



Name of school **The Federation of Abbey Infants & Abbey Junior Schools**
Post code **B67 5LT**
School URN **103929**
Head teacher **Dr. Richard Kentish**
Assessor **Marianna Cole**
Date of assessment **19 July, 2016**

Focus elements

1. Leadership and management
3. Teaching and Learning
4. Assessment of digital capability

Visit agenda

- 12.45: Arrive at the school: meet the head teacher and the ICT/computing lead to set the context for the visit
13.30: Tour of the school to include discussions with teachers, children and support staff where appropriate
14.15: Examine the evidence base with particular reference to the above elements.
14.30: Interviews to include as many of the following as available:
A recently qualified teacher
A subject manager
Assessment manager
Teaching support assistant
A small cohort of children
Parent
15.30: Brief period for reflection on the visit
15.45: Feedback to head teacher and ICT/computing lead for the recommendation for the ICTMark assessment.

Commentary on assessment

Vision, leadership and organisational management

The Federation of Abbey Infants and Abbey Junior School was formed six years ago in 2010 when the two schools were brought together and now share a governing body, an executive head teacher and an executive deputy head teacher. Dr. Kentish, the outstanding executive head teacher (head teacher in this report henceforward) who was appointed two years ago, has assembled an energetic and talented team to drive forward together the vision for the school as an ICT-rich stimulating and exciting place with experiences built-in relevant to the outside world. ICT is embedded in the school vision and is consistent with wider aims and aspirations. The vision is embraced by staff in all three primary phases, early years foundation stage (EYFS), key stage 1 and key stage 2, and there is a whole school approach to the use of ICT in learning and teaching. Pupils are seen as ICT users in the world and are taught the skills necessary to use ICT across all areas of development.

The delivery of the vision through the curriculum is supported by a thorough and rigorous understanding of the need for a robust and properly supported infrastructure. As a starting point, all staff are provided with laptops and iPads; there are two iPad trolleys in school containing thirty iPads; there are also thirty iPads in key stage 1/EYFS. There are two computer suites of thirty dual booting Apple Macs. Pupils are encouraged to make choices about the more appropriate system. In addition there are programmable toys, cameras, filmmaking and recording equipment, eReaders and much else available to pupils to enrich their learning. While I was visiting the school I saw the year 6 pupils filming the end of year performance with teams in charge of the lighting, audio and the filming itself.

There is a coherent plan for purchasing, leasing and renewal of hardware and whole-staff inclusive strategies for trialling and purchase of new apps and programs to enhance and enrich the children's learning. In addition, staff are formally trained in the use of new hardware and software with follow-up provision in the form of an 'open door' approach for those who need extra time, or refreshing.

The school makes effective use of Purple Mash, ConquerMaths and other online applications both in and out of school time. There is good provision for those pupils who do not have access to the internet out of school. These pupils are in a very small minority.

All the pupils are required to sign and adhere to an acceptable use policy (AUP) and were articulate when interviewed about what they should do should anything alarming or questionable happen during their time online, and what sanctions would be applied for flouting the rules. The school has whole school e-safety assemblies, reminders on a regular basis of the rules for staying safe online and parent information evenings. There is also information available to parents through the school's website.

Provision of ICT; quality and range

Pupil ICT capability is effectively assessed and recorded across the school. The school uses SIMS software for management and analysis of performance data. Pupil achievement is recorded through an in-house tracking program that identifies pupils whose progress is not in line with expectations. Strategies are then devised on an individual basis to address these discrepancies in achievement. Higher achieving pupils are also identified and given more challenging and developmental tasks. The EYFS teacher interviewed spoke enthusiastically of their use of 2Simple's '2Build a Profile' as a 'wonderful' tool for recording and assessing pupils' progress, halving the workload, providing an accurate picture and articulating next steps. As a result the EYFS has moved rapidly from an Ofsted judgment of 'Requires Improvement' to 'a Good level of development'.

Where appropriate ICT is fully planned and embedded into the school curriculum. Planning and assessment are both closely monitored to ensure that ICT is woven seamlessly and appropriately into the curriculum to enhance, excite, motivate and include. One of many examples I saw was the use of 'Now Press Play'. Pupils wear headphones and are immersed in sound. They become the main character in a story, meeting people, discovering places and solving problems. The pupils I spoke with loved this total immersion and spoke of the impact it has on their imaginations. I also saw good use of Apple TV being used as a visualiser with streaming from iPads.

Where necessary, there are aspects of the computing curriculum that are taught as discrete lessons. I saw pupils confidently using 'Minecraft Hour of Code' for coding and others spoke of their use of 'Scratch' and 'CodeCombat'.

QR code has been used imaginatively around the school to provide further details about a display and for creating a 'treasure hunt' around the school that pupils can follow by scanning the code with the iPads, and their parents may do the same with their mobile phones.

All communications with parents are electronic unless parents specifically ask for a hard copy and there is a wealth of information available to parents on the school's very comprehensive website.

The school is very fortunate to have a very capable network manager who has worked with the head teacher to deliver a robust infrastructure capable of delivering the exciting curriculum offered to the children and also the demands of the staff. By replacing antiquated hardware and going directly to BT as broadband provider, there have been savings of tens of thousands of pounds that have been ploughed back into ICT provision. Staff and pupils spoke of their confidence in the network 'always working'.

Demonstrating impact on learning and teaching

The Federation has an annual INSET day devoted to identifying, and afterwards addressing, the CPD needs of the staff, as well as encouraging them all to make suggestions for future developments. Staff members share their discoveries as well as problems on an on-going basis and there is a well-established culture of mutual support and collaboration. The planning decisions that come out of this day are arrived at democratically.

Running alongside this is a coaching programme. Three members of staff have been trained to support their colleagues more broadly, for example, in career development.

In discussions with representatives from across the school, the overwhelming opinion is that ICT is driving up standards through improved engagement, focus, motivation and creativity. This applies to both staff and pupils. The excitement is palpable as you walk through the school and the commitment to independent and mobile learning is evident. I met confident, articulate children, who know how to keep themselves safe online, understand how to discern the integrity of information from the web and who can identify why ICT/computing is helping them learn.

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

The enthusiasm of the staff and pupils which has been generated by the dynamic head teacher and the team he has brought together to deliver the vision of the school, is outstanding.

The school has a very good provision and range of resources. The selection of these has been carefully researched so that their use supports the vision for the school. This will be sustained through a sound up-grade and replacement plan on a three-year cycle.

Assessment is thorough and closely monitored.

Dr. Kentish and Mr. Oakes, the network manager, have done a wonderful job of 'thinking outside the box' to modernise the network and save a great deal of money.

The future

The school has embraced coding with enthusiasm and the pupils are progressing fast. It could be the high flyers would now benefit from involvement with Code Club, or similar, and begin to move on to HTML or CSS.

The network manager and/or ICT lead teachers could consider creating 'help videos' for colleagues, possibly using a YouTube channel. This would save them revisiting training when their colleagues require a refresher or reminder of skills taught previously but perhaps not used for a while. For their colleagues this would provide anytime access to pockets of training.

As there is a 'forest school' element to the curriculum, the school could perhaps take the mobile learning further outside with web cams, weather stations, filming and more QR coding using the iPads.

Assessor recommendation: **Threshold reached**

Date received **21 July, 2016**

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