Assessment Number	2912/2
Status	NaaceMark Approved
Type Of Assessment	Renewal (full with visit)
Date Requested	7 Dec, 2021
Head Teacher	Mike White (m.white@synergyschools.co.uk)
Contact	M White
Order No	121273
Visit Details	Early spring term please.
Assessor	Andrew Murden
Moderator	Richard Allen
Focus Elements	Leadership and Management
	Learning and Teaching
	Digital Safeguarding
Assessment Date	5 May, 2022

Commentary On Assessment

1. Vision, leadership and organisational management

Strategic leadership is a strength and is provided by the federation digital lead who is also the executive headteacher. There is a clear vision for the role of edtech to deliver a robust and engaging computing curriculum; and to enhance and extend learning and teaching across the whole curriculum. This aligns with the school vision which is committed to enabling children to develop 'Courage to face new challenges, courage to be the best version of ourselves, and courage to have an inquisitive mind'. The vision is shared by all stakeholders from governors to pupils who can also clearly articulate the impact that technology has on learning and everyday practice.

There is strong ownership of the vision from governors who have invested in digital resources and staffing and have committed long-term funding to continue this. This includes support for a scheme for parents to lease a personal laptop for their children, funds to address equity of access for families unable to contribute to a lease, and the recent employment of a network manager to work across the federation.

Developments in edtech are integrated into whole-school development plans while detailed curriculum plans set out how these resources are used to develop pupils' learning across the curriculum. Systematic monitoring of curriculum, teaching, and pupil outcomes support strong evaluation of the impact of the edtech strategy.

The school makes good use resources and ensures that edtech development is driven by curriculum and learning needs, and is financially sustainable. The leasing scheme has enabled parents to obtain good quality personal laptops for children in key stage 2, and the school ensures equity of access for all learners. The school takes account of pupils' home access to digital resources including loaning devices to households as soon as the covid lockdown commenced. Digital tools and resources are embedded into learning in all subject areas, and at all ages.

The school is committed to ensuring staff have the skills and confidence to deliver the computing curriculum, develop digital capability, and to effectively use digital resources across the curriculum. Staff are well supported with CPD on new products and systems, and regular updates on technology and online safety issues. Training was provided during lockdown in the use of Teams video meetings and assignments. More recently training has been provided in Purple Mash and Century, and in computing by a facilitator from STEM Learning.

Online safety provision is strong. Like all schools that are strong in this area it has a planned online safety curriculum, good policies, and systematic CPD, all underpinned by robust technical solutions for filtering and monitoring internet use provided by the managed service provider. The recording, monitoring, and reporting of digital safeguarding is integrated within general safeguarding processes through the use of CPOMS software. There is annual staff training in online safety and regular updates throughout the year. The online safety curriculum provides good breadth and age-appropriate progression, and pupils have a good awareness of online safety risks and strategies for mitigating these. Parents feel supported in managing online risks and dealing with issues that occur beyond the school.

2. Provision of ICT; quality and range

The excellent provision of pupil devices enables digital tools such as Century and Purple Mash to be used across the whole curriculum. Pupils develop their digital skills and learning through a range of applications including in Lightbot, Code for Life, Scratch, Times Table Rock Stars, Pixlr, Microbits, and Britannica Schools. The use of digital tools to develop for maths is particularly strong and having a demonstrable impact on standards. Whole-class technologies such as visualisers and touch-screen classroom displays are routinely used and have a good impact on the quality of teaching and learning.

The school has developed the use of cloud-based tools to support learning within and beyond the school, and to enable effective assessment of this learning. All pupils from Year 1 use personal accounts on Microsoft 365 to access Teams and Office applications. Teams was already in use before March 2019 enabling a smooth transition to remote learning. During the Covid lockdown all work was set through Teams and daily lessons were recorded and uploaded. Extensive use was made of communication within Teams enabling whole class and 1:1 discussions, and pupils received regular and timely feedback on their work. The use of these cloud-based tools is now embedded in learning routines and continuing to support learning within and beyond school.

Parents report being very well supported during lockdown and appreciate the way that technology was used to communicate with pupils on an individual level, stating for example, "Teams gives shy children a voice". Communication with parents is paperless using the School Ping app and all parents are connected this way. Parents are very supportive of the school's approach to technology with one describing it as "hugely positive".

Resources and infrastructure are a strength. The school has implemented a serverless environment including cloud storage, cloud management of Windows and Apple devices (using Microsoft AAD and Intune) and a cloud MIS (Scholarpack). The federation employs a fulltime Microsoft certified IT

manager who supports all the schools in the federation and provides a good service. The Wi-Fi infrastructure is provided by a third party and is also cloud-managed. The broadband connection provided by EXA Education and is fully compliant with the UK Safer Internet Centre filtering and monitoring checklists. The ISP provides Smoothwall filtering solution which is active on devices both within and away from school. The school has delegated management of filtering and has implemented systems for authorising and recording changes to permitted/blocked websites.

3. Demonstrating impact on learning and teaching

The curriculum is systematically planned and delivered and enables pupils of all abilities to develop their digital capability. The wide-ranging resources and opportunities for use ensure that technology is impacting in a positive way on learning across the whole curriculum. Impact is evident in the personalised learning opportunities provided by well-chosen tools.

There is good evaluation of technology use to ensure it is having the intended impact on pupils' learning. Learning walks and monitoring feed into annual action plans which are evaluated and feed into annual school strategic plans.

The strong professional collaboration between staff ensures they can support one another with technology and share their success. Several teaching assistants have received training in delivering the computing curriculum and provide strong support in the classroom. Regular ongoing training and updates ensure staff can exploit the potential of digital tools to enhance learning and teaching and improve pupil outcomes.

There has been a strengthening of provision since the last NaaceMark assessment: the computing curriculum has been revised, there is ongoing development of the online safety curriculum, and the provision of 1:1 laptops has been implemented and is having a strong impact.

Areas of strength/outstanding practice within the context of the self-review framework:
1. Strategic leadership and vision
The digital lead provides visionary leadership and has secured buy-in from the whole school community.
2. Planning and curriculum:
The Curriculum provides excellent breadth and depth which enables pupils to make good progress throughout the school.
3. Learning out of school
There is excellent use of edtech to support learning beyond the school, including remote learning in lockdown, homework, and home-school communication.
4. Resources and infrastructure
There is excellent provision of pupil devices through the 1:1 leasing scheme and provision for families who do not lease. The serverless infrastructure provides a robust and well managed network solution.
5. Online safety
Pupils develop very good knowledge and understanding of online safety risks and resilience; there

is good support for parents. The monitoring and management of digital safeguarding is integrated into wider safeguarding management through the use of CPOMS.

The future:

1. Pupil digital portfolios

Develop the use of digital portfolios to showcase the best work of each pupil and support progression into Key Stage 3 and beyond.

2. Evaluate emerging digital tools

Evaluate the use of emerging digital tools to support learning and pupil well-being. For example, Microsoft Reading Progress and Microsoft Reflect which are included in the Microsoft E3 licence.

3. Student digital leaders / ambassadors

Consider the development of student digital champions to strengthen and further embed digital safeguarding and opportunities for student leadership. For example, see the Childnet Digital Leaders programme at www.digital-leaders.childnet.com.

4. Celebrate and share good practice

Consider ways to share your excellent practice with other schools and the wider community.

Assessor's Recommendation	Threshold Reached