

Name of school **St Hilary School**
Post code **TR20 9DR**
School URN **136879**
Head teacher **Kelley Butcher**
Assessor **Anthony Hunt**
Date of assessment **29 January, 2016**

Focus elements

Element 2: ICT in the Curriculum
Element 5: Professional Development
Element 6: Resources

Visit agenda

1000 - Arrive at the school: meet the head teacher and the ICT manager to set the context for the visit
1015 - Tour of the school to include discussions with teachers, children and support staff as appropriate
1115 - Interviews to include as many of the following as appropriate
*a newly qualified teacher (if appropriate)
*a subject manager
*assessment manager
*teaching support assistants
*ICT technical support (if appropriate)
*The ICT governor
*A small cohort of children (6-8)
*Parent/s
1215 - Brief period for reflection on the visit
1230 - Feedback to SMT, ICT manager and (if available) governor representative, including the assessor's recommendation.

Commentary on assessment

Vision, leadership and organisational management

St Hilary School is an academy near Penzance in Cornwall: this is the school's third ICT Mark assessment, all supported by Gatehouse. There are 260 children on roll and staff personnel have remained generally consistent since the last visit in 2012. The head teacher is a genuine IT enthusiast, always keen to introduce new developments, both technical and educational, exemplifying the school's motto, "The Best We Can Be". The school's vision embodies the excellent use of technology to support the vital 21st century skills of collaboration, curiosity, resilience, independent learning and critical evaluation.

Since our last visit, the school has extended the senior IT team to include a second coordinator for key stage two to support the work of the original key stage one coordinator, enhanced by the head teacher: they work together to provide a proactive IT strategy that extends through all levels of the school. The governing body is equally supportive and funding for IT is always high on their agenda as evidenced by the large number of mobile devices in use from reception to year 6.

Professional development is another area with a high profile, ranging from whole school activities through staff meeting sessions to peer-to-peer support. Every staff member interviewed provided many examples of positive training and the sharing of knowledge and opportunity almost on a weekly basis. The level of interaction in every class base, both by staff and children, is exemplary. The school has bought into PlanIt Primary which provides nine days' IT training, curriculum development and trialling opportunities annually. During the visit, one of PlanIt's trainers was working on drones with a group of year 6 children in the school hall. The PPA teacher also works with year 6 children to extend their knowledge and understanding of computing in particular.

E-safety is taught through computing lessons, assemblies and PSHE lessons: use of PlanIt Primary is encouraged and the local police are also involved. All of the children interviewed were extremely conversant with the requirements for safety, particularly at home, and the parents backed this up. All were fairly adamant that no child in the school subscribed illegally to Facebook, a rarity in key stage two environments from my experience. E-safety workshops have been held on a consistent basis. All staff have signed AUP agreements and the children's acceptable use statements are in their daily planner.

Provision of ICT; quality and range

The school uses the School Pupil Tracker Online (SPTO) software for all of its assessment, IT included. Subsets of the data are available through the school web site for parents to access and those interviewed testified to how valuable this was, particularly when preparing for the twice-yearly parents' evenings: one parent added: "the online data does not replace face-to-face meetings but makes them more meaningful." The school has also bought into Rising Stars but uses it mainly as a basic support mechanism to accompany all of the other established IT assessment processes throughout the school: once teaching staff become familiar with the levels required by the computing curriculum, the resource will become less evident.

IT is planned, taught and used to support and enhance learning very consistently across the school and there were excellent examples of this in all class bases with the children eager (and capable) of explaining exactly what they were doing and why. Only a handful of children do not have home internet access so these are provided with many opportunities during the day to do their homework or carry out research. The library area has recently introduced online Microlibrarian Junior which the children can access from home. The mathematics coordinator spoke very enthusiastically about the positive effect that Mathletics is having on levels of understanding and how the children are keen to work at home as well as at school, sharing their knowledge and capability with their family. Similarly, Lend me your Literacy is having a similar impact on children's writing.

Technical support is provided locally through the PlanIt contract and is very proactive: the technical support officer interviewed gave a clear resume of the many ways in which the school's infrastructure is maintained and breakdowns are kept to an absolute minimum. The recent acquisition of superfast broadband has strengthened the use of online facilities both within and outside the school.

Demonstrating impact on learning and teaching

The IT confidence of staff and children across the school is very high with no apparent weaknesses. This is a school that has always worked on a fully committed, sharing educational process and this is as true of IT as for every other area of the curriculum. The school has purchased a large number of iPads over the past three years and a dozen Chrome books have recently been bought for the year 6 classes and this resource is already having a positive effect, both on learning and enabling stronger home/school links. Staff meeting time is regularly devoted to sharing IT highpoints (golden time) as well as explaining new developments and sharing knowledge and skills.

IT has had an impact on every area of learning: all IT plans are collated and evidence of achievement and impact noted alongside the actions. Discussion and observation of technological use is a consistent focus of SMT monitoring visits. All children, including SEN and gifted and talented, are fully supported through a wide variety of IT applications: IT is wholly embedded in the curriculum process for the benefit of all.

The school placed itself at level one for 80% of the online SRF aspects: given that St Hilary School has to be one of the best educational establishments which I have had the pleasure of assessing in recent times, this should be well into the 95%+ range. The school has been urged to think seriously about the Third Millennium Learning Award scheme, not just because it would be such a positive activity for them but more importantly, the wonderful ethos and expertise embodied throughout this school should be available for the rest of the country to experience. The renewal of the ICT Mark for the third time is well-deserved: the only question remains, where will they be in three years' time?

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

- there is an excellent SMT/IT team process that now has IT coordinators at both key stages
- the development of hand-held devices throughout the school has been well-managed
- the school is really tapping into the speaking/listening skills in early years through the use of technology
- the incorporation of the computing curriculum into the ongoing effective use of IT to enhance and support learning and teaching is very good as is the assessment of progress
- there is a strong tradition of professional development throughout the school and this is particularly evident with IT
- very positive parental support for home/school link initiatives that have been introduced over the past three years
- e-safety confidence of the children (supported by the parents interviewed) is very strong
- the online assessment process (SPTO) is well accepted by parents.

The future

- further develop the network server to cope with the increasing demands of the technology
- monitor the use of new technology (eg Chrome books) and, where deemed successful, extend the resource accordingly
- revisit the SRF to upgrade almost every aspect to level 1
- consider the Third Millennium Learning Award: you have so much to offer other schools!

Assessor recommendation: **Threshold reached**

Date received **1 February, 2016**

Date agreed by Naace **2 February, 2016**