Online Safety Mark Assessor Report Form

School: St Giles CE Primary   Date of assessment: 11th February 2019.
Assessor: Fran Greenaway   Headteacher: Mr Mark Dakin

Moderator: Ron Richards   School Contact Person: Mr Daniel Hatfield
(if applicable)

Element A – Policy and Leadership

Online safety clearly permeates the work of the school. There is clear leadership from the online safety lead who has worked hard with staff and pupils to convey good, clear messages about online safety and he is backed up by the senior leadership team who value the work that he does and see the importance of the subject. The school has excellent digital leaders who promote good online safety advice throughout the school and with parents. This should be developed into an online safety group with wider representation from support staff, parents and governors who could help guide the school strategically. Digital leaders feel they are valued and listened to and can contribute and share their ideas.

Pupils and staff and parents interviewed on the day clearly understand their responsibilities in terms of acceptable use of technology and AUPs are clear and robust. Policies are clear, understood and embedded and implementation of policy is consistent across the school. Online safety is integrated in safeguarding, anti-bullying, PHSE and behaviour policies.

Incidents both in and out of school are dealt with appropriately and proportionately. Care is taken to record and monitor incidents and these are followed up with support provided where necessary. The LA adviser gives valuable support to the school with Visigo monitoring system and training. Pupils feel comfortable approaching staff and confident that they will be listened to and it will be followed up. Parents understood the procedure and supported it also.

Parents are given full information via the school website that is updated regularly, newsletters, including some from the digital leaders that are emailed out and through the school twitter account.

Element B – Infrastructure

Monitoring and filtering is robust across the school. Pupil and staff activity is monitored and incidents of misuse handled well. The school uses any incidents to inform teaching. Pupils use VLE for homework which is also filtered. Filtering is differentiated for staff and pupils. All staff have had training in data protection and are fully aware of their responsibilities.

Element C – Education

Online safety education and training is effective and delivered in a number of different ways. It is taught discretely in Computing, PHSE and other subjects. Digital leaders also deliver presentations to classes throughout the school and lead assemblies. Outside agencies including the police and NSPCC have been invited into school so the children and staff can hear the online safety message from different perspectives. There is a clear curriculum map and evidence of work including photos is collected.

Training for staff is provided regularly by an LA adviser and online safety lead. Online safety has also been incorporated into training in safeguarding and data protection. Parents and Governors have also received training at online safety meetings and induction meetings for new parents. Parents are kept well informed about what is going on and are regularly invited into assemblies and do appreciate the efforts the school makes. It would be good for the school to extend this practice to the wider community. The school uses social media well to share advice and invite parents to upcoming events. They have also provided advice on how the parents should use social media connected to the school.

Element D – Standards and Inspection

The school has effective monitoring and reporting in place. There is a wide use of surveys both with the children and parents to gain views on what they are doing well and what they need to do in the future. The digital leaders also get the views of children in the classes they go into and feed this back to the online safety lead.

Areas of strength and good practice
- Online safety education for pupils is excellent and effective. Pupils feel safer because of it and can discuss what to do with their parents and carers.

- Digital leaders are very knowledgeable and very enthusiastic and can share their knowledge and understanding easily with other pupils in the school as well as parents. They are a credit to the school and contribute greatly to the online safety education the pupils receive.

- The monitoring and filtering system is robust and incidents are dealt with appropriately. Children are confident to talk to members of staff about any concerns in or out of school.

- Leadership of the subject is excellent and is backed by effective leadership in the school.

Areas for further development

- The school would benefit from extending the digital leaders group into an online safety group with representation from other members of staff, a governor and enthusiastic parents. The group could help develop policy and practice in a more strategic way.

- The group could also help develop a strategy to involve the wider community more fully.

- A post incident strategy that helps inform the curriculum would be helpful. Staff are made aware of incidents, but this could be followed up more fully.

Additional Comments

I thoroughly enjoyed my visit to St Giles and was very impressed by the level of knowledge and enthusiasm of the digital leaders and other children we met on the day. The parents and staff appreciate the hard work that has gone into the development of the comprehensive education programme in the school. The school would make an excellent host for good practice visits from schools in similar circumstances working with similar young people.

Assessor's Recommendation

The school has reached the standards required to be awarded the Online Safety Mark