

Appendix 1 – Independent Schools Inspectorate Results 2019



Focused Compliance and Educational Quality Inspection Reports

John Lyon School

26 to 28 November 2019



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School's Details

School	John Lyon School		
DfE number	310/6002		
Registered charity number	310033		
Address	John Lyon School Middle Road Harrow Middlesex HA2 0HN		
Telephone number	020 8515 9400		
Email address	enquiries@johnlyon.org		
Headteacher	Miss Katherine Haynes		
Chair of governors	Mr Giles Goodfellow		
Age range	11 to 18		
Number of pupils on roll	596		
	Seniors	466	Sixth Form 130
Inspection dates	26 to 28 November 2019		

1. Background Information

About the school

- 1.1 John Lyon School is an independent day school for pupils aged between 11 and 18 years. It is registered as a single-sex school for male pupils. The school is part of a Royal Charter Corporation, which is a charitable trust. It is overseen by a board of governors who have delegated powers from the Foundation.
- 1.2 The school was founded in 1876 by the governors of John Lyon's Foundation. It retains close links to Harrow School, also part of the Foundation, but operates as a separate entity. The school is divided into the main school for pupils aged 11 to 16 and the sixth form for pupils aged 16 to 18. Since the previous inspection, whole-school dining has been introduced, as have hockey, a new timetable structure with an extended curriculum and co-curriculum, and a new pupil passport system.

What the school seeks to do

- 1.3 The school aims to: provide an excellent all-round education, combining high academic standards with excellence in sport and the arts; to treat every boy as an individual; to provide outstanding pastoral care; and to offer a broad range of opportunities outside the classroom.

About the pupils

- 1.4 Many pupils come from the boroughs of Harrow, Hillingdon, Ealing and Brent, drawn from professional households, and represent the cultural diversity of the area. Nationally standardised test data indicate that the ability profile of the school is above average and average in the sixth form.
- 1.5 The number of pupils with special educational needs and/or disabilities (SEND) is 34, all of whom receive additional support and one pupil has an education, health and care (EHC) plan. Five pupils have English as an additional language (EAL) and receive support for their English. The school runs an inclusive excellence programme which includes provision for the most able and talented pupils.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils achieve superb results in sports, performing and creative arts.
 - Pupils demonstrate very high levels of competence in communication.
 - Pupils have outstanding levels of competency in information and communication technology (ICT) and its application to other areas of learning.
 - Older pupils have extremely well-developed attitudes towards their learning, demonstrating leadership, initiative and independence.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate very high levels of respect for, and appreciation of, their cultural diversity, showing sensitivity and tolerance to those of different backgrounds and traditions.
 - Pupils make excellent contributions to the school and community, fulfilling their roles and responsibilities to an inspiring level.
 - Pupils are very socially aware and so are able to work highly effectively with others.

Recommendation

- 3.3 In the context of the excellent outcomes, the school is asked to consider:
- ensuring the highest level of pupils' achievement in every lesson by bringing the standard of all teaching up to that of the very best.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The following analysis uses the national data for the years 2016 to 2018. These are the most recent three years for which comparative statistics are currently available. At GCSE, results have been well above the national average for maintained schools with almost two thirds of pupils achieving A* or A grades or their equivalent. At A level, three-fifths gained grades A*, A or B. Results in 2019 suggest that these levels of attainment have been maintained. Evidence from lesson observations, interviews with pupils, work scrutiny and standardised measures of progress show that pupils make excellent progress over time. This includes pupils with special educational needs and/or disabilities (SEND), those with English as an additional language (EAL) and the most able.
- 3.6 The overall quality of pupils' knowledge, skills and understanding is excellent. Pupils write highly effective, analytical essays that demonstrate strong linguistic skills and sophisticated interpretations of challenging texts. In a lower school English lesson, for example, pupils wrote well-structured and clearly expressed explorations of Othello's character, demonstrating sophisticated analytical and interpretational skills. Pupils use their mathematical knowledge to excellent effect across a number of subjects, most notably in the sciences, but also subjects such as economics and geography. In a lower-sixth chemistry lesson, for example, pupils used their knowledge of percentages and their graph-drawing skills to find solutions to problems involving rates of reaction in a very effective and accurate manner. In a GCSE chemistry lesson, the more able pupils confidently applied previously taught material to use a burette to perform a titration. In many lessons, pupils make excellent progress in developing their knowledge and understanding because teachers use clear and probing questions which elicit clarity and consolidation. For example, in a sixth-form history lesson, effective questioning was used to help pupils make links between Catholicism and communism. In a sixth-form business studies lesson, probing questions helped pupils to reflect with insight on the impact of large

companies on humans and the environment through their understanding of Elkington's triple bottom line data. In response to the pre-inspection questionnaire, a small minority of pupils did not agree that most lessons have interesting activities or used the time well. In a few lessons, the inspection found that pupils do not develop their knowledge, skills and understanding as well as in other lessons because the teaching does not always set a high enough level of challenge or fails to manage pupils' behaviour effectively.

- 3.7 The overall quality of pupils' communication skills is excellent. Pupils speak highly efficiently and effectively about complex subjects, articulate opinions confidently in group discussions and respond well to their peers' contributions. In an A-level history lesson, for example, pupils listened respectfully as others presented their responses clearly and persuasively. Pupils develop excellent debating and public speaking skills. Members of the debating club have achieved considerable success in national competitions and pupils gave outstanding presentations at the school's inaugural TEDx event. Pupils show a strong aptitude for reading and write effectively for a wide range of purposes. Articles written and edited by pupils for school publications are of an extremely high standard such as in their reporting of their involvement in reading and discussing the books shortlisted for the Carnegie Medal.
- 3.8 Pupils demonstrate an excellent grasp of numeracy as they confidently apply their numerical knowledge in mathematics and in other subjects. They use and manipulate formulae with ease. In a GCSE chemistry lesson, for example, pupils demonstrated a clear understanding of Avogadro's Law as they rearranged equations and formulae with precision. Pupils are skilled at realising how basic arithmetic operations are fundamental to a range of higher-order concepts and take great care to ensure accuracy. Pupils in a mathematics lesson in Year 7, for example, demonstrated using multiplication, division and prime numbers to find highest common factors with skill and determination. Older pupils are highly skilled at analysing and manipulating data. For example, sixth-form physicists very competently analysed data from a swinging pendulum to determine which variables affected the period of the motion and knowledgeably discussed the correlations. Pupils not only achieve excellent results in public examinations but also achieve success in national competitions, frequently qualifying for subsequent higher rounds of competitions, as a result of a culture where mathematical prowess is celebrated and revered.
- 3.9 Older pupils develop excellent ICT skills and apply these expertly across the curriculum. Pupils in the sixth form, for example, used extremely well-developed skills in order to research and develop ideas in a business studies lesson, seamlessly interspersing their own research with teacher-provided documents. In a science lesson in Year 9, pupils very keenly participated and demonstrated their understanding of standard form through the use of software which encouraged competition. Pupils enthusiastically attended, and demonstrated competence in, the pupil-led lunchtime virtual reality club. School leaders, working closely with the governing body, have promoted pupils' learning in this area by successfully implementing a 'bring your own device' policy with an ambitious range of subject-specific software which allows pupils to take increasing ownership and responsibility for their own learning. In a very few lessons, connectivity obstructed pupils' efforts to use ICT, preventing the effective and efficient use of class time.
- 3.10 Pupils display very good study skills. They are taught and practise study skills through subject-specific activities, the extended project qualification (EPQ) and presentations from external organisations. Sixth-form pupils describe how completing their EPQ helped to hone their skills. They demonstrate a very good ability to hypothesise. For example, in psychology pupils discussed very skilfully the differences between different types of hypotheses giving clear and detailed examples. Older pupils show excellent independent learning and research skills. Sixth-form economics pupils maturely and confidently discussed and assessed the reliability and accuracy of newspaper articles on the current economy as well as demonstrated excellent skills of reflection and evaluation about the implications of government decisions. Pupils understand how to use their notes and other resources to promote their own revision; for example, in mathematics they make excellent use of self-devised flashcards to create a bank of questions from which to test themselves. The overwhelming majority of pupils who

responded to the pre-inspection questionnaire agreed that teachers help them if they have problems with their work.

- 3.11 The overall quality of pupils' academic and other achievements is very good as a result of leadership and management promoting very effectively the school's aim to combine high academic standards with excellence in sport and the arts. Many pupils excel in regional and national competitions, such as exhibiting art work in a national gallery, choral scholarships with a prestigious choir and subject olympiads. Pupils realise highly accomplished artwork which is displayed around the school and are highly successful in the vast number of opportunities in music or drama. Pupils also achieve highly in sport as a result of the school's 'Sport for All' philosophy, promoting participation and increasing access. School teams have regular success in local and county competitions, and a good number of pupils play at regional and county level. Several pupils have been selected for elite training or professional academies.
- 3.12 Pupils show extremely positive attitudes to learning, especially in the older year groups. Where the teaching involves high expectations, well-planned lessons and stimulating material, pupils engage fully with tasks and activities, maintaining their focus. Pupils participate eagerly, work collaboratively, debate, discuss and support each other. In modern foreign language lessons, all pupils show a keenness to practise their speaking skills, as a result of positive reinforcement and modelling of the target language. They show initiative and independence when completing demanding tasks in which they take leadership of their learning. In art, sixth-form pupils take insightful and highly personal approaches to creative projects, producing wonderfully well-developed and expertly realised portfolios. Pupils recognise the value of cooperation and sensitively take on board the views of others. For example, in a sixth-form physics lesson, pupils discussed the ramifications of a previous piece of work without the intervention of a teacher, reaching conclusions collectively. In response to the pre-inspection questionnaire, a very large majority of pupils stated the school encourages them to think and learn for themselves which matches the values of the school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 All pupils demonstrate high levels of self-confidence, self-esteem and self-awareness. In conversations with inspectors, as well as in lessons and other activities, pupils reflect honestly and effectively on their experiences, demonstrating mature self-knowledge. Pupils confirmed that they know how well they are doing and what they need to do in order to reach their targets as a result of the quality and extent of written and oral feedback. In the pre-inspection questionnaire, a few parents felt the school does not provide their children with suitable advice about choices for careers. This was not corroborated by inspection evidence. Bespoke school events and careers guidance enable pupils to make informed choices. They speak knowledgeably about their plans for university or their choice of career pathway. Older pupils are self-disciplined and show a keen awareness of how to improve academically. They attend subject-specific clubs in order to enhance their outcomes, as well as a wide range of music, drama and sports clubs. This confirms leaders' success in ensuring the aims and values of the school are embedded.
- 3.15 Pupils are acutely aware of the influence and impact which their attitudes to learning have upon their progress. In discussions with inspectors, they reflected honestly about their improved behaviour and how this had helped their academic outcomes improve. Pupils recognise and appreciate that staff have high expectations and allow them sufficient independence to develop self-control and self-motivation. In drama, pupils were allowed to make their own decisions about stagecraft when devising a scene and their selections of vocal techniques and use of transitions made the outcome of their performance more fluent and poignant. Pupils are allowed to make decisions about the level of difficulty they wish to attempt through differentiated lesson planning. For example, pupils in a Year 9 mathematics lesson on expanding brackets keenly attempted the more challenging problems.

- 3.16 Pupils show an excellent level of spiritual understanding and a high level of appreciation of the non-material aspects of life, benefiting greatly from an extensive series of guest speakers, pupil-led assemblies and house events. They demonstrate an excellent awareness of spirituality, for example when discussing the beginnings of life during a religious studies lesson in Year 9. They reflected very perceptively on issues associated with abortion, pro-life and pro-choice, whilst providing sound reasoning for their opinions. Life and death were also themes in a GCSE English lesson, where pupils maturely discussed stories of near-death experiences referring to a sense of peace and enlightenment. Pupils' strong appreciation of the non-material aspects of life was evident when they discussed their awareness and pride in the school's heritage, making reference to displays around the school and their own sense of privilege.
- 3.17 A very large majority of both pupils and parents feel that the school actively promotes good behaviour and pupils are well behaved, demonstrating a keen understanding of the difference between right and wrong. The robust behaviour, sanctions and rewards policy provides a clear set of expectations and its effectiveness is reflected in the low proportion of repeat offenders. A sanction is often followed by a conversation between staff and pupil which provides further guidance and support, as well as creating a sense of fairness. Pupils proudly spoke about their contribution to the school's values, as evidenced in the anti-bullying policy which contains contributions from the student council. Pupils develop a strong understanding of, and respect for, systems of rules and laws through lessons and co-curricular activities such as pupil-led model united nations. In a Year 9 form time, pupils sensitively considered a day in the life of someone with learning difficulties and the morality of judging people by their appearance and how to treat others fairly.
- 3.18 Pupils demonstrate an excellent ability to work together. In lessons, pupils were observed working extremely effectively in small groups on a common task, using each other's knowledge to improve outcomes. In a sixth-form geography lesson, pupils worked together to develop their understanding of the character of a place using evidence from a map and their wider geographical knowledge, each contributing in a very effective manner to increase the understanding of all. In art, one pupil's individual work on Frida Kahlo was used as a catalyst to enhance understanding for all through shared ideas and alternative interpretations which were offered in a sensitive manner. The digital innovation room, designed by pupils, also saw them collaborate to successfully build a computer, whilst the combined cadet force and Duke of Edinburgh's Award scheme provide excellent opportunities for pupils to work with others. The number of pupils successfully completing their awards and the high standard of sporting achievements also demonstrate that pupils are extremely effective when working within teams.
- 3.19 Pupils contribute to very good effect to the school and local community and have a significant impact on the wider community through the service aspect of the co-curricular programme. Pupils work in local primary schools, writing and teaching a classics course, teaching computer coding and phonics as well as assisting with a variety of sports and activities, which all contribute to the pupils' well-developed sense of philanthropy. Music scholars have taken part in an orchestral mentor programme to work with primary school pupils to successfully stage a concert. Both older and younger pupils appreciate the benefit that subject-specific academic mentors bring to themselves in lessons and extra-curricular clubs. Pupils in Year 7 were overwhelmingly positive about the support provided by the senior prefects in the first few weeks of September. A small minority of parents in the questionnaire do not agree that the school listens to pupils; inspection evidence does not corroborate this. The student council plays an extremely effective role in galvanising student voice and stimulating action in order to effect change, both within and beyond the school community. A recent example is the development of the school's recycling scheme. Many pupils develop a keen sense of altruism through the school's focus on charity and the wealth of opportunities which enables many pupils to contribute very positively to the lives of others both at home and abroad. Many activities are pupil-led and include an annual coffee morning for charity, sending coats to Syria and donating to food banks. Pupils spoke about the value of other opportunities such as the international trip to Laos as part of the John Lyon Foundation.

- 3.20 The school community transcends cultural differences and exudes an ethos of inclusivity through natural acceptance. Pupils demonstrate high levels of sensitivity and tolerance to those from other backgrounds and traditions. In response to the questionnaire, a very large majority of pupils felt that the school encourages them to respect and tolerate other people, and comment that diversity is the essence of the school. They speak with pride about the annual diversity week which originated as a pupil-led initiative and recognise the school's efforts at raising awareness by inviting different speakers and sixth-form pupils to share their cultures and experiences during assemblies and form periods. In a religious studies and philosophy lesson, pupils demonstrated an excellent awareness of different traditions and cultures and could apply this knowledge to how different cultures practise worship and interpret good and evil. Pupils in Year 9 reflected on how they can make a positive impact on their community, both in school and out, by treating people fairly and with respect. They spoke eloquently in a discussion about the importance of fairness and equality, demonstrating high levels of empathy when discussing learning difficulties.
- 3.21 Pupils have an excellent comprehension of how to stay safe. They understand personal security, recognising the school's approach to developing a safe site. They spoke knowledgeably about online safety, appreciating their own role, and highlighted the school's guidance via assemblies, tutor periods, external agencies and the annual safety week. Pupils are aware of the role of the school's designated safeguarding lead and accurately describe what child protection entails. Pupils commented upon the value they place on the role of the pastoral team. In the questionnaire responses, a very small minority of pupils do not agree that the school encourages a healthy lifestyle. Discussions with pupils, however, indicate that they have an excellent awareness of making healthy choices at lunch, speaking confidently about the importance of a healthy diet and keeping fit. Pupils readily described the benefits of physical health and what the school does to encourage it. They highlighted the many opportunities to be active, explaining how physical fitness is both desirable and achievable, and praised the school's efforts to signpost them to a range of ways to participate.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Louise Robinson	Reporting inspector
Mrs Amy Fleming	Compliance team inspector (Deputy head, ISA school)
Mr Andrew Holman	Team inspector (Head, HMC school)
Mr Nicholas Hopton	Team inspector (Head of department, HMC school)
Mr Graham Yates	Team inspector (Deputy head, HMC school)

Appendix 2 – School Demographics

Appendix 2 – Summary of demographics

Nationality	British	92%
	Asian countries	2%
	Other European	2%
	Caribbean countries	1%
	American	1%
	African countries	0.2%
	Other	0.3%
	Not recorded	2%
Ethnic Group	Indian	32%
	Pakistani	8%
	Bangladeshi	0.2%
	Asian Any other Background	12%
	Black African	5%
	Black Caribbean	1%
	Black Any other Background	1%
	White British	12%
	White Irish	0.3%
	White Other	5%
	Chinese	2%
	Mixed White and Black African	0.2%
	Mixed Other	3%
	Mixed White and Asian	5%
	Mixed White and Black Caribbean	1%
	Any Other Ethnic Group	3%
	Not known or not divulged	10%
Religion	Hindu	12%
	Muslim	9%
	Christian	9%
	Sikh	3%
	Jainism	1%
	Other (2 religions; Jewish; Buddhist; other)	2%
	None / Not recorded	65%
SEN	None recorded	84%
	Mild	9%
	Severe	1%
	Significant	7%
Previous Education	Not recorded	47%
	Independent Pre-Prep or Prep School	25%
	Independent Senior School or Sixth Form School/College	3%
	Overseas	0.3%
	State Primary School	21%
	State Senior or Sixth Form/College	4%

Appendix 3 – School Achievements

JOHN LYON SCHOOL ACHIEVEMENT AND SUCCESSES

ADMISSIONS

- 75% of pupils come to use from local primaries.
- 250 apply for 80 places
- Applications from more than 100 schools every year

ACADEMIC

GCSE

- Two students achieved straight 9 grades (the equivalent of the highest A* grades)
- 17 Sixth Form Academic Scholarships, awarded to pupils attaining at least eight 8 grades

A-LEVEL

- Russell Group entry consistently 60%+
- 40% to the prestigious London Universities in 2020 - LSE, UCL, KCL, QMU, RHU, City
- Popular course choices: Medicine, International Relations, Biochemistry, Maths, Computer Science, Dentistry, Economics, English, History, Music, Classics.
- Scholarships are available: Academic, Art, Drama, Music, STEAM, Sport and All-Rounder - not just about financial incentive but also offers a wide-range of other types of support.
- 2020 saw publication of latest ISI school inspection, with John Lyon retaining its Excellent-Excellent rating.
- The Excellence Programme was started in 2017 and has grown since then. Includes regular guest speakers, Talks-on-the-Hill lecture evenings and JLx, a series of 15-minute lunchtime lectures led by different departments and designed to showcase an area of learning well beyond the School curriculum.
- Excellence Programme also organised TEDxJohnLyonSchool – the YouTube videos now watched half-a-million times.

- Student-led Academic Society has proven a success since 2019 with regular meetings including talks from pupils in Year 7 all the way to Upper Sixth. Here is a report of the most recent meeting.
- EdTech Top 50 School for Digital Innovation.
- The School now has its own CCF, working towards 100 cadets, which partners with local Pinner High School.

ART

- John Lyon pupils have won Harrow Borough's Whitefriars Art Competition in both 2019 and 2020.
- One pupil's art was displayed in the Royal Academy's Young Artists' Summer Show

DRAMA

Annual musical a consistent sell-out over three nights each year, with big casts including pupils from a number of local schools. Recent productions:

- We Will Rock You
- Anything Goes
- South Pacific

One Sixth Form student awarded coveted place in the National Youth Theatre (2020)

MUSIC

Ever-improving and at very high standard with excellent participation:

- 17 groups and ensembles (Flute Choir, Guitar Ensemble, Pride of Lyon's Chamber Choir, Rock Band etc...)
- Active links with both London Chamber Orchestra and Royal Academy of Music.
- Numerous Grade 8 musicians.
- Top musicians act as mentors to local school children as part of the LCO Music Junction programme.

SPORT

Promoting a healthy lifestyle is a key part of sport at John Lyon School, recent honours:

- Reigning 1st XI Middlesex Cricket champions

- Reigning U14 Middlesex Hockey champions (U13 Middlesex Hockey runners-up)
- 2019 U14 Harrow Borough Basketball champions
- 2019 U14 Harrow Borough Badminton champions
- 2019 U15 London Youth Games Water Polo Plate Winners
- One pupil a member of the 2019 Middlesex Schools Golf team which became English Schools Golf Association George McPartlin Trophy county champions.
- Two pupils currently on professional football club youth contracts.
- John Lyon named Cricketer Schools Guide top 100 school, 2021.

Appendix 4 – EdTech Report

The Edtech 50 SCHOOLS



A celebration of schools
from across the UK using
Education Technology to
support teaching and learning

Celebration Ambition Inspiration



Digital Strategy Group



Welcome to the Edtech 50 Schools

The Edtech 50 Schools is a celebration of the work going on in schools across the United Kingdom and Northern Ireland, that use education technology to support great teaching and enhance learning.

Edtech 50 Schools is supported by Intel, Jisc, NetSupport and in partnership with the Chartered College of Teaching, Independent Schools Council and TES. This report highlights digital flagship schools who demonstrate a focused sense of what is useful to them in terms of technology – whether it be in supporting teaching, cutting teacher workload, collaboration across staff teams or consolidating knowledge, enhancing creativity and broadening experiences across the curriculum.

There's a verve and commitment across these EdTech champions, and they deserve real praise. To put yourself forward for a national award, sharing your learning and practice is a bonus for all schools who may want to develop digital. There is a priority on safety and security, too. These Edtech 50 Schools are making the sensible case that education technology, if used well and coherently, can be of real benefit to education, pupils and teachers.

The richness and commitment to supporting teaching and learning across England, Wales, Scotland and N. Ireland is uplifting. But we'll need to find out more of what really works. It was clear that context and implementation itself are key.

The Edtech 50 Schools has been chosen from nomination and the insight of our judging panel. We asked schools to demonstrate a range of work using education technology, strategic focus and an ability to articulate impact in ways they thought important as educators. It was challenging to award the Edtech 50 Schools and this publication also contains 'ones to note' and 'ones to watch' – schools that are using education technology in imaginative and innovative ways.

The Edtech 50 Schools would not have been possible without the commitment of our distinguished judging panel that include:

Mark Anderson (ICT Evangelist), **Osi Ejiofor** (Teacher), **Sir Mark Grundy** (Executive Principal of Shireland Collegiate Academy Trust), **Martin Hamilton** (Jisc), **Amanda Hayward** (ICT in Schools), **Corinne Latham** (Principal, Seaview Primary School), **Ian Phillips** (Assistant Head, The Haberdashers' Aske's Boys' School), **Claire Price** (Headteacher),

Peter Rafferty, (Teacher and consultant), **Tom Rees** (Ambition Institute), **Jon Severs** (Features Editor, TES), **Gareth Shaw** (Ballyclare High School), **Kellie Williams** (Teacher), **Bukky Yusuf** (Teacher), **Mark Martin** (Urban Teacher), **Ollie Bray** (Lego Foundation), and Chair, **Ty Goddard** (Education Foundation and EdTech UK).

"The question is no longer whether technology should have a place in the classroom,' says the EEF, 'but how technology can most effectively be integrated in ways which achieve improved outcomes for young people."

The Edtech 50 also showed the power of assistive technology to support learners. We believe that there is more work to be done on honing technology to support all learners; including those with conditions such as dyslexia or children diagnosed on the autistic spectrum to thrive in the classroom.

Our long-term work at the Education Foundation suggests that teacher development and confidence is also crucial when developing digital. And we would like to see support for training – informal and formal – across our schools.

Leadership of the sector is vital and the partnership between educators, manufacturers, vendors and the EdTech businesses themselves is of utmost priority.

We'll need to see better collaboration between schools and across the EdTech sector to benefit the wider system. Our next publication, 'Schools' Guide to Developing Digital' in partnership with the Independent Schools Council will share more of the richness of these Edtech 50 award winners.

Across the UK we have education technology strategies shaped by governments and educators and we hope the Edtech 50 Schools supports learning, innovation and knowledge.

I would like to thank Russ Darbon and the team at the Education Foundation, our judging panel, our partners and all the schools who applied for Edtech 50 Schools.

Ty Goddard
Director, Education Foundation
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[@EdtechukHQ](https://www.edtechuk.org)

Department for Education

Technology can be one of the single most important elements in the educational arsenal. It can act as a catalyst for those who learn and those who teach, transforming the experiences of both.

We need schools and leaders to be able to understand more clearly, the benefits that specific technology tools can offer them.

I want our world class education sector to be at the forefront of this conversation – and to be shaping how innovation can help schools drive efficiencies, help drive down teacher workload and ultimately of course make the learning experience a better, more successful one, for all children and young people.

Rt. Hon. Damian Hinds, MP
Secretary of State,
Department of Education

Education Scotland

Our children and young people can access more information at the click of a button than at any point in history.

We know that pupils love technology and that it can have a significant positive impact on the learning experience – and on outcomes – when put to good use in schools. So it is vital that education systems are exploiting these opportunities and preparing our young people for life, learning and work in our digitised world.

Through Scotland's Digital Learning and Teaching Strategy; our STEM Strategy; and Curriculum for Excellence, we aim to make this a reality for children and young people in Scotland.

We also provide our education system with free access to a broad range of tools and services through our Glow online learning environment, giving further opportunities to capitalise on the benefits of digital for education.

We are seeing increased use of technology to support and enhance education right across the country and the Edtech 50 does a fantastic job of highlighting particular successes. I am delighted to see a number of Scottish schools recognised for their digital achievements and I hope they can inspire others to replicate that success.

John Swinney, MSP
Deputy First Minister and
Cabinet Secretary for Education and Skills

Welsh Government

I am truly delighted that Welsh schools have been recognised as part of the Edtech 50, as a result of their hard work in embracing the digital challenge.

As part of our National mission for education in Wales, we have committed to provide our learners with high-level digital skills. I want all of our learners to grow up to be digitally competent, allowing them to evolve into enterprising, creative and critical thinkers, giving them best chance in life. That's why we've made digital competence a key part of our exciting new curriculum, due to roll out in 2022.

There is much happening in Wales to support this commitment, including The Digital Competence Framework (DCF), the Hwb learning platform, our 'Cracking the Code' programme, and the new online personalised assessments. Additionally, the Technocamps programme gives our learners the opportunity to develop computational thinking and coding skills, inspiring them to consider a future in computer science, and beyond.

We are also aware that increased digital connectivity comes with its risks. That's why we've introduced our Online Safety Action Plan, that outlines the work we're undertaking to enhance online safety in Wales to keep our children and young people safe, and ensure they have the skills they need to live safely and successfully in the 21st Century.

Kirsty Williams, AM
Minister for Education

The Chartered College of Teaching

It is always a privilege to have the chance to hear about the high-quality practice taking place in schools across the country. The schools who have been part of Edtech 50 Schools have, of course, demonstrated thoughtful, reflective and purposeful uses of technology to improve outcomes for children and young people. But as well as this, they have demonstrated a willingness to support others by sharing their experience and what they have learnt in the process of engaging with technology, and this kind of collegiality is hugely important in moving practice in the system forward.

Seeing technology as a tool to support teaching and learning, rather than as a goal in itself, means supporting teachers.

At the Chartered College of Teaching, we recognize that well-supported, highly-informed teachers are the key to ensuring all children and young people can achieve highly. This has been clear in the submissions for Edtech 50, too. There is huge expertise demonstrated in how schools have ensured technologies selected are aligned to school needs, are carefully piloted and evaluated, and are utilised in a way that genuinely supports teaching and learning. Ensuring technology use reduces (rather than adding to) teacher workload is also very important; we are therefore pleased to see the emphasis given to this in many entries.

We have been delighted to see the entries in this year's Edtech 50 and warmly congratulate the schools involved!

Alison Peacock

CEO, The Chartered College of teaching.

Independent Schools Council

We are delighted to work with the Education Foundation on the Edtech 50 Schools project. It is a great opportunity to celebrate the success that schools are having developing digital elements to improve educational outcomes. These are our digital trailblazers; striving so we can all understand how to get the best from our use of technology and to more easily transfer digital successes between schools.

These schools have articulated the value of real partnerships either in collaborations between schools or with educational organisations. It is clear the investment that Edtech companies are making in schools and educators is making an enormous difference to schools' ability to adopt and develop their use of technology.

We are very proud of our independent schools who are mentioned, the partnerships they have developed and their investment in innovative training approaches in order to achieve their success.

We look forward to working together on the Schools' Guide to Developing Digital to support schools; simplifying the information schools need to understand; recommending technical standards and advice for partnerships and sharing stories from organisations to enable the transfer of success between schools.

Julie Robinson

General Secretary, ISC

Ian Philips

Chair, ISC Digital Group

Jisc

It gives me great pleasure to introduce the Edtech 50 Schools, fifty schools that are leading the way in exploiting the potential of technology to transform teaching and learning for the better.

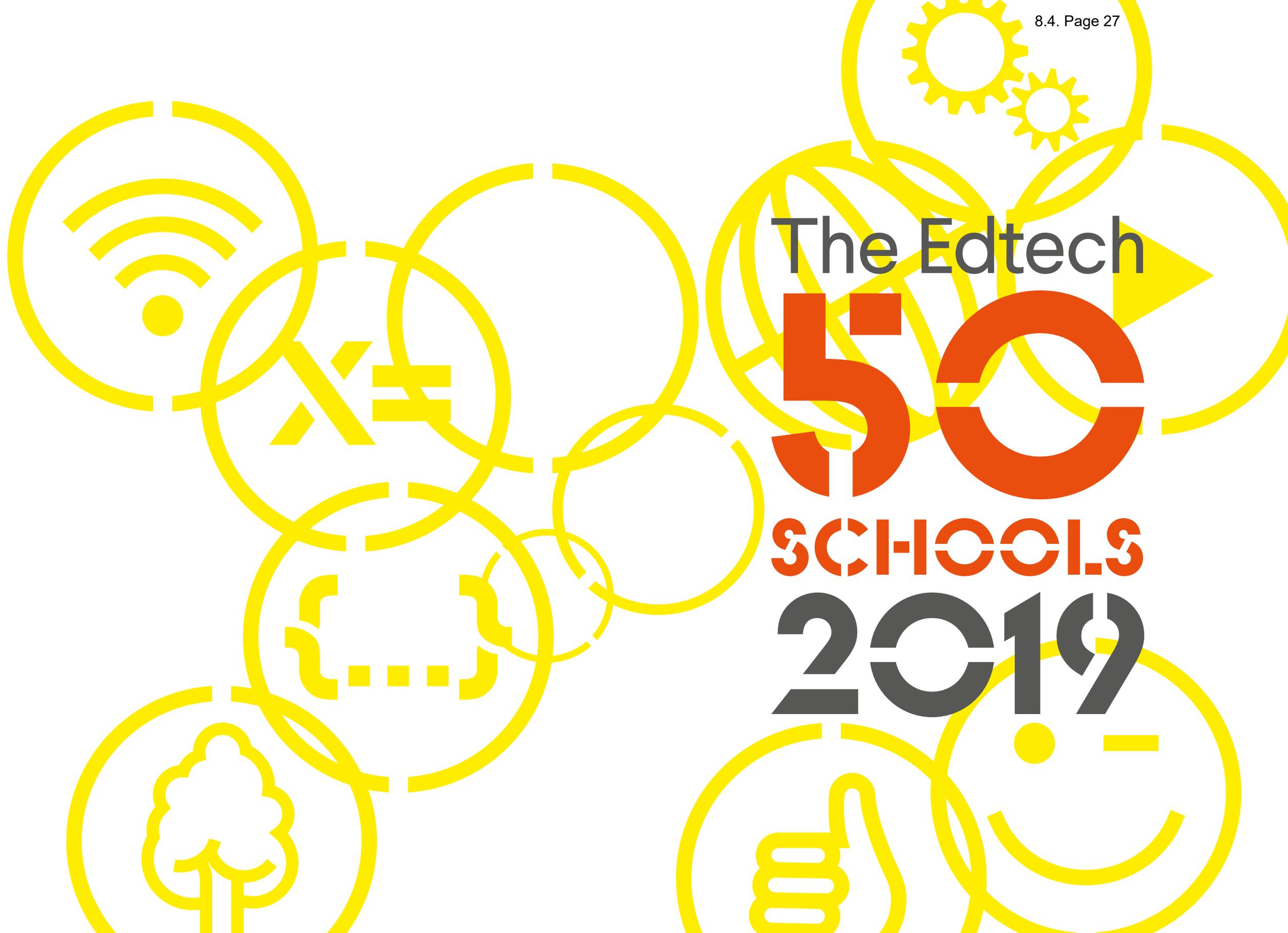
In this booklet you will hear about fifty schools that are using education technology in imaginative and inspiring ways. Fifty real-world stories about how edtech can help learners to develop and flourish, selected by our judging panel of educators, practitioners and edtech experts. From essential life skills like literacy and numeracy, through to developing a deep understanding of fourth industrial revolution technologies like robotics and artificial intelligence, edtech is here right now supporting our brilliant teachers and lighting a spark in the minds of pupils and students.

Here at Jisc our Janet network connects nearly half of the country's schools to the Internet, alongside the UK's universities, colleges and research institutes. From learners at primary schools taking their first tentative steps on the Internet through to space research using Goonhilly Earth Station and Large Hadron Collider data feeds, Janet underpins and binds together the UK's research and education community. We're really excited about the future of education, and the role that education technology can play in supporting teachers and learners alike. The Edtech 50 Schools shows us that the building blocks are here for that to be a positive, vibrant future full of potential.

Dr Paul Feldman

CEO, Jisc





The Edtech

50

SCHOOLS

2019

ENGLAND

Alsager School, Alsager, Cheshire

Ages: 11-18

www.alsagerschool.org

[@AlsagerSchool](https://twitter.com/AlsagerSchool)

Alsager School chose to highlight a community art and technology project its students are working on – Sway Life Stories. This involves students working with people with dementia, their families, friends and carers in the local community to create personalised "Life Stories" using Microsoft Sway. It's linked to the town's bid to become a dementia friendly town.

The concept is to combine aspects of reminiscence therapy with art and digital Microsoft Sway workshops.

At the same time as using Sway as a tool to help people with dementia, the skills involved for young people include communication skills, listening, and creativity. Importantly, it is getting students out into the local community and helping people with dementia.

Friendships have been made and stories shared with the community coming together to support people living with dementia as one.

The judges love the idea of making Life Stories books and see a potential to introduce the concept into other schools. Or as another judge puts it: "What a fantastic way to improve learners' digital literacy whilst also engaging with the community."

Anderton Park Primary School, Birmingham

www.andertonparkschool.org/

[@AndertonPark](https://twitter.com/AndertonPark)

Pupils at Anderton Park Primary School speak over thirty languages and the intake includes the recent arrival of children from Romania. While this rich diversity is valued, staff are acutely aware that children were arriving in a country where they don't speak a single word of the language and are then expected to take national tests in years 1,2 & 6.

One response was to move the IT curriculum forward to ensure that ICT has been woven into all areas of the curriculum which could then in turn begin to impact on English results. In January 2018, a project was started to increase attainment and progress in English through ICT.

The School has been working closely with FlashAcademy to develop a flexible, immersive app which can support children, (and their parents) to learn English reading across from their home language. When it became apparent that the vast

majority of the Romanian learners were not fluent in reading their own language, the team took this feedback on board and added an 'audio' function.

Forty children have used the app since January 2018. All the children spoke positively about using the app; including one pupil who said: "it's hard but fun."

Our judges were similarly impressed, liking the way this school 'identified a problem and helped develop a technological tool to solve it. This is a project with impact that can be reproduced elsewhere.'

Ashford School, East Hill, Kent

Independent

Ages: 3-18

www.ashfordschool.co.uk

Ashford School, a co-educational independent boarding and day school, takes a strategic, holistic approach to the deployment of EdTech with the result that there are positive outcomes for the school, students, teachers, parents and the local community.

They have produced a digital strategy framework for the implementation of technology in the school. The framework consists of four main strands, interlinked areas that are designed to result in maximum impact. These are: Digital Leadership and Vision, Streamlining of Digital IT and MIS systems, Pedagogical Integration and Content Curation in the Curriculum. These three pillars are supported by a continuous Digital Teacher Training Programme.

As a result of this streamlined ecosystem, teachers are able to work in more effective ways, making workloads more manageable. There has also been a significant impact on well-being and engagement for both students and teachers; with students embracing and 'co-constructing their own independent learning journey.' Ashford School has produced a Digital Parenting booklet, aimed at giving parents a good start in dealing with the technological challenges their children face. As one of our judges noted – 'very highly thought out digital strategy for both parents, pupils and staff. This school makes excellent use of their digital ecosystem to impact learning.'

The Bentley Federation (King Charles Primary School and Bentley West Primary School), Walsall, West Midlands

www.bentleyfederation.org.uk

[@thebentleyfed](https://twitter.com/thebentleyfed)

The Bentley Federation is a Computing at School Hub and provides support for other schools in the area of Computational Thinking, Coding and STEM. It uses Google for Education tools and Chromebooks – to drive innovation, freedom and promote positive online values.

It aims to empower children to become digital creators, not just consumers. To achieve this, the schools have invested in an Immersion Room and VR headsets; alongside creation software like CoSpaces. Plans are in place to develop teaching and learning using these tools in order to further inspire and embed technology in the curriculum.

For a number of years, the Federation has adopted NAACE's self-review framework as the basis of the schools' development planning. The comprehensive approach to technology embraced in these plans prioritises online safety guidance (using Digital Leaders, Y6). The Federation were awarded the 360° Online Safety Mark for the second time in July 2018.

Impacts include many examples of financial savings through embracing new technologies, access to technologies for SEN children in the Federation's Deaf Resource Base; as well as positive feedback from teachers on the quality of work deriving from the use of Green Screening, media, film and tools like Facerig.

Our judges thought this was a 'brilliant submission, covering not just the what and how but also the why.'

Bolton School Boys' Division, Bolton

Independent

Ages: 7-18

www.boltonschool.org/

An Apple Distinguished School where 1:1 iPad use has transformed the way pupils learn and the school's efficiency. iPad usage has been for several years an integral part of learning for over 2,000 pupils, who utilise the technology in the classroom, on the move and at home. iPad ambassadors are trained up to help their classmates.

The school's vision for introducing 1:1 iPads was about enabling innovative pedagogical approaches. At the same time, its success is predicated on

combining innovative learning techniques with traditional teaching methods. For Bolton Boys, the focus is not on the device itself but what it gives access to.

Technology is replacing the physical elements of school. In the words of the Headmaster: "Notability is the new jotter and file, iTunes U is the new textbook and hand-out, Showbie is the new pigeonhole and One Drive is the new locker. We make extensive use of Socrative and Educreations/Explain Everything and each department also employs subject specific apps."

Our judges noted the tangible evidence of academic accomplishment as well as the wider focus on the school's efficiency.

Britannia Village Primary School, London

www.britannia-village.newham.sch.uk/

Through 1:1 access to Chromebooks and daily use of Google Suite, Britannia Village Primary School has been able to improve computer literacy, digital skills and e-safety of not only the pupils but also teachers and parents (many of whom were not taught ICT at school).

Moving to the next level, this Google Reference School is now planning to provide high quality computer science education so children are equipped to contribute and compete within a rapidly changing tech focused world. Further drives to improve children's safety/security online are in the pipeline; as well as to share learning and encourage improved IT education amongst partner institutions. The current goal for the school is to become a Tech Education Hub by 2020.

Automatically collated, online feedback surveys from teachers, pupils and visitors include many positive elements. A typical comment from a child is: "it has helped me learn faster, be a better programmer and research things when I am stuck". 100% of teachers said that Chromebooks and G Suite have benefited teaching and learning. Children have their own class websites which has impressed visitors and, indeed, our judges. In particular, one judge notes the overall rationale for using tech in teaching and learning, and 'buckets of impact analysis – great job!'

Broadclyst Community Primary, Broadclyst, Devon

<https://bcps.org.uk/>
@BCPSchool

Broadclyst Community Primary is a Microsoft Showcase School which provides pupils with a project based learning driven curriculum. Projects are collaborative, encourage creativity and reasoning; having a final tangible outcome or product that can be shared with a real world audience. This drives all strategic inclusion of technology for pupils and staff.

The most spectacular example of this approach is the school's Global Enterprise Challenge (GEC). Each year, students aged 9-15 participate in teams across more than twenty countries in this business enterprise initiative. It incorporates a wide range of business skills while encompassing many different elements of the school curriculum, putting the children's learning into a real-life context.

Digital technology underpins the way teachers plan, teach and collaborate. They use digital inking wirelessly projected within media rich classrooms that enable a totally different and innovative approach to teaching. The school cites this approach as delivering sustained year on year high outcomes for children across the curriculum. Our judges liked the breadth of the digital offer, the range of applications used; and the team work. And in the words of one: 'how amazing it must be to be a part of the GEC and know that your school is responsible for it.'

Canary Wharf College, Multi-Academy Schools, London

Ages: 4-18
www.canarywharfcollege.co.uk/
@CanaryWharfColl

Canary Wharf College is a multi-academy trust with two primary schools and one secondary on the Isle of Dogs.

Technology is a central tool that supports teaching and learning at all stages and across all areas of the curriculum. ICT helps to extend the learning experience through aiding the delivery of lesson content in every subject and allows pupils to engage in their lessons through a variety of ways.

The pupils are able to use resources such as Bee-Bots, iPads, robot animation kits and specialist equipment which helps to deliver a fuller curriculum.

There are iPads, apple tv and laptops connected to wall mounted digital screens in all rooms across the schools. Pupils are taught basic coding and how to use a computer in their earliest years and these skills are developed as they move through the school.

The key digital strategy is to remain at the forefront of technological development in the field of education. Activities are age appropriate within the overall framework and include safeguarding and parental engagement priorities.

Impact is multi-layered, including across engagement and collaboration for pupils – and for staff with pupil assessment and behaviour management, and for CPD (online, interactive). 'A very impressive submission,' concludes one judge.

Caterham School, Caterham, Surrey Independent

Ages: 11-18
www.caterhamschool.co.uk/
@Caterham_School

Caterham School, an independent co-educational day and boarding school, aims to provide an education for life that blends the best of tradition with the exciting opportunities provided by new technology. Technology is something which is embedded across the school, enabling pupils to do things in class which would not have been possible without it; ranging from video reflections on work, through to recording biological reactions down a microscope.

The school has recently introduced an online Digital Inquiry course. It requires students to develop a particular digital skill and apply this learning to develop a product which solves a particular problem they have identified. Skills are developed which will be of value immediately but also in the longer-term: benefits around business skills, critical thinking, entrepreneurship and self-awareness.

In 2016, Caterham School opened its Innovation Centre and has run a number of different clubs which aim to develop pupils' technology skills outside of the curriculum...cyber security challenges, app-design competitions, Lego robotics, VEX robotics, a girls-only coding club. Judges particularly remarked on the Digital Inquiry Course, highlighting the use of digital skills to address a real life problem, as well as the overall rationale for use of tech in teaching and learning.

They were also impressed by the real evidence of impact – both qualitative and quantitative. Caterham School is an Apple Distinguished School.

Copenhagen Primary School, London

www.copenhagen.islington.sch.uk
@CopenhagenP
Copenhagen Primary School focuses heavily on digital literacy as much as on traditional literacy in order to engage its children in a love of learning.

They do this with a strong emphasis on video production, bringing their work to life using skills of presentation, team work, and video editing, on occasions involving authors like Peter Bunzl and Michael Rosen.

The school also recently made its own prospectus video with children themselves filming and directing the shoot.

Copenhagen Primary School collaborated with the Institute of Education's EDUCATE programme to measure the efficacy of EdTech. The school was featured by BBC Good Food for its take on MasterChef.

Danesfield School, Marlow, Buckinghamshire

www.danesfieldschool.com
@DanesfieldSchl
This primary school is a Microsoft Showcase School, as well as being one of only six Microsoft Training Academies.

Technology is completely embedded in the school's curriculum but teachers do not just use technology for the sake of it. Its use is carefully considered to enable children to best fulfil the learning objectives of the particular lesson.

The cultural shift necessary to embedding technology (and the increase in devices) in the classroom was assisted by training through participation in the Microsoft Educator Community. Staff Champions selected particular areas of expertise/interest, from Minecraft to Skype to QR code, which they were responsible for sharing across the school.

Adopting imaginative teaching skills, in the view of the school, has resulted in pupils developing a range of key life skills, making them 'secondary school-ready.' The school is keen to highlight the significant upturn within three years in its results, from in the bottom 10% of achievement in areas like reading, writing and maths to joining the top 10%.

Technology has been a key component in this turnaround. Our judges picked up on this change in school performance and overall thought this was a 'brilliant submission, evidencing both the rationale for using the tech and the impact that it has had.'

Denbigh High School, Luton, Bedfordshire

Ages: 11-16
www.denbighhigh.luton.sch.uk/
@DenbighHigh

Denbigh High School has developed a whole school technology and learning strategy, covering all areas of the curriculum and all key stages. It is a key element of the school's continuous improvement planning.

The school operates a strategic approach to technology for learning. This manifests itself in a variety of ways; all of which are importantly underpinned by a consistently joined up approach.

From the use of Green Screen in History classes on World War One to instant video playback in PE lessons, to the development of Apps by pupils, technology is fully embraced at all levels. This also includes a priority on online safety for pupils, their parents and teachers.

The school is an OfSTED Outstanding School and in recent exam results nearly a third of all students gained at least three highest attaining GCSE grades. It is a multi-award winning establishment with accolades ranging from selection by UNESCO as the UK Case Study for 'Using mobile technology to support learners from disadvantaged backgrounds' to being shortlisted on the BBC Radio 1 'Teen Hero Award – Make It Digital.' Judges were impressed by the commitment to making technology integral to learning and the impact on pupil outcomes, not only for their own pupils but for those of other schools. One simply commented: 'Well done all!'

Friars Academy, Wellingborough, Northamptonshire

Ages: 11-18
<https://www.friarsacademy.org/>
@FriarsAcademyPE

This academy uses technology to enhance students' perception of the world around them to prepare them for the changing world away from life in formal education.

Technology underpins everything at Friars Academy; students may not always be able to express their thoughts and feelings in the same

manner as others around them. Innovative use of technology allows another form of expression, another channel for sharing and receiving information that may go unseen or misunderstood in the usual day-to-day context.

A staff Tech Team has been created to manage the delivery of Microsoft 365 across the Academy; working together to bring different perspectives and experiences that are shaping knowledge and understanding.

A junior Tech Team has also been set up to capture a student perspective. They are now training to use an in-house mobile radio station for future broadcasts.

A vertical English intervention group uses Sway to write and share a student newsletter; this is shared with students, parents and carers and is shown on the screen in the school's reception.

Current work includes supporting local schools to enhance their use of technology and a partnership with local business, Cummins UK.

The Godolphin and Latymer School, London

Independent

Ages: 11-18

www.godolphinandlatymer.com/

[@GandLSchool](https://twitter.com/GandLSchool)

The Godolphin and Latymer school, an independent day school for girls, defines itself as a 'research-informed' school and is particularly proud of the approach it has taken to the use of technology, on its '1:1 iPad journey' since September 2015. A digital strategy is firmly embedded in the school's overall approach to teaching and learning. There is an underlying philosophy that technology can amplify great teaching, but not replace it.

The Godolphin & Latymer School has been involved in filming for the forthcoming FutureLearn (a previous Edtech 50 2018 winner) course from the Chartered College of Teaching entitled, 'Using Technology in Evidence Informed Teaching and Learning.' As part of this project, the school provided footage of exemplar classroom practice, for example using quizzing apps such as Nearpod, Socrative and Quizlet, collaboration using G-Suite apps and screen-casting using Explain Everything,

The 1:1 use of iPads in particular and more widely the school's use of technology has been independently evaluated; the report commending in particular the fully integrated use of Google Suite, and noting more

generally a confidence and competence in both pupils and staff in getting the best out of the technology. The judging panel thought Godolphin's submission was a 'brilliantly set out exposition' on how and why the school has taken this approach, incorporating independent evaluation feedback; combined with validated ideas to support a transformation in teaching and learning. The school hosts the West London Regional Training Centre for Apple.

Hadrian Primary School, South Shields

www.hadrianprimary.org/

[@Hadrianprimary](https://twitter.com/Hadrianprimary)

As a school with 'a huge percentage of children with EAL from different backgrounds', getting children to understand technology and use it well has become a core theme. Hadrian Primary School has begun to integrate technology across all areas of school life. It aims to use technology to enhance the learning of pupils, teaching, assessment and to enhance communication with and involvement of parents.

It has adopted Ireland's 'Digital Strategy for Schools 2015-2020' document as its own – to understand what strategies work best and to 'achieve great things in technology'. All the elements of the strategy are addressed including live assessments (using Seesaw), integrated teaching, learning and assessment across the whole school.

The school notes a huge impact in most areas. These include having a purpose for writing through providing the children with a world-wide audience for their work. For instance, pupils wrote poems about Mohammed Ali and placed them on social media. By the next day, his daughter had viewed them and sent a message of thanks.

In Maths and Reading, by using Reading Plus, for example, or producing 'YouTube How to Videos,' attainment has significantly improved. As a judge comments, 'the improvements in results and in aspirations of pupils to succeed stand out. Technology is embedded across the school, but I like the way staff and pupils are still looking at ways to develop further and encouraging enjoyment to learn. Being able to reach a real audience opens a window into the world and has impacted on writing standards.'

Halcyon London International School, London

Independent

Ages: 11-18

<https://halcyonschool.com/>

[@HalcyonSchool](https://twitter.com/HalcyonSchool)

Halcyon London International is an International Baccalaureate School based in the centre of London. Committed to innovation, collaboration and community, its intake from around the world consists of 43 nationalities. Pupils experience a challenging academic programme combined with an innovative approach to wellbeing, which is underpinned by an integrated digital environment.

The school is very clear about why and how it uses EdTech – digital tools are only present if they 'serve to support and/or transform what is going on in the classroom.' Every child has their own device and uses Google Suite for Education. As well as teaching Digital Citizenship, Halcyon School aims to leverage the power of Augmented Reality and Virtual Reality and cites exemplary usage in subjects as diverse as Biology and Spanish. Alternative Realities enable students to immerse themselves in experiences outside the school walls from Machu Picchu to Antarctica or into Space. The school is a Google Reference School and an Apple Regional Training Centre. Judges liked the fact that the use of technologies is well embedded in the school that it is 'invisible', and that 'pedagogy underpins decision making and external agencies' research underpins strategic direction with the focus on outcomes.'

Hove Park School, Hove

Ages: 11-19

www.hovepark.brighton-hove.sch.uk/

[@HpsHove](https://twitter.com/HpsHove)

Hove Park School introduced 1:1 iPads in 2013 and soon after was recognised for the first time as an Apple Distinguished School. The devices are used in a multitude of ways to enhance traditional learning methods. Staff have new ways to engage students in their learning and powerful, interactive methods for assessing and developing understanding. Students experience greater choice and creativity for producing work, and can share this with each other, their teachers and the wider world with ease; also allowing parents a greater insight into their child's day to day studies.

The school emphasises digital fluency across its work and as a senior leader says, " We believe we have a duty to provide our students with an education for the 21st century where effective and innovative use of technology is important to the demands of the modern world." It is important for the school that much of this work is also led by student Digital Leaders – this includes hosting many international visitors to the school; accessing a range of learning activities off site and then sharing their experiences with students back at school.

One pupil said, "We were able to introduce visitors to some apps such as Showbie and Nearpod."

The new academic year will see teachers becoming certified Apple Teachers. Hove Park is launching the Classroom App for Years 7-10 which will allow teachers to direct student learning inside the classroom more effectively.

The school has recently introduced Everyone Can Code resources at the Valley campus to help students to learn to code on iPad, with many students choosing to continue their coding studies independently at home.

John Lyon School, Harrow-on-the-Hill

Independent

Ages: 4-18

www.johnlyon.org/

[@JohnLyonHarrow](https://twitter.com/JohnLyonHarrow)

John Lyon School's digital strategy is informed by its wider values. It fully embraces technology, but it is only used when it enhances learning outcomes.

The school, an independent boys' school, has successfully implemented a Bring Your Own Device policy for all students, with content increasingly delivered and assessed online with a wide range of media. General impact on learning has been positive at a number of levels, with students taking more ownership and responsibility for their learning and freeing up staff time.

Practicalities around bringing their own device, maintaining it, and using it appropriately has fostered close staff/student collaboration, including providing a springboard for discussions around online safety and healthy device use.

The school has established a Digital Innovation Space, which students are designing and choosing how to furnish. It will be used to encourage learning in non-traditional ways, as a makerspace, with student projects and personal interests encouraged.

This will be a space to experiment with new technology such as Virtual Reality and robotics, to investigate how it may fit in to existing school curricula and to also give students an opportunity to learn about technology and issues which fall outside of the scope of their lessons. This is seen as vital given that we 'cannot predict exactly what developments will occur in the future.'

Layton Primary School, Blackpool

www.layton.blackpool.sch.uk

@LaytonPS

Layton Primary School operates its so-called 5Rs for its children and staff: resilience, reflective, risk-taking, resourceful and relationships. For the school, though, technology is not additional to the 5Rs but goes hand in hand with such qualities.

Children use their devices as a digital pencil case enabling them to be resourceful learners. Having 1:1 devices also ensures inclusivity for every single child no matter of their educational need nor ability. For teachers, a device for each of them has had a huge impact on their workload – they spend more time looking at how children learn and this feeds in to how teachers give voice feedback. Time can then be spent developing their subject knowledge.

None of these developments and successes came about by accident. The school embarked on a long-term strategic journey around six years ago, at which point educational outcomes were rather poor. Today – Layton Primary has 1:1 devices, was graded as 'Outstanding' by Ofsted, and has been in the top 1% of schools in the country for progress.

An 'Innovation Team' is tasked with making sure the school can sustain innovation. Pupil iLeaders in school lead staff meetings and go into classes to teach their peers and teachers, embedding the school's motto of 'Growing great minds together'.

Our judges thought this was 'a fantastic success story.' Layton Primary School is an Apple Distinguished School.

Leeds West Academy, Leeds

Ages: 11-19

www.leedswestacademy.org.uk/

@LeedsWestWay

The Leeds West Academy have created a bespoke online system called the 'ANT' to support all colleagues in the academy to understand the needs of all pupils. (ANT stands for Additional Needs Team).

For each student ANT includes the general context, behaviour, attendance and academic targets. Supplemented with accessible key documentation, there is fast access to relevant teaching strategies and clear referral routes to specific staff. It allows teachers to share strategies on what works with each student, the Inclusion team to add supporting documents for all colleagues to utilise and finally, to quantify levels of support in a concise and transparent way.

Staff feedback suggests a strong appreciation of ANT as a support mechanism. Our judges are similarly positive including making the observation that the approach is 'useful in schools – as support teams often have specialised knowledge that is not always shared with 'mainstream' teachers. And again they find it 'really fascinating to see how the school have been successful in taking their own bespoke route to using tech to support teaching and learning.'

London Design & Engineering University Technical College, London

Age: 14-19

<https://www.ldeutc.co.uk/>

@LDEUTC

London Design and Engineering UTC (LDE UTC) is a mixed University Technical College on the University of East London campus in the Royal Docks area of London.

It's a high tech school where academic excellence and employer partners combine to create the next generation of 'confident, work-ready individuals.'

The curriculum is delivered through interesting and exciting employer-led projects, enabling learning by doing. Learning is relevant and memorable and boosts students' academic achievement.

A cohort of the college's Y13 Digital Media students were graded 'Double Distinction'; being able to demonstrate real-world projects such as published Apps and VR animations with organisations such as Augmentifyit, Fujitsu and Water Aid.

Working with real employer briefs focusing on VR and AR technologies and Digital Media assignment work, LDE UTC is underpinned by a whole school themed learning approach, using technologies such as 3D printing, robotics, VR, AR and LEGO.

As one judge puts it, about LDE UTC's programming robots project, – consisting of a collaborative task to get a Nao robot to ski, plus a trip to the Italian Alps, and 3d printing: 'I can't un-see the skiing robots!'

Matthew Moss High School, Rochdale

Ages: 11-16

www.mmhs.co.uk/

@MathewMossHigh

Matthew Moss High School has a strong culture of using G-Suite as the basis for communication. This is complemented by using carefully selected services which are integrated, following discussions between department leads, teachers and the IT Support team. This leads to a robust and stable IT provision that enables rather than hindering teaching and learning.

The school is keen to highlight its partnership with Tassomai, (an EdTech 2018 'One to Note' product) used to help boost attainment in GCSE science. It has resulted in the best GCSE science grades the school has seen with over 7% of students getting the highest possible grade. Over half of the cohort were above 55.

Mathew Moss also run a voluntary Saturday school session where local sixth formers are paid to coach their peers. This year, the sixth form students were able to look at Tassomai's data to identify any problem areas, and say "actually, I can see you're finding this particular subject tricky so let's work on that today". The judges feel that 'here is an example of integrated educational technology impacting on a school at all levels.' One notes the real-life changing outcomes... 'complemented by canny involvement of sixth formers in a tutoring capacity. Fantastic!'

New Wave Federation, Hackney, London

Grzebok Primary School

Shacklewell Primary School

Woodberry Down Primary School

newwaveteachingschoolalliance.co.uk/

@NewWaveFed

The New Wave Federation consists of three primary schools working together in Hackney. There is a focus on using mobile devices (iPads) as a tool for learning with a range of technology on offer to ensure that the computing curriculum is both broad and engaging.

The Federation has a digital strategy team which supports teachers to integrate technology in their teaching, while there's also an expectation that subject leaders have a responsibility to embed the purposeful use of technology into their teaching.

Impact has been seen in higher attainment levels and in the continuous improvement in Key Stage Two data. The schools are now focusing on

developing skills in collaboration and teamwork via coding projects, using Swift Playgrounds (an iOS coding app). Using drones, this creates an immersive learning experience for children. Staff have noticed that children who may not be the highest attainers in some subjects have great success with Swift; beginning to help others in their classroom.

Another significant impact of technology has been experienced by the high percentage of children for whom English is an additional language, and not spoken at home. Taught photography and recording skills have given the most reluctant speakers a voice, and reluctant writers, a purpose. Self-recording of spoken English has proven to be a great way for pupils to practise, self-assess and improve language acquisition. Judges love the many examples of impact here; but especially the success with EAL and more reluctant learners. Apple's North London Regional Training Centre is based at Woodberry Down Primary School.

Newington Green Primary School, London

<http://newingtongreen.co.uk/>

@NGpupils

Newington Green Primary School demonstrates good practice in the use of digital resources and technologies to support and enhance opportunities for all learners regardless of age or ability. This is across the curriculum and subject areas.

It does this informed by a comprehensive digital strategy, covering everything from staff CPD, to prioritising SEN and inclusion as part of its digital offer, to engaging and empowering parents. For two neighbouring schools, Newington Green is the Digital Technical Lead.

Introducing Office 365 and cloud solutions has already brought about a change in work practices and workflow. For pupils, including some of the youngest, EdTech use has provided them with an outlet for their voice. Apps such as Seesaw enable pupils to articulate their thoughts and opinions more readily than if they had to note them down.

Probably the greatest impact of EdTech use, the school believes, is through the use of LGfL resources such as Busythings, J2e and an assortment of Augmented and Virtual reality packages. Indeed, the school won the LGfL Digital Excellence award for 'Whole school use of LGfL resources'.

One of our judges' comments, 'here was a fantastic canter through the tech supported interventions that the school has used and the rationale behind them'.

The Olive Tree Primary School, Bolton

www.theolivetreeprimary.com/
[@OliveTreeBolton](https://twitter.com/OliveTreeBolton)

The majority of the Olive Tree Primary School's students are from one of the most disadvantaged areas in the UK. Most are from minority ethnic backgrounds with English as an additional language.

The school's iPad one-to-one programme allows the teachers and students 'to reach a potential that wouldn't ordinarily be possible.' Opportunities are created for students to direct their own learning through methods such as content creation, voice feedback and coding.

Recorded voice feedback has significantly improved students' understanding of teachers' feedback and their ability to progress more quickly compared to traditional handwritten marking. Teacher workload, too, has been significantly reduced through the use of digitised voice feedback. There's a reduction in teacher workload of around 4.5 hours per week.

The school indicates that students with EAL show particular improvement. Parental engagement is higher and this has been demonstrated recently by a Leading Parent Partnership award. The judges find the Olive Tree's submission: 'short and to the point – this school has a clear goal to use tech to reduce teacher workload, has achieved it and even won an award for their work.'

Ribblesdale High School, Clitheroe

Ages: 11-16
www.ribblesdale.org/
[@ribbweb](https://twitter.com/ribbweb)

Ribblesdale High School has implemented a cloud first digital strategy. The use of OneNote Class Notebooks allows students to produce work in a variety of ways, which best suits their learning style. Teachers are also able to provide real-time feedback, ensuring the opportunity for impact is maximised. It also gives the opportunity for teachers to provide feedback in a variety of forms, such as video and audio. This not only saves teachers' time, but often prompts students to react more readily than if it were in the written form.

A long-term and comprehensive strategy underpins the school's digital thinking. This includes the use of formal qualifications, such as Microsoft Office Specialist and Technical Associate to formally recognise the students' digital literacy. Judges particularly like this commitment to students' skills for their future. Other priorities focus on the use of real-time learning apps across the school. A thread runs throughout the plan on the adoption of new technology such as AI and Mixed Reality to enhance the learning experience. The school's pragmatic mantra is: 'try it, measure the impact, evaluate it, adopt or drop!'

Royal Hospital School, Holbrook, Ipswich Independent

Ages: 11-18
www.royalhospitalschool.org/
[@RHSuffolk](https://twitter.com/RHSuffolk)

The Royal Hospital School's approach to the use of technology, is comprehensive and ambitious. At its core, the school, a co-educational independent day and boarding school with naval traditions, aims to make learning as relevant, contemporary, contextualised and as interesting as possible. Technology is seen as a key to achieving this, along with traditional teaching pedagogy.

The school highlights its use of augmented reality to build an immersive art installation to commemorate the centenary of the Armistice, and separately, its comprehensive approach to online safety and institutional progression.

It strives for excellence in the use of EdTech. Mobile learning has been significant in the development of teaching and learning for over six years. This commenced with a two-year training programme for teachers; with a roll out of 1:1 devices in 2014.

The School is an Apple Regional Training Centre, and recognition includes a 360 Degree Online Safety Mark and status as a national 'Beacon of Good Practice.'

Within its technology curriculum, the Key Stage 3 Compass module comprises a 'carousel of digital skills, coding, creativity, workflows and problem solving exercises to develop digital literacy.'

For one judge, this is a fantastic example of a school that 'doesn't just know why it is using tech in teaching and learning, but can point to its success in rising attainment and indeed has won awards for its work.'

Stephenson Memorial Primary School, Newcastle upon Tyne

www.stephensonmemorial.co.uk/
[@SMemorial](https://twitter.com/SMemorial)

This Apple Distinguished School sees iPads as 'important as a pencil' and operates a very successful 1:1 iPad leasing scheme for all children in key stage 2; soon to be rolled out to KS1. iPads and MacBook are available throughout the school alongside Apple TVs and flexible learning environments.

Digital agility and integration is at the heart of the school's vision of engaging parents and pupils. The considered and thought-through use of iPads is seen as crucial to integrating technology into the school's learning; which includes project based learning. They sit alongside products in the school which mean that pupils can quickly display their work to the whole class and receive instant feedback.

Results have been impressive. The school holds progress data that shows how a cohort that had 1:1 iPads made significantly more progress than a cohort that did not. In-school data indicates that children make good progress from very low starting points. In addition to higher attainment levels in general, outcomes for SEN boy pupils have improved, as well as the school's SAT results. This sort of success contributed to Stephenson's Memorial Primary School becoming North Tyneside's first Apple Regional Training Centre in 2015.

Springwell Learning Community, Barnsley

<https://springwelllearningcommunity.co.uk/>
[@SpringwellLC](https://twitter.com/SpringwellLC)

Springwell is a full age range special academy. EdTech provides all students with an appropriate curriculum that gives opportunities for academic, social and emotional progression.

The school is now fully immersed in the iPad 1:1 programme. Blogging was introduced, highlighting its capacity to make a real difference to the children's learning. The platform to write for a real audience gives genuine purpose, impacting positively on the quality of their writing. Imaginative and effect use of social media (e.g. 'Honey I Shrunk the Pupils' on YouTube) means there is a 'buzz' about the place; attainment is up, negative behaviour incidents are down, morale is high amongst all stakeholders as 'we continue to redefine learning and promote creativity'.

Evidence based on the tracking of achievement data shows that the introduction of Springwell's 1:1

iPad project has made a positive contribution to the school's work to close the gap between the progress of disadvantaged students with their peers, particularly with reading and writing. And staff have noticed a 'massive rise in the confidence' of autistic students.

In short, EdTech has 'transformed the learning environments of Springwell from four walled classrooms to no walled classroom.'

Swiss Cottage School Research & Development Centre, London

Ages: 2-19
<http://swisscottage.camden.sch.uk/>

This special school in the London Borough of Camden views education through the lens of making it inclusive for all. It's also a teaching school, leading an alliance of school and professional partners who work collaboratively to promote innovation and research in a range of areas, including pedagogy, technology and teacher training.

The school makes use of professional learning communities, who work across the school with all staff and specialised teams. Consequently, the right learning technologies can be allocated to the pupils against their personal learning intentions, including communication devices and specific apps – like Snap and Core and Clicker and specialist hardware and software.

The impact of technology across the school, and for wider stakeholders, is channelled via the centre's online learning journal. This allows pupil progress to be tracked over time. It also enables the capture of formative assessments and to evaluate learning to establish 'summative assessment measures.' As a Teaching School, achievements are also shared and widely disseminated through events like 'What's Special about Special,' which provide an insight for organisations into SEND education technology case studies and projects.

One of the judges commented that he 'really liked how the school has embedded tech as an enabler in key processes like teacher training.'

The West Grantham Academy St Hugh's, Grantham

Ages: 11-16

www.wgacademiustrust.org.uk/

The West Grantham Academy St Hugh's is passionate about the role that technology can play in the learning process, and encourages the use of iPads in the classroom and at home to deepen the learning experience. It is a 1:1 iPad school. 50% of students are in receipt of the pupil premium.

St Hugh's is keen to highlight the way technology is used to encourage independent learning. The curriculum is designed to allow time for students to study independently, following their feedback – via a weekly e-statement, Showbie, Seesaw, Tassomai, Complete Maths and many other options. It enables learners to become increasingly independent.

A comprehensive strategic approach to technology is now in its third year, allowing a progression to sharing successes with weekly Sharing Good Practice Sessions and a move towards ensuring all staff become Apple teachers.

The school is one of the case study schools for the Chartered College EdTech online course. The study focuses on modelling; dual coding and collaborative writing. Another area of impact has been St Hugh's project with Beaconsfield High School. The latter's Y12 students mentored St Hugh's KS4 students two mornings a week via FaceTime. Using iPads, this enables students who have recently experienced success in their GCSE exams to support those who are preparing for them.

Our judges were really positive about this improving school: 'Absolutely wonderful reading this – very clear from the submission how the school is making thoughtful use of tech and with results that speak for themselves. Great to hear the student voice represented.'

Whitefield Primary School, Liverpool

www.whitefieldprimaryschool.co.uk/

[@WhitefieldPS](#)

Whitefield Primary School has embedded technology across the curriculum through iPad use.

The school is now also using VR to support foundation subjects and literacy. E-safety is taken seriously and White Field Primary has operated eCadets, (a 2018 EdTech award winner) for five years.

New technology is explored using the Lesson Study approach, supported by policy and

performance management targets for staff. The aim is to achieve realistic innovation; ensuring staff are trained, confident and able to make and learn from any mistakes. The local Community Learning Centre has noted approvingly the drive to integrate technology into all learning.

A recent outstanding Ofsted report highlighted the use of technology and the school is proud of its engagement with parents through Seesaw for Schools.

Judges are impressed by the use of technology to impact on results: 'I also liked that they improved parental engagement with a simple initiative. Simple but effective.' Another comments: 'What an inspiring success story!'

Wimbledon High School, London Independent

Ages: 4-18

www.wimbledonhigh.gdst.net/

[@WimbledonHigh](#)

Uppermost in this school's mind is the need to equip its girls to navigate a fully digital world. Technology is embedded right across the school, as a tool for enhancing learning, underpinned by pedagogy and informed by a clear strategic direction. Wimbledon High School, an independent girls' day school, is a Microsoft Showcase School and the use of Teams and OneNote is the cornerstone of its approach.

The strategic focus is on developing and measuring real added value to transform the school's teaching. This is perhaps best captured in the school's STEAM philosophy, where cross-curriculum thinking, making and experimentation are 'at the heart of what we do.'

All subject departments work with STEAM, aided by Scientists in Residence located in the school's new STEAM Lab. This enabling space can help break down barriers between subjects, ensuring pupils are confident, critical thinkers; with a creative approach to problem-solving. Judges were impressed with the rich vein of feedback provided by the technology, used by teachers to shape future, bespoke, (and according to the school's impact measures), much faster-paced lessons. Wimbledon High School's creative and well thought-through approach to technology was also noted. As one judge comments: 'Loved the STEAM room, it's like a sauna, but for tech!'

Witton Park Academy, Blackburn

Ages: 11-16

<https://witton.atctrust.org.uk/>

Witton Park Academy, a Google Reference School, recognises that its students' lives are filled with technology and wants them to feel at ease in 'this rapidly changing climate.' In this context, the use of Google for Education and Chromebooks are seen to enable students to become well-informed, responsible digital citizens and lifelong learners.

It is clear about what it wants students and staff to achieve with the use of technology in education. As one of our judges notes: 'a lot of thinking has gone into how the tech is used in a nuanced way.'

Staff use a variety of apps to organise, collaborate and engage students in their learning. Comments and advice can be directed to pupils in real time; enabling them, also, to be supported individually, discretely. Cloud storage also allows students to work at school, at home, between the two.

Witton Park uses technology to inspire and help nurture students to become independent and curious learners. They are empowered to virtually travel to parts of the world to experience the scenes and sites that they learn about in History and Geography. The technology is knowledge enhancing. From the teachers' perspective, many positive impacts are cited from the use of G Suite, ranging from time, cost and paper savings to earlier diagnosis of any student subject misconceptions.

NORTHERN IRELAND

Cedar Lodge Special School, Belfast

Ages: 4-17

www.cedarlodgeschool.co.uk/
[@CedarLodgeRTC](https://www.instagram.com/CedarLodgeRTC)

Cedar Lodge Special School is dynamic – with a staff who fully embrace the challenge of meeting the diverse needs of a changing pupil profile.

The school wants to transform teaching and learning through technology, incorporating digital tools to ensure a personal learning journey; as well as creating subject specific digital curriculum courses.

Cedar Lodge has implemented Personal Learning Journeys throughout the school, using Seesaw to collate, assess and evaluate individual pupil progress. One of the (many) benefits includes reducing the anxiety faced by pupils with communication difficulties, when wanting to share and explain their school experiences.

'Making Learning Accessible' to all is a key element and to achieve this the school operates a 1:1 deployment of devices utilising their accessibility features in order to provide a personalised learning platform to meet the individual needs of pupils with specific needs such as sight and hearing impairments, optimising screen filters to remove the glare and dictation/text to speech for pupils with dyslexia.

Beyond this, there is a comprehensive, creative and empowering use of technologies from multi-sensory approach QR codes, to virtual field trips, the Skyline Wellbeing Centre and digital wearable technology.

Judges' comments included 'an excellent example of EdTech in SEN,' and one judge drew attention to the use of QR codes – 'I love the idea of using them to provide multi-sensory approaches...' Cedar Lodge Special School is an Apple Regional Training Centre.

Millennium Integrated Primary School, Ballynahinch

www.millenniumips.org/
[@millenniumips](https://www.instagram.com/millenniumips)

Millennium Integrated Primary School uses G Suite to enhance the learning of its children and lighten the load of staff in their marking, data collection and analysis.

The school makes innovative use of Google forms and data analysis software for a variety of assessments which result in the production of high quality data. Proficiency and low attainment in the

class or year group can be easily identified and responses quickly implemented.

Assessments for fifty children can be set, all the tests marked and the data collated within five minutes. The effect on teachers' wellbeing by saving huge amounts of time marking is significant.

Overall the impact of technology on the school has been transformative. Needs are targeted in a very timely manner with 'mountains of evidence' to support planning. Teachers regularly pre and post-test the children with their learning in all areas of the curriculum except for writing, and are able to clearly demonstrate growth in their learning.

It's a much more individualised approach to learning and supports the teachers in reducing their work load and massively increasing their efficacy. The school's results show dramatic improvements from those prior to the implementation of this assessment strategy.

Pond Park Primary School, Lisburn

www.pondparkps.co.uk/
[@pondparkprimary](https://www.instagram.com/pondparkprimary)

Upon walking into a classroom or Activity Based Learning area, it is clear that the children in are engaged in learning, with 'technology at the heart of it.'

This can involve teachers using media and ICT as an engaging stimulus, pupils using iPad to evidence practical learning.

What is clear is that over the last 6 years, the use of ICT and the impact of iPads in particular on teaching and learning have changed thinking and action. The school's success is reflected in its ICT Mark Award and establishment as an Apple Regional Training Centre.

A key investment area (almost 'above all others') has been in CPD for staff. The roll out of iPad devices was phased and managed across key stages with digital learning leads in each year group/key stage who along with subject coordinators could drive the change forward.

Highlights include the focus on safety, including Pupil/Parent Online Safety evenings and the impact of technology on boys' learning in areas such as Literacy. They are inspired to write and use digital technology to lift their writing off the page and to a wider audience, e.g. when they create video content on persuasive writing and news reports. This particular outcome was 'absolutely loved,' by one of our judges.

Victoria Park Primary School, Belfast

www.victoriaparkprimaryschool.co.uk/
[@VictoriaParkPS](https://www.instagram.com/VictoriaParkPS)

This award-winning primary school aims to provide a 'high quality, creative and challenging education within a secure, caring and happy environment, where every child experiences a sense of enjoyment and achieves their full potential.'

In particular, Victoria Park Primary School places a strong emphasis on computational thinking and coding, providing coding opportunities and experiences for children of all ages and abilities. This is seen to result in an added benefit of providing pupils with new ways of approaching every day challenges across the curriculum, where they are able to apply their learning.

The school offers a wide range of programmable devices including Bee-Bots, Pro-Bots, Spheros and drones which pupils can investigate and programme, in addition to a range of software including Scratch and an HTML coding club.

Carefully articulated and comprehensively thought-through ICT and digital strategies underpin the school's approach resulting in a host of positive outcomes, from developing higher levels of thinking and personal development across a range of pupils; as well as in fostering parental involvement. One Edtech 50 judge deemed this school, 'outstanding in every respect,' while another commented on 'an excellent example of inclusion being made more possible with technology. Then applied to parental engagement. I was also impressed with their work on e-safety.'

The Wallace High School, Lisburn

Ages: 11-18

www.wallacehigh.org/
[@WallaceHigh](https://www.instagram.com/WallaceHigh)

The Wallace High School, a grammar school, is an 'iPad centric school' (and has been for the last 8 years). It is currently embarking on a smart technology AI room featuring a range of sensors, metrics and outputs. As part of its rich digital technology focused extra-curricular programmes, Raspberry Pi was used to construct a time-lapse rig of the building process to document the journey.

Similarly, in its Eco Garden project, pupils decided to use time-lapse to record the development of their Grow Wild initiative. The working group set up a Raspberry Pi computer

and camera in a purpose-built battery powered time-lapse station. The camera captured an image each day light hour and the final footage can be seen in a thirty second YouTube video.

Digital technology is a key aspect of the school's development plans, with AI as a central part of its KS3 programme, as well as a focus on achieving paperless assessment and marking. An Ulster University evaluation of the school's 1:1 iPad programme noted a real potential in new forms of technological practice for advancing teaching and learning.

One of our judges cited the fantastic examples of real impact for the school's tech initiatives.

SCOTLAND

Borestone Primary School, Stirling

<https://blogs.glowscotland.org.uk/st/borestoneprimary/>
@BorestoneP

Borestone Primary School aims to ensure that all children are equipped with the necessary skills to live confidently in an ever-changing digital world. This results in a wide range of learning and teaching experiences from a variety of stages. Pupils, amongst many options, are able to create their own content (blogs, storybook maker), engage in computational thinking from an early age, join a Raspberry Pi club, make use of a trap camera to explore wildlife.

This activity is governed by a comprehensive and carefully structured strategy with pedagogy sitting at the heart of its thinking and providing the rationale for the use of technology. This includes thinking around fostering digital citizenship, as well as using technology such as Word Shark and text-to-speech to aid pupils with additional support needs, including those with dyslexia. Through its 'Digitars' initiative, praised by one of our judges, teams of pupils are able to work alongside key staff to form a decision-making and support body for technology across the school. There are four or five Digitars from each class. Digitars come to their community group to learn new digital skills and take them back to share with their class.

Carmyle Primary School, Glasgow

www.carmyle-pri.glasgow.sch.uk/
@CarmylePS

Carmyle Primary School set out on its digital journey in 2017, basing its digital learning strategy on a shared vision between pupils, parents, carers and staff. This resulted in the integration of the use of digital technologies to enhance teaching and learning experience, the sharing of practice across its learning community; plus the leadership of pupils using digital technologies.

Amongst numerous options, pupils have coded Rock, Scissors, Paper, broadcast Weather Reports in BSL and created their own QR codes. The school is proud of its Digital Leaders initiative, consisting of pupils (Primary 6 & 7), who undertake weekly training before sharing their skills with peers and teachers. This work has been highlighted by the University of Strathclyde, which asked them to run a session for student teachers, which they did, 'with confidence and enthusiasm.'

Partnerships are important to this school and the one with parents is seen to be at the heart of the school's approach. It runs Digital Learning and STEM clubs for parents, with recent attendances of 75%. This is just one reason that judges highlighted 'fantastic examples of how digital tech can not just enhance teaching and learning in one school, but also help in the wider community, with the school clearly recognised as a centre of expertise in tech for good.'

Kirkton of Largo Primary School, Upper Largo

www.fifedirect.org.uk/kirktonoflargops/
@KirktonPS

Kirkton of Largo Primary School is a digital school – one of the first schools in Scotland to formally become a digital school. The school says of itself that it 'breathes technology,' and that its culture is deeply imbued with the use and application of digital technologies. Equally, it is committed to ensure that any digital tool adopted is 'pedagogically valid' and used to enhance and support learning and not just technology for the sake of it.

A range of tools are used through Glow to teach computing science skills from P1 to P7. The school operates under a comprehensive and nuanced technologies framework, which encourages the use of digital learning to enhance and support learning and teaching experiences. This includes a recognition of (and addresses some of the implications of) living in an ever-changing digital world. There is also an ambition for the school's children to be digital creators rather than mere consumers.

Twice winner of the Scottish Education Award for Technology, Kirkton of Largo Primary School was the first primary school in Scotland to become a Microsoft Showcase School. Our judges were of the opinion that the rationale for digital tech in teaching and learning is well set out in the policy/strategy document.

Mackie Academy, Stonehaven

Ages: 11-18

<https://mackie.aberdeenshire.sch.uk/>
@MackieAcademy

Mackie Academy sees digital technology and learning and teaching as intrinsically linked. Since 2017 this Academy has been moving towards its aim of an inclusive, comprehensive digital culture. All digital technology is available at a whole school level to all teachers and across all subject areas.

The adoption of Google Suite is seen as crucial in this journey. By enabling staff and students to use a common cloud service, there is an increasingly collaborative culture within departments and faculties. Examples of initiatives that have benefited the school community include a weekly staff hub, Career-Long Professional Learning calendar, classroom observation data collection and a Senior Phase induction programme for students.

The school takes a multi-layered strategic approach to its use of digital technology, which includes a priority of empowering change through the encouragement of staff to pursue innovation across the school. One area the Academy likes to highlight is the Mackie Faculties site, a website which allows faculties to deliver course resources, information and showcase pupil work. One of the judges really liked the school's impact metrics after the introduction of Chromebook and staff feedback, moving from slightly reluctant use to full-bodied adoption.

St Mungo's High School, Falkirk

Ages: 11-18

www.stmungohighschool.co.uk/
@StMungosFalkirk

St Mungo's High School began its digital journey in 2015. The school uses a range of digital tools but its core use is of Office 365 applications, through the Scottish Schools Intranet, Glow. Across curriculum areas, these are used in practical ways to the benefit of pupils, teachers, parents and wider learning communities. For pupils this can include the use of Communications to post questions, which may be answered by teachers or peers. For teachers this might mean using MS Teams to foster collaboration across management teams or external networks. The current focus is on family engagement by providing parent seminars to support their children's learning through technology.

Our judges really liked the feedback from pupils and teachers. In the words of one pupil: 'all my notes were in one place and I could get them anytime, anyplace.' A teacher noted the power of digital technology to do what would not otherwise be possible. Pupils who struggle with theoretical musical composition are able with technology to be creative with sound and... 'from this we can begin with the engaging activity and then build on the learning.'

WALES

Brynnau Primary School, Brynna, Rhondda Cynon Taff

<https://brynnau-primary-school.j2bloggy.com/@Brynnauprimary>

Brynnau Primary School is committed to developing the use of digital learning across the curriculum.

The school takes on a wide range of digital projects, including online safety and focused online support for children with additional learning needs. Projects are often in collaboration with other local schools. One of these was the collaborative Minecraft Project for foundation stage pupils in partnership with ten other schools. The task was to build a virtual castle for a dragon, as well as developing skills in making e-books and green screening. Pupils became really motivated to learn; boys in particular, who wanted to write about what they had researched and created on Minecraft.

Similar commitment and enthusiasm was shown by Brynnau Primary School pupils in the collaborative county Olympic digital initiative. Due to the children's ownership of the project and the use of digital technologies, the teachers found that pupil behaviour improved and that they wanted to produce quality work; especially as they had a target audience.

All this work is underpinned by a strong commitment to the development of staff expertise and confidence. Judges noted a well thought out action plan that embraces pupils' needs whilst balancing teachers' professional development. They remarked that 'motivation to learn' clearly stands out.

Myddelton College, Denbigh

Independent

Ages: 9-18

www.myddeltoncollege.com/@MyddeltonCol

Myddelton College, an independent co-educational day and boarding school, opened its doors to students as recently as 2016 with an aim to truly prepare young people for life and work in the 21st century. One of the ways it is tackling this is through the adoption of an entirely one to one system; with every teacher and pupil having a device.

There are no books for either teachers or pupils to carry, and overall much less paper is used. All lessons are available digitally and, importantly, ready by – at the very least – the night before each lesson. Pupils are able to scan the content of lessons in

advance. They can then complete a Pre-Learning Activity digitally. And when the class starts, they are ready to contribute. The use of OneNote also enables both teacher/pupil and peer to peer interaction in real time. Myddelton College is a Microsoft Showcase School. The judges really liked the pre-learning activity option – flipped learning.

St Francis Catholic Primary School, Milford Haven

www.stfranciscatholicschool.co.uk/

Developing the use of ICT and helping the school community to become digitally literate is a priority for this school. It was the first in Wales to achieve the gold award of the Welsh Second Language Charter; one of the targets for which is ICT based. St Francis Catholic Primary School has devised a project where Welsh and ICT have been brought together, enabling staff and pupils to become competent Welsh digital learners.

As well as providing an indoor learning environment by creating 'Y Stiwdio,' effective use of Skype is made in classrooms to support Welsh speaking with classes across the county. More generally, pupils are fully involved in peer support through a Digital Leaders scheme. They were even tasked with evidencing their own impact using OneNote to store evidence for the gold award. Through Clwb HWB, parents are also engaged in improving their digital skills, including a chat of the month competition – Sgwrs y Mis.

From the teachers' perspective, staff are increasingly buying into the positive impacts of technology, whether through sharing good practice, reducing workloads or developing a whole school planning tool in OneNote. As one judge commented, 'the use of technology to develop immersive language is of a high quality. The school is clearly outward looking as they share their knowledge and application of educational technology with others.'

Treorchy Comprehensive School, Rhondda Cynon Taff

Ages: 11-18

www.treorchycomp.org.uk/@TreorchyComp

Treorchy Comprehensive is a Microsoft Showcase school and is currently the only Microsoft Training Academy in Wales.

Through its embrace of digital technology, the School aims to foster academic excellence and teacher well-being.

ScreenBeam enables teachers to move effortlessly between classrooms and within them. In terms of classroom outcomes, such agility enables teachers to better identify disengaged or struggling learners in a discreet way and thereby makes personalised solutions quicker and easier to effect.

Treorchy's planned next stage will focus on pupil-centred plans to place them at the centre of their own learning experiences and encourage them to take responsibility for their own learning. Staff have already reported a significant positive impact on workload.

Ysgol Bae Baglan, Port Talbot

Ages: 3-16 years

<https://ysgolbaebaglan.j2bloggy.com/@BaeBaglan>

Since it opened in 2016, Ysgol Bae Baglan has been striving to provide a 21st century learning environment, with widespread use of one-to-one devices. Technology is used to help students to find and use their voice; as well as in supporting pupil well-being.

In the classroom, teachers can teach from anywhere, (given the wireless connectivity available). With Digital Inking, they can add content to boards while on the move. Through the adoption of OneNote Class Notebook, pupils can access activities through the lesson and produce the work that would normally be found in a paper exercise book. Teachers' innovative practice in classrooms is encouraged; an approach which has contributed to the school's gaining the status of a Microsoft Showcase School.

Imaginative use of digital technology has a demonstrable impact on current and soon-to-be pupils of the school. The Skype Club, and in classroom use of Skype, has travelled over ¾ million virtual miles; enthusing pupils, increasing their confidence in speaking to others. The potentially unsettling transition from primary to secondary school has been eased by the school's innovative digital Transition FlipGrid project. It is deemed by Ysgol Bae Baglan and its feeder primary schools as an important part of transition.

This submission impressed our judges on a number of levels, and as one comments: 'impressive

impact on use of tech to support pupil well-being in their transition project. A simple idea that is possible to introduce elsewhere. Good example of becoming a global citizen using Skype.'

Ysgol Gyfun Gymraeg Bro Edern, Cardiff

Ages: 11-18

<https://ysgolbroedern.org.uk/@BroEdern>

As the only Welsh-medium 1:1 iPad school, Bro Edern has taken a lead in the use of EdTech in the secondary classroom in Wales. Its Welsh language provision is at the forefront of creating engaging digital content in four languages.

Digital learning features across the curriculum, at 'every age, every subject.' It's a Pioneer School in relation to the Welsh Government's Digital Competence Framework (DCF); the first part of the new curriculum for Wales.

As a Pioneer School, the approach to technology is comprehensive and strategic, with a straight forward aim – to improve literacy, numeracy, oracy, spelling skills, and increase pupils' learning time. To achieve this, significant attention is devoted to staff professional development, networking and the sharing of best practice, including imaginative use of Padlet – e.g. the 'Digital Citizen' and 'DCF in Welsh' Walls.

The School consistently notices considerable engagement in learning as a result of its digital offer and reckons that by the time pupils leave they are 'effective and confident users of digital technology and well prepared for a digital future.' Indeed Estyn, the Education and Training Inspectorate in Wales, notes that there are 'particularly good opportunities for all to develop their information and communication technology skills in all subjects.'

ONES TO NOTE

We received many nominations for the Edtech 50 Schools and wanted to recognise schools that were rich in their use of digital to support teaching and learning. The 'Ones to Note' section celebrates schools and highlights their positive work.

Thomas's London Day Schools

'Not just consumers but creators of technology.' Thomas's four schools aim to harness the continually evolving potential of technology to the benefit of pupils and teachers. Digital Health is a key feature, shaped by the schools' pupil digital learners.

Tring School, Herts

Powerful use of G Suite and one-to-one Chromebooks. Positive impact on staff workloads – the teachers and admin support.

The Ted Wragg Trust, Cranbrook Education Campus

Improvement in Maths attainment through the Trust's adoption of Sparx. Teacher workloads reduced, real-time insight into pupils' progress.

Acklam Grange School, Middlesbrough

Flipped learning approach using Microsoft One Note; management leadership meetings revolutionised, financial savings.

Lea Forest Primary Academy, Birmingham

Demonstrable impact on closing attainment gaps in Reading and Maths. Social media champions – showcasing topic books and children's achievements. Reaching out to partner schools, sharing good practice in E-Safety, Web design, Twitter usage.

Monkhouse Primary School, North Shields

A 1:1 iPad using Primary that seeks to open new doors to learning.

Gaelscoil na Daróige, Ballymagroarty, Northern Ireland

Redefining the classroom experience through the power of technology – taking children to areas previously thought of as inconceivable.

The Edinburgh Academy Junior School, Edinburgh

1:1 deployment of iPads used to enhance teaching; especially Maths and retrieval practice. Children create their own Numeracy Concept Books as a way of showing their understanding of key maths concepts or processes.

Glenlee Primary School, Hamilton

A Digital Mentor School, transforming the way Digital Learning is used within learning and teaching across the curriculum. Staff digital monthly awards are held to highlight areas of the use of technology in the curriculum, from using StopPro Motion to film a Viking animation or iMovie to create a silent black and white film as part of a WW 1 topic.

Ysgol Bryn Elian, Colwyn Bay, Wales

Pioneer school and Digital Competence Framework lead. GCSE Computer Science performed solely on a Raspberry Pi. Current projects include capturing sstv radio signals from the international space station.

Holy Name School, Fishguard

Quietly positive digital offer. Use of EdTech to ensure maximum efficiency via strategic planning and shared working, staff capability in high quality teaching of ICT skills across the curriculum.

Risca Community Comprehensive School, Caerphilly

Aims to ensure pupils are well placed for an ever-changing digital world. Deploys pupil and staff digital leaders to trial and develop software, hardware and policies throughout the school. Created a 'skills site,' as a repository of good practice and 'how to guides'.

Ashmount School, Loughborough

Uses YouTeachMe, a 2018 Edtech 50 winner, plus augmented communication to deliver real impact for SEN learners.

The Stonehenge School, Amesbury, Salisbury

Impressive turnaround of GCSE Science grades following adoption of Tassomai. (Edtech 50 2018); attainment gender gaps reducing.

St Cyres School, Penarth, Wales

An Apple Distinguished School which uses technology to facilitate and extend the school's aim to offer truly innovative and effective learning experiences.

Charnwood College, Loughborough

Innovative ideas for applying IT in the classroom; their Star Resource booklet is a great potted guide to tips and tricks for teachers.

Gillibrand Primary School, Chorley, Lancashire

Demonstrates the power of blogging and social media to enhance learning outcomes for primary school children and make them enthusiastic learners. Global reach through technology.

St Catherine's School, Bramley, Surrey

Has developed a 'Digital Intelligence' model to equip students, staff and parents with the right skills and digital wisdom to prosper in 21st century.

Veritas Primary Academy, Stafford

Uses G Suite to enrich learning for its pupils and facilitate teaching, while taking an education driven, not technology led approach.

Lutley Primary School, Halesowen, West Midlands

Lutley Primary School uses IRIS to replace the traditional approach to lesson observations, enabling staff, through coaching, to become more reflective practitioners.

ONES TO WATCH

We received many nominations for the Edtech 50 Schools and wanted to recognise schools that were developing imaginative uses of digital to support teaching and learning. The 'Ones to Watch' section celebrates schools and highlights their positive work.

Croydon High School, Croydon

Introduction of a new, innovative 'Enterprise Technology' subject at KS3. A step-change in girls' attitudes and enthusiasm for technology. Positive parental feedback about the school's real-world focus.

Space Studio – Banbury

New secondary for those interested in Science, Maths, Engineering and Space. Piloting the effective application of VR, AR and web-based technology within lessons. UK's first onsite Virtual Reality Suite (HTC Vive).

Brighton Hill Community School, Basingstoke

Has devised its own app, TeenMind, to support students' mental health and well-being. Further developments planned including placing student-led podcasts on the TeenMind app.

Eaton Primary School, Eaton, Cheshire

Edtech to improve pupil outcomes in numeracy and literacy. A reduced workload for teachers by adopting Shireland Collegiate Academy's practice and resources. Strategy extends also to parental engagement including the use of eMathsmaster to assist children at home. School says: 'early days but definite green shoots!'

Scott Medical and Healthcare College, Plymouth

Specialist focus on medicine, social and health care and world of work. Server-less, using cloud-based technology. Every learner has a Chromebook.

Outwood Grange Academy, Wakefield

Uses G Suite and has created an interesting quizzing platform; currently being developed for new subjects, beyond its initial adoption for Computer Science, Business and History.

Newent Community School and Sixth Form Centre, Newent, Gloucestershire

The first standalone Cyber Hub in partnership with the National Cyber Security Centre (part of GCHQ). Has doubled the number of girls opting for a career in computing or cyber security.

Great Barr Academy, Great Barr, Birmingham

Second largest comprehensive school in Europe with 35% intake of pupils with EAL. Uses FlashAcademy to help students learn English from their home language to great, measured, effect.

Dean Trust Ardwick, Manchester

Utilises a variety of digital signage, cloud-based and interactive solutions to encompass high quality digital solutions which add value – not just 'tech for tech's sake,' including Audio Visual Space in Sports Halls, Drama Studio & Main Hall.

Hampshire Collegiate School, Romsey

At the beginning of its tech journey, using mobile tablet devices to support teaching and learning from a research and evidence informed perspective – with a particular focus on feedback, meta-cognition and self-regulation.

Southdale Primary School, West Lothian, Scotland

Southdale Primary School aims to ensure that when children leave school they have developed a wealth of transferable skills and experienced using a broad range of technology; open to new ideas and able to embrace change.

Dogsthorpe Infants School, Peterborough

Recognising that appropriate technology can be a fantastic facilitator at all stages, including infants, the school recently took the decision to design and deliver a new 'learning journey' bus for all students featuring, AR and VR learning experiences.'

Crosthwaite Church of England Primary School, Kendal

The school has become a paperless school. Using Google Suite across all areas of teaching, learning, and administration, the school has completely redesigned its curriculum, placing a much greater emphasis on the use of ICT in all subjects.

The Judges



Ty Goddard (Chair)

[@ty_goddard](#)

Ty Goddard is the Director of the Education Foundation and Edtech UK. He is recognised as one of the UK's leading experts on education reform and is a regular commentator on the future of education in the media.

Ty worked as an adviser to the Department for Education on Extended Schools and was Founder and Director of the British Council for School Environments; Managing Director of the award winning design company School Works; and Strategic Community Manager at Brighton and Hove City Council.

Before this he was an elected Chair of Education at Lambeth Council and worked as the UK and European Political Advisor for the NSPCC; National Campaigns Co-ordinator for SCOPE.



Mark Anderson

Teacher Consultant

[@ICTEvangelist](#)

Former school leader with more than twenty years of experience in the classroom and leading successful faculty departments. Led on the teaching and learning and delivery on one of the earliest 1:1 rollouts at Clevedon School.

He is a passionate advocate for the purposeful use of technology linked to pedagogy.

An Apple Distinguished Educator, Google Certified Innovator, Microsoft Certified Educator and expert in mobile learning and associated pedagogies.

Ollie Bray

[@olliebray](#)

www.legofoundation.com

Ollie Bray is Global Director: Connecting Play and Education at the LEGO Foundation where he leads on work related to education improvement through the use of technology and play.

Prior to joining the LEGO Foundation in November 2018, he was headteacher of Kingussie High School, Scotland. Ollie led and built the team that transformed Kingussie High including full curriculum redesign, the development of a digital culture (including 1:1 computing) and the creation of a research engaged school community.

He has also been Scotland's national advisor for emerging technologies in learning and a non-executive director at Inverness College: University of the Highlands & Islands.



Osi Ejiofor

[@osistechtips](#)

Osi Ejiofor is currently an Assistant Head Teacher of STEM, school EdTech consultant and founder of Osi's Tech Tips (@osistechtips). He has taught and led in Computing and ICT for over 9 years across three London boroughs, developing the use of technology in each school. He uses his experience in the use of technology in the classroom to provide professional training and is an event speaker, helping schools transform their use of the technology. His YouTube channel is aimed at providing people with simple tech tips to help them use features of their devices and software that are readily available and free.





Sir Mark Grundy
Executive Principal of Shireland
Collegiate Academy Trust
Birmingham

[@sirmarkgrundy](#)

Sir Mark Grundy has been associated with Shireland Collegiate Academy for over twenty years starting as Headteacher in 1997 and becoming the Trust CEO in 2016.

The Trust currently manages two Primary and two Secondary schools, with a further one of each under construction and further Primary Free Schools opening in 2020. Shireland has a national reputation for innovation around curriculum design and its use of Educational Technology.

Sir Mark works with the DfE as an appointed member of the Regional Headteacher Board as well as advisory work in relation to EdTech and its national development.



Martin Hamilton
Jisc

[@martin_hamilton](#)

Martin Hamilton is a Futurist for education technology charity Jisc. He leads the Future and Emerging Technologies team, which looks at research and education applications of new technologies such as virtual and augmented reality and brain computer interfaces. Martin is particularly interested in the potential of education technology to improve retention and outcomes, and to support and transform teaching and learning.

Amanda Hayward
ICT in Schools

[@amandahayward](#)

Amanda joined the ICT in Schools team in 2008. Her role involves a lot of hands on support for teachers from Nursery through to Sixth form. Amanda's expertise is with Primary Schools – training teachers, advising Heads and senior management. She teaches daily in the OpenZone @ The Word or out in schools. She has a particular interest in promoting E-Safety and spend a lot of time speaking to groups of teachers, students and parents. Amanda is a CEOP Ambassador, an Apple Teacher and as an Intel Visionary has worked with teachers around the globe.

Corinne Latham
Seaview Primary School, Belfast

[@curriculumni](#)

Corinne Latham is the Principal of Seaview Primary School and Nursery Unit, Belfast. She is a passionate advocate of educational technology and impact on pupil learning. Corinne's school is recognised as sector leading in the use of technology and they have won several awards for ICT excellence including last years TES award.



Mark Martin

[@urban_teacher](#)

Mark Martin aka @Urban_Teacher is recognised for his insight and passion for education and technology. He has taught information technology for over 11 years and has become an expert in helping teachers and schools use technology to improve teaching and learning. Mark is an international speaker travelling to different countries advocating tech for good and digital skills. Also Mark is actively involved in the UK tech sector, supporting tech companies and promoting cultural diversity within organisations.

Ian Phillips
Assistant Head,
The Haberdashers'
Aske's Boys' School

[@IanHabs](#)

Intel Visionary and Chair of the Independent Schools Council's (ISC) Digital Strategy Group; supporting schools through national conferences and in strategic planning through action research projects, regular bulletins, audits, workshops, training days.

Microsoft independent school Steering group member. Enthusiast for using technology to help inspire students. Ian is an IT Director and teacher, overseeing IT support departments as well as the school's technical development with 31 years of teaching experience in the classroom.

Responsible for assessment of pupil learning using technology and passionate about developing systems which simplify the way schools work whilst providing the valuable insights necessary to develop learning communities.



Claire Price
Head Teacher

[@ClairePrice1](#)

Claire was most recently Headteacher of Chepstow School. Prior to this post, she was Vice Principal of a large inner city comprehensive school in the South West which was judged outstanding in 2011. Claire is an advisor for the Education Foundation, and led a Policy Forum for Wales last summer with the Foundation. Chair of the LA Strategic Partnership Group, which is a multi-agency team supporting vulnerable children, young people and families. Member of the EAS Headteacher Strategy group.

In addition to these roles, she is the leader for WomenEd in Wales, a DfE Women's Coaching Pledge coach and a Lead Mentor for the newly-established Chartered Teacher Programme.

Peter Rafferty
Teacher and consultant

[@raff31](#)

Leading the change for many years toward digital innovation as a primary school teacher at Green Park School in Maghull and now supports pupils, teachers and schools in the UK, Europe and beyond to develop and embed their digital strategies and skills into teaching and learning.

An Intel Education Visionary and received an award in the Edtech 50 2018.





Tom Rees
Head, Northants
[@TomRees_77](#)

Tom is the Executive Director of School Leadership at Ambition Institute. He is also the Education Director of Northampton Primary Academy Trust where he leads the strategy for school improvement and curriculum across 11 primary schools. He was a Headteacher for 10 years in two Northamptonshire schools.

He is a founding trustee of a charity supporting families affected by Down's syndrome.

Tom's book, 'Wholesome Leadership – the heart, head, hands and health of school leaders', was published in 2018 by John Catt Educational.



Jon Severs
Features Editor, TES
[@jon_severs](#)

Jon Severs is commissioning editor at Tes and has been a journalist for 12 years, working across the B2B sector.



Gareth Shaw
Ballyclare High School
[@MrShawBHS](#)
ballyclare.ni.sch.uk

Gareth has been a teacher in Ballyclare High School, a non-denominational grammar school in Northern Ireland, for the past 17 years. As well as Geography teaching, Gareth is responsible for ICT staff training, the social media PR outreach and the ICT vision working group. Recognised as a Microsoft Innovative Educator. Working with global players, Intel, and established in governmental steering groups such as the C2K Senior Users Forum and the ENNI Innovation Group.

Kellie Williams
Teacher, North Wales
[@kellie_digital](#)

Kellie is a teacher and Digital Learning Leader at Broughton Primary School. Kellie is passionate about enhancing teaching and learning by embedding digital technology within the classroom. She has recently returned to the classroom after a secondment as Regional Digital Leader for North Wales. Kellie is a Digital Pioneer for Welsh Government and was part of the team who produced the Digital Competence Framework for Wales. She continues to work with Welsh Government to create the new curriculum for Wales. Kellie's work has been recognised resulting in her receiving national awards for her approach to digital learning, including being awarded Pearson Teacher of the Year for Wales and being named in the Edtech 50 2018.



Bukky Yusuf
Teacher, London
[@rondelle10_b](#)

Bukky Yusuf has worked in education for over two decades and teaches secondary sciences to A level. She has undertaken a number of leadership roles within mainstream and special schools. She is currently exploring the use of Ed Tech to support learning within special schools.

Bukky has a variety of Ed Tech experiences which includes whole school implementation of mobile devices to enhance teaching and learning, participating as a judge for BETT Awards and serving as an education board member for Innovate My School.





Digital Strategy Group

