



Goodlyburn Primary School Validation Report

Validation Report	
School Name: Goodlyburn Primary School	Name of Validator: Katharine Jewitt
Crieff Road Perth Perth and Kinross PH1 2NT United Kingdom	Date of Validation: 05/03/2024
Head Teacher / Principal Name: Mrs Annemarie Sands	Digital Technology Co-ordinator: Hamish Munro
School SEED Number: 5346924	

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

- We are happy to share this report with Education Scotland: 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?: Yes
- We are happy for Education Scotland to contact us to highlight our practice: Yes
- We are happy to share this report with the local authority: Yes

Leadership and Vision 80%

Goodlyburn envisions an educational environment where digital technology is seamlessly integrated, enhancing learning experiences and preparing our students for a future in a rapidly evolving digital world. The digital strategy aims to empower, engage, and inspire both pupils and teachers through innovative use of technology. The school has clear digital strategic goals to enhance digital literacy ensuring that every pupil becomes proficient in digital skills, critical thinking, and problem-solving through integrated digital learning experiences in all subject areas. The strategy focused on fostering innovative teaching and learning by encouraging and supporting teachers in implementing creative and effective digital teaching methods that cater to diverse learning needs. The school promotes equitable access to technology and provides equitable access to technology and digital resources for all pupils, ensuring that every child can thrive in a digital learning environment. The school has cultivated a whole-school collaborative digital community of learners, educators, and families who are actively engaged fostering a culture of collaboration and continuous improvement.

The school is committed to staying abreast of the latest digital trends and technologies, continually adapting their approach to provide the most effective and engaging educational experiences for our young learners. At Goodlyburn Primary School, digital technologies are integral to the way learning, teaching and assessment is approached. The use of digital technologies has led to strong collegiality across the school and beyond, working with cluster schools across the authority and other organisations, as well as enhanced inclusion across all pupils and staff. There is strong collaborative working across the school and enhanced inclusion for all pupils and staff. The use of digital technology is a fundamental part of the school's vision and enables pupils to have choice, flexibility, control and independence in their learning. The use of technology to support teaching and learning has led to strong links with the home and improved parental engagement. Digital learning is embedded throughout the school and at all levels, across all staff and pupils. The school does not use technology for technology's sake. The use of technology is used to support pedagogy. There is excellent documentation to support a whole school approach for digital learning including a regularly updated digital strategy. Digital learning is incorporated into the school improvement plans and the learning and teaching policy with regular audits to gather views and feedback. Digital is built around pupils' interests and is hands-on and this helps children develop key skills and they are much more likely to stay engaged, whilst building their communication skills, resilience, and confidence. Pupils enjoy their learning, which encourages them to talk more about it and remember their learning.

The use of technology to support pupils with additional needs was strongly evident. Excellent examples were provided of how technology is used to support children with SEND, helping pupils to learn in variety of ways to suit their needs, building confidence and developing skills, for example, personalisation of devices including use of immersive reader, dictation tool and changing the colour of backgrounds and fonts. There were many examples of pupils with SEND benefiting from technology use, including supporting children with dyslexia, whose learning has transformed with the support of technology. Pupils can take ownership of their learning, for example, flexibility to choose various apps that suit them. Pupils are listened to and supported in their choices. The school uses technology to give pupils a voice and choice in a format that suits them. Technology has been used to support pupils in building their confidence, for example, pupils who find reading or writing difficult are encouraged to use apps first and develop their skills. Pupils with SEND through technology are included and part of the class, accessing learning independently, but still part of the class.

The use of technology goes beyond pedagogy and pupils are experiencing self-direct learning, exploring knowledge; also andragogy - interactive knowledge and there is strong evidence of heutagogy where learning is active, negotiated, experimented and pupils are learning how to learn, rather than simply receiving knowledge. Both staff and pupils emphasised and demonstrated the real potential of technology to be engaging and empowering pupils to learn. The school shows how devices are enablers for learning, but it is not the technology, it's how effectively teachers use technology. Teachers set goals, offer strategies for learning,

motivate pupils, adjust to each pupil's context, give formative assessment, rapid feedback and communicate often.

The Digital Working Group meet twice termly to discuss progress, plan digital opportunities and to reflect on the school's digital progress. This has led to the introduction of the 'App of the Month' approach which has seen a focus placed on particular apps each month. The school has also worked hard to promote effective digital learning and teaching; sharing successes and supporting peers where possible. The working group has also worked closely with the Digital Leaders group to upskill the learners, allowing them to support other classes and promote important issues such as online safety. The Digital Working Group have also worked hard to streamline the school's approach to planning and assessing digital learning by sharing new digital learning pathways which have given confidence to staff when approaching digital learning.

The Pupil Digital Working Group has had much impact, for example, creating a 'Be Internet Legends' video to promote awareness and understanding of online safety; providing peer support in P3/4, P5 & P5/6; creating App of the Month tutorial videos; offering support at Code Club; planning and running an Online Safety / digital learning workshops.

Use of Digital Technology to Deliver the Curriculum 72%

Teachers and pupils use digital technologies extensively when engaging in learning experiences. Pupils and teachers can clearly identify how digital technologies make a difference to their learning and teaching. The school demonstrates in a variety of ways how the use of technology enhances the learning experience. The school makes use of a wide of technology. Classrooms are equipped with promethean boards. Pupils across all year groups demonstrated knowledge and enthusiasm in the use of technology, for example, learn coding using Code.org and using code monkey to develop critical thinking and problem-solving skills. The use of Micro: bits have empowered students to build digital games, devices, and inventions, fostering creativity and a maker's mindset. There are several examples of pupils personalising their learning, having choice in the curriculum and the use of technology engaging pupils with tasks like researching online, sharing, and presenting. Pupils talked of using a wide range of apps for reading, writing, science, and maths; and developing a range of core skills including researching using Glow, Canva, Notes, Book Creator, iMovie, Google Classroom and much more. The school uses digital learning across all year groups, for example, using videos to support visual learners and chunking lessons using reading and maths apps so pupils can bring their learning together. The use of technology has opened inspirational and motivational opportunities for pupils that wouldn't normally be possible face-to-face. AI is being used in innovative ways, for examples, creating images of a dragon for the Chinese New Year, which opened to discussion. Staff and class shout outs at Assembly have given encouragement to teachers and learners to engage with digital learning opportunities whilst also celebrating the success in teaching and learning at Goodlyburn. The school has established links with St Johnstone Football Club to work together on a digital learning programme

School Culture 82%

In relation to school culture, all classrooms are mature digital learning and teaching environments, where digital technologies are deployed in ways that help learners improve their resilience, motivation, and self-esteem. Across the school there is a huge passion and enthusiasm to use technology for teaching and learning

□ technology is utilised for pupils to work together and to share their work through videos with people at home. The culture is very much inclusive, allowing everyone to share ideas about using technology, make choices and trying things out. This is the case for both pupils and staff. There is no top-down dictatorship on how technology should be utilised, but a collaborative and inclusive approach with both staff and pupils. The school demonstrates how they have not forced new technology into old pedagogy. There has been a paradigm shift. It is about a new pedagogy, different skills for teachers and engaged and empowered learners supported by digital infrastructure accessible to all pupils. The school demonstrates a strong culture of trust and communication between parents / guardians / carers and their pupils. The school has an informative and visually engaging X feed at <https://twitter.com/GoodlyburnPS> to communicate to the wider community. The school has also supported parents in understanding the benefits of using digital technology for learning and provided support in responding to their concerns and helped build their knowledge and confidence. These are not a one-off event but are regularly incorporated into school life to instil digital safety. Language in relation to online safety and the use of technology is embedded across the school. There is a culture of using technology to support stealth learning. Pupils are enjoying creating movies, coding, playing maths games etc and are clearly learning more than they realise. They seem to be just 'having fun', but they are learning by stealth, and what they are learning is cross-curricular, covering several subject areas. There was significant pride by both staff and pupils when talking about their work and achievements. Teachers are calling upon all three domains of knowledge - content, pedagogy and technological - to set up projects that exploit the technology to promote active, engaged and productive learning. The use of technology has had an impact on the environment, reducing the use of paper and printing. Without the use of technology, the efficiency and effectiveness of working in groups would not be possible. The use of technology helps to instil a sense of community and is part of the school culture.

Professional Development 72%

Staff training for digital technology is regularly built into the school year with support from the Council Digital Officer and digital learning provided by the council. Regular workshops are held for staff by the Digital Leads and good practice/resources are shared. All teachers have engaged in professional development in digital practice. Teachers are supported and have the freedom to have a go with technology, test things out and have a go. Staff are proactive in keeping up to date with technology for learning and support each other in sharing knowledge and are supported by the Pupil Digital Leaders too. Staff work collaboratively and the work is collegiate with staff learning together. All planning is digital. Teachers in the school are self-directed in their learning, are innovating where appropriate and take the lead with other teachers in disseminating and developing resources. The school keeps abreast of developments in technological, professional practice and the curriculum in relation to digital technologies. Workshops on new educational technologies have taken place and continue to evolve with further training planned for staff.

Resources and Infrastructure 87%

Digital technologies are prominent, and the school has considered how digital technologies can best enrich learning and teaching in their context and the school has procured digital devices. All children have access to a range of technology, which is shared across the school. There is a school-wide structured approach to help

maximise effective digital technology deployment around the school. A range of online environments are used responsibly and support learning for all age groups, where staff take due account of GDPR requirements. A mix of network and cloud facilities are used to create, record, store and share resources and learners' work. Software/apps are deployed across the curriculum to provide integrated and varied learning activities, teachers demonstrate differentiation and targeted teaching practices, and the school is fully compliant with all software/app licencing requirements and GDPR. Technology is used to target specific learning needs and is personalised and individual to pupils. The school regularly evaluates the use of technology to stay strategically aligned.

General Recommendations:

Digital learning is well embedded in classroom practice. The use of digital tools for learning and teaching is fully integrated in the whole School Improvement Plan. Goodlyburn Primary School exude a strong sense of the value of the use of digital technologies in enhancing and supporting learning and teaching. The school is clearly committed to investing in digital technologies, to motivate and inspire pupils, with the aim of enabling them to make a significant contribution to our growing digital world, and successfully equipping them with essential skills for life and work. There is a confidence and enthusiasm within staff and pupils about the positive impact digital technologies are having on learning and teaching, and in assisting in planning and tracking of activities and learner progress. There is a clear recognition of the benefits being brought to enhancing learning and teaching using digital technology.

The school's commitment to digital excellence is ongoing. Staff aim to continuously update and integrate the latest technological advancements into their educational framework. The School plans to review and broaden the digital literacy curriculum, ensuring that all children are equipped with the essential skills needed for the digital age. The school is committed to providing more advanced training and resources to ensure teachers are at the forefront of digital education. A key focus for the school is on enhancing the accessibility of their digital resources, ensuring that every pupil, regardless of their background or abilities, can benefit equally from digital education offerings.

Digital Leaders and other pupils explained confidently, eloquently and with enthusiasm how they were making use of digital technology to support their own learning. There are effective structures in place for the school to communicate with parents /carers about digital and other skills their children are developing, and opportunities are provided for parents/carers to engage digitally with the school and teachers. The school is clearly committed to embedding digital technologies and ensuring continuous improvement and this is continuously evolving. I believe that the school has met the criteria for the Digital Schools Award. I recommend that the school should also be invited to become a mentor school as they have the skills and capacity to do so. I encourage the school to apply for the Digital Wellbeing Award for Cyber Resilience and Internet Safety, as well as the <https://awards4selfie.eu/> and encourage more staff to achieve Digital badges, for example, MIEE, Google Techer, Apple Teacher and use of Promethean.

Signed

A handwritten signature in black ink, appearing to read 'K Jewitt', written in a cursive style.

Katharine Jewitt
External validator

