

Name of school **Masefield Primary School**
Post code **BL3 1NG**
School URN **143031**
Head teacher **Andy Done**
Assessor **Maria Temel**
Moderator **Andrew Murden**
Date of assessment **16 December, 2022**

Focus elements

Element 1: Leadership and Management
Element 3: Assessment of Digital Capability
Element 5: Professional Development

Visit agenda

9.15: Arrive and initially meet with the Subject Leader, parents (to save them waiting around) and anyone else you would like to include to set the context of the visit.

9.40: Tour of the school to include discussions with teachers, children and support staff as appropriate

10.30: Meeting with Computing Subject Leader and Headteacher to review evidence with a particular focus on Elements 1,3 and 5 (as above)

10.45: Interviews the following groups-

An NQT

A small group of children from KS1

A small group of children from KS2

Also, as many of these these individuals together as a group if possible -

Computing Governor

Assessment Manager

Teaching Support Assistant

11.45: Brief reflection time

12.00 Feedback including the result of the assessment visit

Commentary on assessment

Vision, leadership and organisational management

Masefield is a warm and welcoming Primary school which includes an Early Years Foundation Unit comprised of Nursery and Reception classes. In light of the school's mission to ensure their pupils become "successful future citizens" the Head teacher (Andy Done) determined that Masefield should achieve the Naace quality mark for the use of educational technology. The Computing subject Leader (Zoe Illingworth) has been the lead in working towards the requirements for the Naace mark she has been supported at every stage by The Head Teacher. Although the Head Teacher drives the vision and school's aims to prepare pupils for life beyond Masefield primary school, there is a very clear and concise approach to the use of ICT in Teaching and Learning. The whole school community understand that technology should be used to enhance practice, raise the standards of teaching and learning and allow children to benefit from the wealth of quality edtech that the school offers. As a result of this, the effective use of ICT and edtech is quite clearly filtering through into every aspect of school life at Masefield. Evidently, the Head Teacher and the Computing Leader form a very effective team and are the main authorities within school when creating new strategies, actions and developing all staff. Other members of the staff team also have areas of expertise and regularly share their best practices. These 2 elements combined ensure that the momentum and enthusiasm in school towards the use of Edtech and ICT is sustainable and continues to move forward and develop.

As part of her monitoring of Computing, the Computing Leader has just conducted a pupil voice questionnaire about the use of technology at home. Through the responses she received coupled with the knowledge of their parental demographic, school has a thorough understanding of the access and equity issues for extending learning beyond school. As a direct result of her consultation with pupils and parents, one of the actions the school took was to overhaul their approach to homework and have now made homework accessible to all in a digital format that best serves the needs of both the school and the pupils.

During my visit to Masefield, I had the pleasure of being shown around the school and was able to visit every single classroom. It was obvious that the school share their expectations of pupils using technology, both in school and at home, through the Acceptable Use Policies that were on display throughout the setting. These APUs had been signed by the pupils and were on prominent display so that they can be referred to at any time. The school also dedicate a significant amount of timetabled time to teaching quality Digital Citizenship lessons based on government guidance Education for a Connected World, using resources from Project Evolve. A handpicked team of 12 pupils have been trained as ESafety Champions; they have clearly defined roles around school and assist in promoting the key messages of staying safe online.

Provision of ICT; quality and range

There is an abundance of quality ICT provision on offer at Masefield primary school. From the carefully thought-out use of handpicked apps to enhance teaching and learning to the procurement of hardware and ensuring its reliability. This has led to staff being confident that they have the tools they need to teach across all subject areas, smoothly transitioning between paper and pencil activities and technology.

All children in KS2 have 1:1 devices and there are both laptops and iPads readily available to children in KS1. The Early years unit have a variety of appropriate edtech on hand to assist the children to develop their understanding of the world around them as prescribed in the EYFS standards for learning. The use of all this technology is carefully and systematically planned for to ensure that children are benefitting from their use of edtech and that, where appropriate, it is used to deliver many aspects of the National Curriculum.

Staff also benefit from a wide range of ICT resources and are given useful and precise CPD on the best ways to implement any new kit or apps that the school rolls out. Staff are encouraged to try new things and are given time to look at and get to grips with advancements in edtech across the school. Very careful strategic planning and the SAMR model (Substitution, Augmentation, Modification, Redefinition) are used by both the Head Teacher and Computing Lead when introducing any new edtech. The roll out of a new piece of subject specific edtech is also monitored by the relevant subject leaders who are given time to look for evidence of its use by the children. This is done by accessing and monitoring children's work in the Seesaw app across the school; in this way subject leaders can quickly ascertain if staff and pupils are assimilating a new piece of edtech and the impact of it on teaching and learning.

School uses a variety of methods to communicate effectively with parents. Twitter and Facebook are both used successfully to keep parents abreast of what is happening in school. Class Dojo is also used to create a very popular direct method of communication between parents and their child's teachers. School has made use of the "quiet hours" feature of this app to ensure that there is a good work/life balance for the teachers. Masefield also regularly invite parents into school to share in their child's learning, they are aware however that it is not always possible for parents to attend due to work commitments. As a result of this, staff will often record the children and send the recordings directly onto parents. Recordings of relevant parent meetings (such as ESafety parents meetings) are also made available in this way to parents who are unable to attend.

Demonstrating impact on learning and teaching

When asked the question, the Head Teacher was hard pressed to identify just one area in which ICT has had the greatest impact. It is his view that their use of ICT as a school is impacting positively in many areas. Ultimately, his 2 greatest concerns are the positive impact on children's learning and on the wellbeing of his teachers. Every member of staff I spoke to in school could give me at least one example of how their use of edtech has facilitated them to become more impactful as an educator whilst also maintaining a healthy work/life balance. Staff develop their use of edtech to enhance their teaching strategies; taking good practice examples shown to them and making them their own. As the school forms part of the Base Academy, this best practice is also shared across other settings. Masefield often invites other teaching and learning professionals into their setting to demonstrate and share their use of edtech. The school make it a priority to ensure that use of edtech is purposeful and can be directly correlated to children's achievements. School's data demonstrates that children make rapid progress and even though children baselined on entry as significantly below national average, they leave Masefield well above national averages.

When speaking to the children of the school it was a delight to have them explain to me how ICT and edtech helps them to "Believe, Achieve and Succeed" (their school motto). Their use of edtech is ingrained in them; they are fluent and extremely confident. Edtech is just a part of their daily lives at Masefield, even before the first lesson officially gets underway the children of the school have answered 4000 Maths questions using LBQ. They record and review their work via Seesaw, they use Spelling Shed, TT Rockstars and Numbots for their homework, they are rewarded and share their successes through Class Dojo. Their lessons are calm and highly structured, not a minute is lost. Those children who finish their given in-class tasks transition without fuss onto iPads to practice their newly acquired knowledge and skills. iPads are customized to support children with SENd needs so lessons are inclusive and engaging for all.

Masefield understand that they are on a journey and have identified areas that they would like to develop with regards to technology. They have developed their own Technology Strategy to address some of these areas for development. As a school they are driven and focused on their goals, they have clear strategies and policies to help achieve them.

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

Vision and Leadership in the school is one of Masefield's greatest strengths.

The staff team and their ability and willingness to embrace new Edtech, develop areas of interest to them and share their good practice with others is outstanding.

The pupils of Masefield primary school are inspirational in their attitude to their learning and their willingness to engage in the world around them.

The future

Continue to develop and make use of ESafety Champions as they are vital in ensuring Online Safety and promoting wellbeing.

Look at the use of Google's CSFirst platform to develop staff confidence when teaching Computer Science.

Assessor recommendation: **Threshold reached**

Date received **16 December, 2022**

Date agreed by Naace **18 January, 2023**