St Joseph's Primary Meigh Validation Report

Validation Report	
School Name: St Joseph's Primary Meigh	**Name of Validator:** PHeaney
1 Seafin Road Killeavy Newry BT35 8LA United Kingdom	**Date of Validation:** 14/03/2024
Head Teacher / Principal Name: Mr Gary Trainor	**Digital Technology Co-ordinator:** Peter Shields
School SEED Number: 5031188	

This report includes validator's comments based on a review of the online submission and the validation visit.

- We are happy to become a mentor school: Yes
- Would you be willing to be contacted by the programme with the view of contributing an article/blog or other materials to help other schools on their digital journey?: No

Leadership and Vision *95%*

Evidence from the submitted documentation and the validation interview confirms a robust and well-structured approach to the integration of ICT as an effective Teaching and Learning platform throughout the school. There is clear evidence that the school has deployed cohesive and effective management strategies to direct and assess the development and impact that ICT has on their curriculum delivery and their children's learning across all the Key Stages and ability levels.

Delivery benefits from an effective whole school planning structure which is directed by the CCEA Skills and Desirable Features template that ensures appropriate progression and depth of experience for each child.

School policies are articulate, considered and provide a clear direction for each teacher to play their role effectively in implementing the school's agreed goals and curriculum direction.

The school have been active in seeking out partnerships that bring benefit and support both to their general curriculum and ICT specific development. They are a member of a local cluster of schools enjoying support from the South Armagh Rural Partnership which has facilitated an intergenerational digital learning project and in addition have developed a partnership with AMMA who have supported their development of the role of Moving Image to add an extra dimension to their curriculum delivery.

The school have strong links to their parent community and the communication flow is sustained and robust. Google classroom is still used to maintain a level of home / school remote homework links and Class Dojo is used as an effective communication platform to ensure parents can share in showcasing pupil's work.

Evidence from the discussion and submitted documentation clearly confirms that digital application to support Teaching and Learning covers the breadth of the curriculum from FS through to KS2, supporting all ability levels with opportunities for every child to engage with the technology.

Use of Digital Technology to Deliver the Curriculum *100%*

Evidence from the validation interview and the submitted documents confirmed that the application of digital technology to support Teaching and Learning is effective at every level in the school.

Purple Mash has been effectively integrated across the school. During the validation discussion a KS1 member of staff revealed the breadth and effectiveness of this application in supporting the curriculum and delivering innovative practice with small groups teaching. They also detailed the use of Charanga, as a specific music platform that facilitated very interesting work with KS1 children using music and supporting the development of their playing skills.

The validation discussion also indicated an interesting level of application using coding at KS2.

The school have developed a delivery framework for each year group that confirms DTP application in Term 1; Coding application in term 2 and a rotation of Moving Image / Green screen application and other application as decided with staff input in term three. The evidence confirms that this is an effective strategy ensuring a depth of diversity and creating a continuity of effort within the staff enabling them to support each other in the use of ICT as the year progresses.

The school still retains some of their 'lockdown' practice and have designated a Thursday evening as remote digital learning night, where Google Classroom is used to facilitate homework presentation.

The validation interview also confirmed that assistive technology is available and used appropriately.

Generally, the validation evidence confirms that digital technology applications are effectively used to develop encouraging levels of independence for their pupils as they engage with their own learning.

School Culture *97%*

The validation interview confirmed clear evidence of a strong digital technology presence and culture throughout the school. This is clearly facilitated by a strong investment programme ensuring that adequate hardware provision is available in every classroom through the provision of iPads / Chromebooks and appropriate application platforms to facilitate a broad range of curriculum application.

The principal and ICT co-ordinator both presented as enthusiastic, innovative and motivated to create and make available a diverse range of engaging digital opportunities to enhance the school's overall Teaching and Learning. Evidence from the teachers and pupils during the validation interview confirmed that a very positive attitude to using digital application to deliver their curriculum exists across the whole school.

The school website is lively, interesting and is evidently a showcase and information hub for the broader school and parent community.

The school participates in a partnership cluster of local schools to facilitate a collaborative digital learning project. This is a generational project involving the preparation of blogs and videos as the pupils use digital tools to research and present aspects of their local area.

Evidence from the validation discussion confirmed an enthusiastic, capable and effective Digital Leader structure within the school.

The validation interview also provided the opportunity to discuss the development of music at KS1 and it was clear that this is a very dynamic, innovative and effective initiative.

The school also deploys Class Dojo to facilitate sharing of work with parents as part of a showcase / reward structure. This was reported as being very effective.

Professional Development *100%*

The validation discussion revealed an effective level of digital competencies across the staff with a willingness to source and deploy innovation within their curriculum delivery and assessment.

The school is involved with two projects that provide effective digital support, The South Armagh Rural Partnership and the AMMA Centre. These initiatives have facilitated the development of a diverse base of digital competencies for the staff in deploying Moving Image, DTP, and Animation to enhance Teaching and Learning delivery. In addition, the validation discussion revealed the use of a very interesting and innovative use of a music platform to support the use and development of music skills in the KS1 curriculum.

There are a number of whole school platforms (Purple Mash, Google Classroom) available and effectively used across all Key Stages.

The planning structure within the school ensures that there is a consistency of purpose in each term that facilitates collegiate support among the staff as they are engaged in similar projects and therefore able to offer support to each other.

Resources and Infrastructure *100%*

It was clear from the submitted documentation and the validation discussion that the school have invested heavily in providing a wide range digital devices and peripherals to ensure each class has appropriate resources to deliver the school's vision of an ICT infused curriculum structure for Teaching and Learning across all ages and ability levels.

There is clear evidence from the validation discussion and the submitted documentation, of a strong commitment from the school leadership to use the CCEA curriculum resources to support the planning, assessment and direction of their ICT development.

Submitted documentation and discussion clearly revealed that a wide and engaging range of peripherals and digital devices supporting both independent and assistive learning are available for Teaching and Learning from coding to music applications and Moving Image applications.
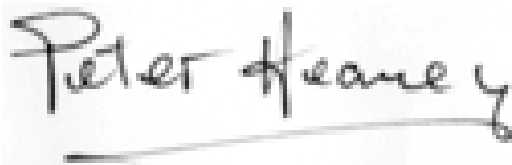
The school is fully compliant with all the relevant licences and uses the robust filtering services of C2kNI to provide secure access to the Internet.

General Recommendations:

The evidence from the validation discussion confirms that St Joseph's Primary School have created an engaging and highly effective digital technology deployment into their school's Teaching and Learning delivery across the breadth of their curriculum. They have ensured that their provision is well resourced, targeted to specific needs and that their staff are competent in order to maximise the benefit they can secure for their pupils from using digital technology.

Therefore, I am pleased to recommend them for a Digital Schools Award.

Signed

PHeaney
External validator