot to open the suite for sessions before morning school.

2) Provision of ICT; quality and range

The school has established the Dr John Digital Excellence Award scheme linked to the programmes of study to record attainment and provide a personalised pathway for the development of ICT skills. This system is network based, widely adopted and recognised by the children interviewed as providing a guide to what they needed to do next in their learning.

The ICT curriculum is guided by reference to the QCA scheme of work to ensure coverage of the programmes of study although it is apparent that much of the cross curricular work being undertaken far exceeds the original expectations of that scheme as in the current Rock Band project planned over 10 weeks and rich in English and ICT multimedia. ICT is built into the planning template in all subjects and is viewed as the de facto way to do things.

The school has a high proportion of pupils with special needs and software is selected in part to cater for a wide range of abilities. The school is currently exploring the potential of the learning platform to support special needs and the need for staff training has been identified to the LA.

Aspects of business and innovation coupled with creativity and enquiry feed into much of the work of

the school. The current Rock Band project reflects this vision which apart from the production of music includes planned elements promoting the band, writing reports, letters and a full range of literacy genres. The school has provided a well equipped art studio and also a drama/dance studio with video recording and large backlit display to support creative work.

Parent mail has been set up to communicate with parents and carers by text message and email. This is seeing increasing adoption and is promoted by the school and valued by parents. Access to the learning platform for parents is currently through pupil logins but full parental access this will be rolled out over this next year.

Technical support is a strength of the school and has been facilitated by the employment of the B & I manager and technical support assistant(s). This effective provision is contracted out to other local schools who receive the same high quality curriculum focussed support and generate funds for the schools own service. Governors, senior management and teachers were enthusiastic about this service which provides high quality on site support not only for equipment and software but also increasingly for ICT in the curriculum.

3) Demonstrating impact on learning and teaching

Subject leaders are keen to provide resources via the learning platform for staff. Staff meetings are used for disseminating good practice.

The school has recently had a period of rapid expansion of provision and practice and a period of consolidation will probably be necessary now to allow practice to develop. Years 5 & 6 have recently been provided with 1:1 netbooks and this provision will be evaluated before further purchasing decisions are made. The current projector/whiteboard setups will also be evaluated before replacement technologies are ordered. The school has good working relationships with both Promethean and RM and the school are keen to showcase new technologies as they become available. Focus is currently being given to Key Stage One though discussion with subject leaders and evaluation of what works well in the other schools that St John's supports. It is anticipated that dance mats and voice recorders could form part of the upgraded provision.

The school has recognised the great potential that the pupils have for exploiting the capabilities of the ICT provision and are working hard to support their creativity. The pupils are motivated through the use of technology and all staff reported greater engagement of the children with their learning, attributable to ICT.

The Dr John assessment system has the potential to identify groups who are making more/less progress in their ICT skills and there are plans to ensure this is exploited fully as the data builds up. Tracking is currently focussed on Literacy and Numeracy where there is facility to track different groups.

The pupils talked to were aware of web-based information sources and how to access them. They are aware that some sources are filtered by the school for their safety and the staff have identified the need to continue their work in this area to better protect them in out of school environments. The pupils interviewed were a little unsure of how to evaluate the quality of information they find and this could be a useful area to explore.

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

- The quality of technical support is a strength of the school and this extends further than the norm for technical support with the drive and energy of the B & I manager making important links through to the curriculum.
- The vision for ICT and its place in the children's learning with focus on questioning and creativity together with the business and enterprise links make for a unique and dynamic learning environment.
- The full potential of the learning platform is appreciated and work is well underway to harness this for the benefit of the staff and children's learning. For example, the Monday assemblies with a 'Big Question' focus support the school's ethos and vision; this is being developed further through discussion within the learning platform.
- There is strong leadership from the head teacher and governors and this empowers both the B & I Manager and the teaching staff to embrace ICT and continue to experiment and learn for the benefit of the children's learning.
- The school has developed highly motivating project work linking ICT to other curriculum areas.
- The school has provided well targeted resources, notably netbooks for every upper KS2 pupil and the support arrangements will ensure they stand an excellent chance of having good impact on learning.

Areas for development and further progression within the self-review framework:

The school have many ideas for developing and extending the impact of technology to the benefit of the pupils. The following are offered as additional ideas arising from a necessarily short time spent in the school. Many of these already form part of the agenda.

- Continue to actively promote the e-safety agenda and develop further good practice that can form part of the support package offered to other schools.
- Continue to support pupils in evaluating information sources.
- Continue to use the self-review framework to inform the next steps for the school. Consider delegating some aspects of this to other staff to further distribute ownership of the vision and direction. (this was not identified as an issue!)
- Continue to develop and utilise the opportunities available for linking with other schools abroad.
- Explore the possibilities for showcasing the excellent work being created by the pupils to a wider audience outside of the learning platform (but the current focus on consolidating work within the learning platform and its extension to parents may be enough for the moment) .
- Extend and develop the work already underway to identify children without home access and continue to explore ways to ensure there is no disadvantage.