

School: Moss Park Junior School
Assessor: Anthony Ryan

Date of assessment: July 2nd 2015
Headteacher: Mrs Kris Stallman

School Contact Person: Katie Higson

Element A – Policy and Leadership

Moss Park is a very successful two form entry junior school, recognised as 'outstanding' at its last inspection. The school has achieved a wide range of recognition and awards over time and is active in providing a range of improvement support to other schools in the region. E safety is prioritised as a key characteristic of the daily life of the school. The very strong leadership by the head teacher, who has considerable experience and expertise in safeguarding, ensures that e-safety is fully integrated and consolidated within the wider context of the school's ethos and practice in personal, social, health and cultural education. In modelling expectations about all aspects of conduct and behaviour, this 'Moss Park Style' of mutual respect and respectful conduct to others, emphasising accountability, illuminates the life of the school.

Practice in e-safety therefore reflects similar high quality work and provision in behaviour management, child protection, and anti-bullying. Operational management of e-safety is expertly and effectively coordinated by the Computing/ICT subject leader, who also manages the ongoing e-safety self evaluation process. This teacher's experienced leadership ensures that pupils' practical daily experiences and learning in ICT/Computing and their use of hardware, software and internet, has appropriate e-safety knowledge and understanding constantly reinforced. Acceptable use policies for staff and pupils are well developed and thorough. Pupil AUPs are language differentiated. Parents are involved in the AUP process and act as signatories and sponsors of their children's' behaviour, which reinforces their own understanding of the school's expectations. Leadership, policy and practice are tightly integrated and staff and pupil awareness of appropriate behaviours is well developed. As a result, all have a shared attitude and approach to e-safety and this constant reinforcement is reflected in the rare incidence of any, even minor, inappropriate behaviours.

The governing body acts as an informed and active partner in developing e-safety at Moss Park. The Chair of Governors acts also as E -safety Governor and is a strong and articulate advocate of the school's work amongst the parental and wider community. Governors are also fully involved in policy development. The E-safety group, comprising staff, parents, governors and pupils, meets regularly and acts effectively to create interest and involvement across all stakeholders. All activity is documented and shared with staff, parents and pupils through a range of channels. Discussions with staff, pupils and parents indicated a remarkably consistent level of agreement and similarity of views and knowledge about e-safety matters.

Element B – Infrastructure

The school has a good level of hardware and software provision for Computing and ICT, with a well equipped computer room and sets of mobile devices. All classrooms are appropriately equipped with interactive display and projection technology. Broadband and Internet filtering is provided by Trafford Council, who are accredited providers. There is a fixed and wireless network across the school which is well supported by an independent contractor. There is a good relationship between the support technician and the school and each recognises the need to 'make the system work for the pupils and staff'. E-safety is clearly a priority for the support contractor and this is reflected in agreed provision and policy for passwording and activity monitoring. All network activity is monitored. Logs are maintained and regularly reviewed in meetings with the E-safety coordinator. Pupils' desktop interfaces feature a 'reporting button' and pupils are aware of the facilities they have to stay safe and what they could and should do to report a problem or seek help. Discussions with teaching and administrative staff indicated a good level of awareness concerning the reasons for data protection and the practical technologies to ensure data security. A range of effective protocols is in place to secure the management and easy use of pupil data. School email is heavily restricted and secure,

protocols for transferring pupil data, especially sensitive data, are well implemented and understood. Staff have access to laptops and all use passworded, encrypted data pens.

Element C – Education

The school has worked hard to ensure that e-safety understanding and principles are well and appropriately delivered through the curriculum. Therefore e-safety is by the school's own self evaluation 'deeply embedded across the curriculum'. When pupils enter the school at seven, special emphasis is given to enriching the e-safety experiences for Year Three, to ensure that pupils are able to 'get up to speed' with their learning around e-safety. Because the nature of the school catchment means that almost 53% of pupils are from an ethnic minority background and culture, the school is sensitive to the need to respond adequately to issues that may arise from this diversity. E safety information is made appropriate for the range of families who rely on the school for support.

Parents' knowledge about e-safety and their awareness of what their children learn about it are both well supported by the school. Regular and well attended training opportunities are provided for parents, where the latest e-safety information, brochures and leaflets are made available and individual support offered where necessary. They ensure that the e-safety model is inclusive and accessible for all. The leadership team members leading on PSHCE and on e-safety plan comprehensive opportunities for all pupils to progressively acquire wider e- safety knowledge, skills and understanding across and through their everyday learning. It is evident that activities are never 'bolt on' but natural and logical extensions of learning.

Because the training provision for staff is well planned, thorough and properly evaluated, everyone has a well developed level of understanding about e-safety. Schemes of work are detailed and teachers know how to provide experiences and reinforce pupils' learning on a day to day basis. Teachers were able to give specific examples where e-learning could be reinforced sensitively by referring to pupil experiences. For example, one pupil commented that they had been woken in the night by 'Whatsapp' messages on their phone from a classmate who was visiting relatives in Pakistan and therefore in a different time zone. The teacher used this point to work with the class on some of the issues that might arise from privacy and potential misuse of social media.

Digital literacy, critical evaluation of web information, plagiarism and other aspects are sensibly delivered across a range of subject topics and through ICT activities. Pupils are well taught about the correct use of digital images and learn to use digital recording equipment sensitively and with care. Points around personal privacy and digital images are taught through practical work in and out of the classroom.

Pupils' Internet image searching is mediated and managed safely. The ICT Lead Teacher manages the school web site and has very effectively developed this and related tools. All school documentation is made available and a wide range of learning and information material is disseminated to the parent body through electronic media. For example, pupils are encouraged to use the school blog to communicate, respond to and evaluate learning. Homework is mediated through this blog and pupils can comment and interact on any matter. Again, the blog is used to reinforce and illustrate e-safety messages around appropriate use of language and online behaviour.

Talking with a range of teachers, a constant theme emerged. "We make E-learning FUN'. Teachers and support staff all explained how they could reiterate e-safety messages in a variety of fun and interesting ways. The annual Safer Internet Day is looked forward to by pupils and staff, activities are well planned and the work of the week adds to and enriches pupils' learning about e-safety.

The group of sixteen E-Safety Ambassadors form a dedicated, lively and effective group to support e-safety at Moss Park. Discussion with this group revealed a real interest and depth of understanding about e-safety matters. Every single member could talk about potential dangers or misuse with confidence and could relate many examples of good behaviour! Their ideas and input to activities make e-learning fun and fresh. For example, each year, an **E-safety Karaoke** competition is planned and organised by the E safety Group, where each class writes and performs an e-safety

piece. Hotly contested, this event really works to reinforce and make learning e-safety behaviours engaging and fun.

Element D – Standards and Inspection

Throughout the assessment visit, it was evident that there was a very high degree of consistency in all aspects of e-safety leadership, management and also in the general appreciation that pupils exhibited about the issues and behaviours expected. To a large extent, this ensures that much e-safety monitoring is admirably, self policed by pupils. Teachers and pupils were able to recount examples where pupils' occasionally going 'off task' while working on computers on lessons had been observed and corrected by other pupils, without the need for teacher intervention! As a result, e-safety incidents are both very rare and minor in nature.

Systems are in place to monitor e-safety incidents, including pupil desktop reporting and the collation of these reports, formal monitoring and reporting of the network by technical staff and the regular review by the leadership team and the E-Safety group. All these processes are well documented and the sanctions processes are understood by all. Feedback from monitoring is well used to adapt and develop teaching and provision. For example, a change to pedagogy on Google image searching was implemented after a potential e-safety risk was identified.

Parental questionnaires are regularly issued and the level of return is very good. As a result of good analysis, the school has a wealth of information about parental and pupils' use of ICT outside school, enabling the e-safety provision to be responsive and tailored to identified circumstances and need.

Areas of strength and good practice

- The comprehensive nature of the approach taken by the school to ensure the effective integration, consistency and quality of policy, practice and pedagogy in all aspects of e-safety.
- The impact and strong involvement of all e-safety committee stakeholders in taking forward all aspects of this work in the life of the school. In particular, the role and commitment of many pupils, as E-Safety Ambassadors, is a key feature of the excellent practice in e-safety demonstrated by the school.
- The very effective leadership and the quality of management of e-safety within the wider ethos and practice of the school community. The modelling of expectations and the emphasis on consistently appropriate behaviour and accountability in all relationships results in very high standards.

Areas for further development

The school has achieved a very high level of provision in each of the aspects of e-safety under review. It has expressed the intention to use its ongoing self review process to progressively develop provision overall. However, it has identified a desire to develop yet further effective links with the wider local community, including other schools and to continue to increase its level of support for and involvement with the parental body. See further comment below.

Additional Comments

Appendix 8 - E-Safety Mark Assessor Report Form



Moss Park Junior School has achieved wide recognition for the excellence of its work both in supporting improvement activities in other schools and for its wider role in the local community. The E-safety Coordinator / ICT Lead teacher is developing work with Vodafone's 'Digital Parenting' scheme and with The Trafford Housing Trust on related safety education for parents. The school has identified a desire and capacity to extend its good work on the whole e-safety agenda to support and enable similar developments in other schools and to work with other local and national partners. Acting as a 'local hub', the school would therefore be a real asset to other schools in the wider area, to support the dissemination and develop of good practice in e-safety.

Assessor's Recommendation

The school **has** reached the standards required to be awarded the E-Safety Mark.