Digital Schools Award: Validation Report	
School Name: Mosshead Primary School	Name of Validator: Victor McNair
School Address:	Date of Validation: 21 – February 2019
Headteacher: Mrs Susan Yeoman	ICT Co-ordinator: Mrs L Fergusson and Miss K Turnbull
School Reference No:	Arrival: 13.30 - Departure: 15.00 (online)

Guidelines for marking:

All statements are assessed using the three levels, "**Addressed**", "**Partially Addressed**" or "**Not Addressed**". Essential criteria, indicated with a *, can achieve 10 marks, 5 marks or 0 marks respectively while non-essential criteria can receive 5 marks, 2.5 marks or 0 marks. The max and min value acceptable for each of the criteria are listed at the bottom of the table for each criterion in the score column. Validators may add discretionary marks where the school shows unique or outstanding innovation.

Leadership and Vision				
In relation to policy and planning:	A	PA	NA	
The distinctive contribution of digital technology is integrated into the whole school vision and the School Development Plan. *	10	5	0	10
The digital technology policy is approved by the local authority and is informed by wider research and regional/national policy.	5	2.5	0	5
The digital technology leader/coordinator has a proactive, operational and evaluative role in supporting learners' digital capability and teachers' pedagogical deployment of digital technology.	5	2.5	0	5
The school frequently and collaboratively reviews its digital technology policy by evaluating the potential of emerging technologies and best practice scenarios.	5	2.5	0	5
The policy supports digital technology CLPL /CPD in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training.	5	2.5	0	5
In relation to learning and teaching, the school policy:				
Outlines the rationale for the use of digital technology and recognises the distinctive contribution of digital technology in learning and teaching. *	10	5	0	5

Includes both external and school-generated curriculum links.	5	5	0	5
In relation to learners with additional support needs:				
The digital technology policy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support.	5	2.5	0	5
In relation to access to digital technology, internet use, internet safety, and cyber resilience the school policy:				
Plans for progression in teachers', parents'/carers' and learners' understanding of the importance of e-safety and how they can remain safe online.	5	2.5	0	5
Provides guidance on the management of digital technology so that learners have regular access to digital technology in a safe environment.	5	2.5	0	5
Outlines how the internet is best used as a resource for learning, and teaching.	5	2.5	0	5
Includes an Acceptable Use Policy that is implemented throughout the school. *	10	5	0	10

Discretionary Mark (L&V)	**Total Mark: (Discretionary Mark + Score) = 70**	

Comments on Leadership and Vision.

Mosshead Primary school has a clearly stated vision for supporting its pupils in their use of digital technology for learning and for preparing them for life in the 21st Century. The vision is driven by a strong team led by Mrs Yeoman, Miss Turnbull and Mrs Fergusson. Together they have embedded digital technologies in the psyche of the 30 or so teachers and although there was little opportunity to speak to them, it was clear from their pupils, that learning was infused with digital technologies from the planning stages through to assessment, evaluation and progression. The development of the digital technologies policy and its embedding was supported by a staff audit which, in turn, has been used to identify areas for CLPL development.

The range of software programmes that have been deployed and developed shows that there is an acute awareness of the support digital technology can have for learning in contexts other than the classroom and our conversation demonstrated that there was consistency of approach throughout the school. The school is acutely aware of the benefits of collaboration with other schools and they have exploited these benefits within the Bearsden cluster, for example, in using the local secondary school as a resource for support with stop-go animation.

Strategically, I got a strong sense that the school's journey is vibrant, visionary and supported by staff, parents and of course, pupils. They make good use of GLOW for storing and retrieving work and their links with parents through Class Dojo help cement home-school relationships. There is also a strong collaboration among other schools, school leaders and interest groups. I counted around 14 different cluster, collaboration and interest group that the school is part of. This involvement provides a rich source of development for the vision and work of the school and helps to ensure that pupils are taught in an a context which is heavily influenced by its community as well as the broader national and international issues so important in today's global village.

The School has a good and clear Acceptable Use Policy in place and this is supported by all teachers through prominent visual displays as well as lesson plans, by parents through yearly seminars and in conjunction with relevant agencies such as CEOP, Police and NSPCC.

Use of Digital Technology to Deliver the Curriculum				
In relation to learning and teaching:				
Digital technology is a central consideration in all curriculum and assessment delivery across all year groups and all curricular areas. *	10	5	0	10
Digital technology is used to enhance and extend learning experiences and to foster independent learning within and beyond the school. *	10	5	0	10
Digital technology has a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced. *	10	5	0	10
Digital technology is used to help learners create content as well as organise content provided by teachers.	5	2.5	0	2.5
Teachers integrate digital technology into their daily teaching and learning and provide learning experiences that support cross-curricular skills and the development of positive attitudes and dispositions.	5	2.5	0	5
Assistive Technologies and appropriate software are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs. *	10	5	0	10
Progressively, learners are provided with opportunities to learn independently.	5	2.5	0	5
Discretionary Mark (L&V)	**Total Mark: (Discretionary Mark + Score) = 52.5**			

Comments on Use of Digital Technology to Deliver the Curriculum.

The online validation included a group of Mosshead Primary School pupils from a range of classes (P2 -P7). In turn, they each gave me a short presentation of their involvement with digital technology for learning. Taking the presentations as a whole, it is clear that their learning is infused with age-appropriate applications. The presentations included individual targeted work (for example on 'Sumdog' and 'Bug Club'); working at home, collaborative work within and beyond the school; supportive work with younger pupils and the use of digital technologies for special needs.

From these presentations, teachers throughout the school are making effective use of a range of digital technologies in a variety of contexts and

with the individual needs of pupils in mind. The maturity of the pupils I spoke to demonstrated confidence in setting up, maintaining and evaluating digital technologies for their own learning. In the most noteworthy cases, their 'digital maturity' was remarkable.

The children were able to articulate clearly why they were using the particular software applications they were presenting and they demonstrated awareness of the advantages in using the range of software they were exposed to. In no cases did I sense anything other than real enthusiasm for learning and for engaging in the range of activities they had been given.

It was clear from the conversation with the teachers and pupils that the use of technology for learning and teaching is the classroom norm. Although the focus of the conversations was on digital applications, I have no doubt that classes are a dynamic mix of digital and non-digital learning.

The presentations included applications in literacy, numeracy, Gymnastics, ECO committee activities, stop-go animation and editing, the use of Kahoot for undertaking and developing question-based learning, coding, the use of Class Dojo for recording, evaluating and communicating their learning to parents and others.

I got a clear indication from pupils and from teachers that digital technologies were deployed to support a range of learning formats including collaborative learning, independent learning, home-based learning, mentoring (younger pupils), liaising with other schools, and for reflecting on progression. The added breadth of the pupils' experiences demonstrates the most effective deployment of digital technologies.

School Culture				
In relation to the digital technology culture of the school:				
There is evidence of a strong digital technology presence throughout the school. *	10	5	0	10
Teachers and learners demonstrate the motivational capacity of digital technology. *	10	5	0	10
The school has a website that is updated regularly and features learning and achievements. *	10	5	0	10
The school exploits the use of digital technology as a means of communication between learners, parents/carers, staff and the wider community.	5	2.5	0	5
Teachers use digital technology in their own planning and administration.	5	2.5	0	2.5
The school recognises and celebrates learners' use of digital technology for their own learning.	5	2.5	0	2.5
The school uses a range of digital technology formats to collaborate with other schools or organisations in local, national or	10	5	0	10

international project work. *				
Discretionary Mark (School Culture)	**Total Mark: (Discretionary Mark + Score) = 50**			

Comments on School Culture.

Although digital technology at Mosshead Primary School has developed recently under the leadership of the Head Teacher, she has managed to create a culture in which digital technology has become an accepted part of the teaching and learning environment. The groups of children who presented to me were representative of their peers and showed enthusiasm for the range of activities applications they had available to them in the school. The structure for CLPL (outlined below) has ensured that with the two digital technology coordinators at the 'helm', the 'stage partner' programme ensures that there is consistency of approach across the year groups and that there is progression from one year to the next.

While it was difficult in an online format to assess the extent to which all teachers infused digital technologies into their teaching, it was evident that the trajectory is positive, supportive and developmental and that the culture can only grow. The motivational advantages of digital learning were clearly evident from the pupils and from the conversations with teachers.

From the conversations, digital technology was evident at all stages and from the policy statements and tables presented, it is clear that there is an overt commitment to continuing support for technology-infused teaching and learning. Mosshead Primary School is ensuring that it is taking full advantage of the potential of digital technology for its pupils.

I was particularly impressed by the Primary 6 digital leaders representatives who spoke to me. They were articulate, mature, responsible and could clearly explain the benefits and challenges of being a digital leader. These pupils are a credit to the school. They spoke of the qualities of a digital leader in terms such as being 'responsible', 'patient', 'willing to learn'; being able to "…keep on going no matter what…" and 'being kind'. I hope these transferable qualities will be evident in many other areas of their school life.

Professional Development				
In relation to professional development:				
The digital technology policy facilitates professional development in, about and through digital technology. *	10	5	0	10
The majority of staff have engaged in school-based and other relevant professional development programmes that are focused on enhancing learning and teaching through the use of digital technology.	5	2.5	0	5
Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.	5	2.5	0	5

The school utilises the expertise in digital technology acquired among staff and collaborates with other schools and organisations to inform practice.	5	2.5	0	5
There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technology.	5	2.5	0	2.5
The majority of teachers are confident in the safe, secure and appropriate integration of digital technology in their daily teaching.	5	2.5	0	5
The school keeps abreast of developments in technological and professional practice in relation to digital technology and staff are aware of their professional development needs in relation to digital technology. *	10	5	0	10
Discretionary Mark (PD) **Total Mark: (Discretionary Mark + Score) = 42.5**				

Comments on Professional Development:

CLPL is purposefully led by the digital technology coordinators who have developed a stage partnership scheme. Teachers at each stage share skills, innovations and resources so that pupils at that stage have a consistent experience and so that there is a coherent progression from stage to stage. The scheme is strengthened by the Bearsden Cluster activities that focus on digital technologies.

One of the strengths of this scheme is the culture of willingness to share and disseminate professional learning. Because of this willingness to share the staff of Mosshead Primary School are able to keep abreast of developments in digital learning and are ready to adopt innovative ways of using existing and emerging technologies.

The school has a clear and thoughtful approach to e-safety at all levels.

Resources and Infrastructure				
Hardware:				
There is widespread access to computers, laptops and/or tablet devices, where appropriate. *	10	5	0	10
The school deploys digital technology resources in the most appropriate manner to maximise opportunities for effective learning.	5	2.5	0	5
Online environments, including Glow are used to support a wide range of learning activities within and beyond the school.	5	2.5	0	5
Infrastructure:				
The local authority network is used effectively to create, record, store and share resources and learners' work. Learners and staff can create and comment on e-portfolios. *	10	5	0	10

The school has sufficient internet access throughout. *	10	5	0	10

Software				
The school's content-rich and content-free software covers a wide range of curricular areas and learning needs. *	10	5	0	10
Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning.	5	2.5	0	5
The school is fully compliant with all software licencing requirements. *	10	5	0	10

Discretionary Mark (R&I)	Total Mark: (Discretionary Mark + Score) = 65	

Comments on Resources and Infrastructure:

It was clear from conversations with teachers and pupils that Mosshead Primary School makes use of a wide range of software, devices and platforms. The school makes good and varied use of Glow, deploying not just the Microsoft O365 tools, but also making use of some key applications from Unify, in particular, for helping pupils gain independence in their learning outside the classroom and to help them store their work.

There is a willingness to take on new applications and technologies and, where successful, allow these to become part of the mainstream development for the school. This provides staff with ownership of innovation, helped by the stage partnerships which give a ready platform for dissemination. There is a commendable willingness on the part of the SLT and the teaching staff to assess the efficacy of software and other resources and to decide on its use accordingly. Such discernment is commendable.

I was able to discern, particularly from the pupils, a range of ideas and applications related to their digital learning and this was evident at all the stages I heard from (P2-P7). It was clear to me that Mosshead pupils 'enjoy' a variety of activities involving technology in their day-to-day learning.

The school makes effective use of in-class sets, distributed devices (I-Pad carts) the ICT suite and a number of desktops distributed throughout the school.

Although the WI-FI system seems to suffer from the usual bandwidth problems not uncommon to many domestic, educational and commercial organisations, nonetheless there was widespread acceptance that through time, this will improve and that while not ideal, at present, most classes, teachers and pupils can cope with the current provision.

Noteworthy examples of digital technology integration in the school:

The school's Digital Leaders programme, although restricted to a small number of pupils, necessarily so, provides many opportunities to develop a wide range of skills other than technical. The school is aware of this and is developing the pupils to be responsible digital citizens. As with other schools in the Bearsden Cluster, they make excellent use of the local Bearsden Academy and gain much support from them in terms of transitions, digital technology support, programming and curricular areas.

A general comment on the Bearsden Cluster *(This statement will appear on each of the reports presented to the primary schools within the Bearsden Cluster.)*

It is clear that the influence of the Bearsden Cluster has been significant in the strategic development of all the schools who have submitted for this award. The cluster provides ongoing professional learning in the form of direct support from the Academy, collegial support from individuals and groups within the cluster and more informal support through conversations among its teachers (and indeed, its pupils). Throughout my conversations during the validations, the value of the cluster has been re-stated frequently as a source of knowledge, collegiality and technical expertise. I got a strong sense that the extent to which the schools within the cluster have attained the levels of deployment, in some cases, in a remarkably short space of time, is as a result of their membership of the cluster.

However, the cluster, from my perspective, is more than a professional development forum. It is a strong example of what can be achieved when organisations get together and have 'real' conversations about their direction and what they want to achieve, in this case, for their pupils. Its benefits in terms of continuity of learning, providing a consistent pathway for developing digital citizens cannot be underestimated. In some schools, the rapid turn-around from superficial to extensive and pedagogically-rich digital teaching and learning, has been, in my view, directly attributable to the proactive, sustained and innovative work of the Bearsden Cluster.   It serves as a strong model for supporting Scotland's digital future and for modelling best practice in educational leadership.

General comments:

Mosshead Primary School is a Digital Learning school! I completed the online validation impressed with the maturity, capability and understanding among the pupils about the role of digital technology in their learning. The leadership of Lorna Fergusson and Kate Turnbull is visionary, innovative, supportive and proactive and they, in turn are strongly supported by the Head Teacher, Susan Yeoman. I believe that it is this leadership that has been instrumental in steering the vision for the school.

Mosshead Primary school is clearly on a strong and purposeful digital journey where children are taught how to be safe online and where they learn to see the benefits of digitally enhanced teaching and learning. I wish the school well in this journey and I have no hesitation if recommending them for the Digital Schools Award.

Signed: **Victor McNair**   **External Validator**

Growing the Community

Become a mentor digital school

A key objective of the Digital Schools Awards Scotland is to help best-practice sharing across schools. To facilitate this aim, we are inviting schools that successfully complete the programme and achieve digital school status to become a *Mentor Digital School*. Being a mentor school will involve;
- Being listed as a *Mentor Digital School* on the Digital Schools website
- Being recommended by the Digital Schools Awards programme
- Agreement to be contacted by other schools seeking advice

You may request to be removed as a *Mentor Digital School* at any time by emailing info@digitalschoolsawards.co.uk.

Would you like to be a Mentor Digital School?

Circle: Yes | No

School Contact: __Kate Turnbull_____

Share digital media links

Share any digital media links that you would like us to follow (e.g. school website, Twitter, Facebook, Vimeo, YouTube, etc.)

School Name:	
1. @MossheadPS	2.
3. www.mosshead.e-dunbarton.sch.uk	4.
5.	6.
7.	8.