

# St. Mary's PS, Portaferry

## Digital Schools Awards Primary

### Leadership and Vision

**a. The Digital Learning and Teaching strategy is part of the School Development Plan and is informed by wider research and policy and has been developed in collaboration with staff, students and, where appropriate, parents/guardians and includes:** **b. Pedagogically focused career-long professional learning (CLPL) is supported, managed and evaluated by a proactive leader/coordinator who is supported by digital 'champions' drawn from staff and students;** **c. The inclusion of learners with additional support needs and guidance on the use of assistive and other technologies for their support.** **d. Support for the development of a wide range of cyber resilience and internet safety (CRIS) and digital wellbeing principles and practices and includes information for parents/guardians, students and staff.**

**Evidence should consist of a range of examples including:**

***Evidence could include examples of*** (you need not include all of these examples):

The School Digital Learning and Teaching Strategy;

Sections of the School Improvement Plan that relate to digital learning and teaching;

CLPL programmes, strategies and evaluations;

Interviews with teachers, students, parents;

Examples of strategies to support learners with additional needs;

Examples of surveys, reviews and evaluations of CLPL activities that focus on skills and on pedagogy;

Examples of AUPs, CRIS strategies and teaching activities;

Examples of the use of Technologies Experiences and Outcomes to support curriculum development;

Structures for supporting student and/or teacher digital wellbeing;

Examples of student voice to support consultation, development and ongoing evaluation.

***When Presenting evidence, try to explain or show:*** how the digital technology strategy is informed by regional and national policy, how it included teachers' and learners' voices, what the challenges were and how the school overcame them. Are there digital champions/leaders in the school (among teachers and learners)? What is their role and how are they supported?

**Level Statements** (You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):


**Attained:** Digital learning and teaching is part of the School Improvement Plan and there is evidence of active CLPL, student voice, CRIS practice and support for parents/guardians.

**Partially Attained:** The development of digital learning and teaching is ongoing and there are plans to support CLPL, parental involvement and the development of comprehensive CRIS principles and practice.


**Not Attained:** The use of digital tools for learning and teaching is not integrated in the School Improvement Plan

### Links to key policies:


**Every School A Good School**

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
**European Framework for Digitally Competent Educational Organisations**

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
**Learning Leaders - Teacher Professional Learning Strategy**

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
**Inspiring Digital Learning: A Synthesis of Research Related to Digital Technologies in Northern Ireland Schools**

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
**Childnet digital Leader's programme**

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
**SWGFL GDPR Guidance for Schools and Colleges**

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**Sample Digital School Policy**

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
**Sample Detail Breakdown for Digital School Policy**

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
**Sample Evidence Checklist**

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
**TransformED NI strategy  
(2024-25)**

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
**TransformED NI Ten Point  
Plan (March 2025)**

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
**TransformED NI Delivery  
plan (April 2025)**

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
**AI in Schools – The  
Education Hub (2025)**

 **Open**


**Review of Digital Education  
Policy and Implementation  
in UK and Ireland (2018)**

 **Open**

**Policies for the digital  
transformation of school  
education: Evidence from  
the Policy Survey on School  
Education in the Digital Age  
(2025)**

 **Open**

**Data protection guidance  
(Education Authority)**

 **Open**

**Validation:**

 **Awarded**

**Validator comments:**

It was a pleasure to meet with Mr Gilchrist (Principal), Miss McCarthy (ICT Coordinator and Special Provision Teacher), Ms Magee, the Specialist Provision Classroom Assistant , Digital Leader pupils from St Mary's Primary School as part of the Digital Schools Award validation process. Throughout discussions and evidence presented, it was clear that digital technology is viewed as a key driver for school improvement and plays an integral role in supporting teaching, learning and leadership across the school. The leadership team has demonstrated a clear strategic commitment to digital learning through the inclusion of ICT as a priority within the School Development Plan (2025-2028). It was particularly encouraging to see that this priority emerged through meaningful consultation with staff, parents and pupils, reflecting a

genuinely collaborative approach to school improvement. The ICT Action Plan provides a clear roadmap for development, with a strong focus on evaluating current practice, building staff confidence and ensuring the effective integration of digital technologies across all aspects of school life. One of the most impressive aspects of the school's digital leadership is its commitment to inclusion. Digital technologies are carefully selected and utilised to remove barriers to learning and ensure all pupils can access the curriculum. The use of assistive technologies, communication tools and targeted interventions demonstrates a deep understanding of how technology can support learners with additional needs, including pupils with SEN, communication difficulties and those learning English as an additional language. Pupil voice is a notable strength within the school. Digital Leaders contribute meaningfully to decision-making processes, while pupil questionnaires, focus groups and regular feedback opportunities ensure that learners actively shape future developments. Discussions with pupils demonstrated a clear understanding of why technology is used within the school and the role it plays in supporting their learning.

## Digital Technologies to Deliver the Primary Curriculum

**Teachers integrate digital technologies using appropriate and sound pedagogical teaching, learning and assessment strategies, including:**

- Using strategies to support interdisciplinary learning and teaching;
- Fostering independent learning within and beyond the school using synchronous and asynchronous teaching strategies and online learning formats;
- The use of assistive technologies and appropriate software/apps that are available for all students in need of them;
- Developing cyber resilience, internet safety and digital wellbeing principles and practices in their teaching.

### **Evidence should consist of a range of examples including:**

***Evidence could include examples of*** (you need not include all of these examples):

Teaching plans that show how digital literacy is supports interdisciplinary learning and teaching;

Using a Virtual Learning Environment to support flipped classroom and/or online activities;

Using synchronous and/or asynchronous tools to support a variety of learning, teaching and assessment activities;

Examples of the use of assistive technologies to support learning and teaching for learners with additional needs;

Examples of learners' outcomes from a range of ages;

Examples of coding clubs, computational thinking, programming (for example using Scratch), or discussions with digital leaders;

Examples of learner e-portfolios;

Examples of the use of digital technologies to support feedback, formative and summative assessment;

Examples of cyber hygiene practices.

**Level Statements** (You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):


**Attained:** Most teachers and learners use digital technologies appropriately when engaging in learning experiences.

**Partially Attained:** Some teachers and learners use digital technologies appropriately when engaging in learning experiences.


**Not Attained:** Teachers mainly focus on skill development or software knowledge rather than using digital technologies to enhance learning and teaching.

**Links to key policies:**


**Empowering improvement: new framework for inspection (2024)**

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
**Using ICT and the five Es (2025) Council for the curriculum, examinations and assessment (CCEA)**

 [Open](#)


**A resource file to support children with special educational needs: ICT and inclusion**

 [Open](#)


**MATRIX (2018). 2018 Study on Creative Technologies in Northern Ireland.**

 [Open](#)


**Northern Ireland Curriculum (2024-25)**

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
**Progression pathways and digital skills in the Northern Ireland curriculum**

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
**Study into the development of digital education in Primary Schools in Northern Ireland (2019)ow**

 [Open](#)


**The impact of teachers' digital devices on education provision (2024) The Education and Training Inspectorate.**

 [Open](#)


**A baseline evaluation of the digital skills provision in primary and post-primary schools (2024) The Education and Training Inspectorate.**

 [Open](#)

### Becoming a Digital Citizen

 [Open](#)

### IFIP Task Force on 'Sustaining relevant digital inclusive education for young people (5-18 years of age)'

 [Open](#)

#### Validation:

 **Awarded**

#### Validator comments:

Digital technologies are embedded throughout the curriculum at St Mary's Primary School and are used in ways that meaningfully enhance learning experiences for all pupils. Rather than simply substituting traditional approaches, technology is used to promote creativity, collaboration, communication, problem-solving and pupil independence. During discussions with staff and pupils, it was evident that digital learning is infused across all curriculum areas. Pupils regularly engage with a wide range of digital tools including Google Workspace, Just2Easy, PowerPoint, coding platforms, programmable devices such as Bee-Bots, Spheros and Micro:Bits, as well as immersive learning opportunities through Dream Space. Importantly, pupils are given opportunities to become creators of content rather than simply consumers of information. In the Special Provision setting and mainstream classrooms, digital technologies are used effectively to personalise learning and remove barriers to participation. Examples such as Google Translate, Immersive Reader, AAC technologies, Clicker 8 and Read&Write ensure that all pupils can access learning experiences appropriate to their needs. Staff demonstrated a strong understanding of how technology can be used to provide equitable access to learning and support pupil success. Furthermore, the Dream Space Ambassador programme represents an excellent example of pupil leadership and innovation. Pupils who have completed training subsequently lead learning experiences for their peers, demonstrating confidence, expertise and ownership of their digital learning. This model not only develops digital competence but also strengthens communication, leadership and collaborative skills. Coding and computational thinking are clearly progressing throughout the school, with pupils engaging in age-appropriate activities across all key stages. The school is maximising the use of available resources while continuing to explore future developments, including the expansion of augmented and virtual reality opportunities in response to pupil feedback. Perhaps most importantly, pupils were able to articulate how technology supports their learning. They spoke confidently about the digital tools they use, the skills they are developing and the ways in which technology helps them to collaborate, create and solve problems. This level of pupil understanding reflects the meaningful and purposeful integration of digital technologies

across the curriculum.

## School Culture

**A range of digital devices and media provide a strong digital technology presence throughout the school including support for learning, teaching, administration and communication: These include:**

- **Proactive transition links between age phases and subjects/disciplines to ensure progression of digital skills for learners;**
- **Recognition and celebration of learners' use of digital technologies for their own learning;**
- **Collaboration with other schools or organisations;**
- **Links that support parental/guardian involvement and support.**

**Evidence should consist of a range of examples including:**

***Evidence could include examples of (you need not include all of these examples):***

Examples of teachers plans;

Examples of students' learning;

Discussions with teachers and learners

Links to the school social media account/s;

Examples of digital leader involvement in supporting learning and teaching;

Progression plans;

Examples of collaboration with other schools or organisations;

Examples of celebration of learning;

Examples of CRIS principles and practice in teaching and learning.

**Level Statements** *(You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):*


**Attained:** All classrooms are mature digital learning and teaching environments and there is collaboration within and beyond the school.

**Partially Attained:** The use of digital technologies to support learning and teaching is growing across the school


**Not Attained:** Digital technologies are used periodically or in a minority of classes

**Links to key policies:**


**Childnet digital Leader's programme**

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
**How Good is our School (HGIOS4)**

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
**Learner Participation in Educational Settings (a resource for planning)**

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
**Children and Young Peoples Commissioner for Scotland: 7 Golden Rules for Participation;**

 **Open**


**Getting it Right for Every Child Principles and Values**

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
**Curriculum for Excellence Experiences and Outcomes: Health and Wellbeing  
Curriculum for Excellence Experiences and Outcomes: Technologies**

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**Childnet digital Leader's programme**

 **Open**


**CCEA Digital Skills Hub**

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
**CEA Using ICT at Key stages 1-2**

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**The Northern Ireland Curriculum Primary**

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
**Circular 2016/26: Effective Educational Uses of Mobile Digital Devices**

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
**Using social media in educational settings**

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
**Safeguarding resource library – Education Authority (2025)**

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**Using Digital Technology to Improve Learning (Education Endowment Foundation, 2021)**

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
**Online Safety - (Council for the Curriculum, Examinations & Assessment CEA)**

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
**Internet Matters (Guides for Parents and Teachers)**

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**Online Safety Self-Review Tool for Schools**

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
**Safeguarding Board for Northern Ireland – various resources**

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
**Safer Schools NI**

 **Open**

**BBC Bitesize Digital Wellbeing Resources**

 **Open**

**Education from the National Crime Agency**

 **Open**

**Validation:**

 **Awarded**

**Validator comments:**

St Mary's Primary School has cultivated a highly positive digital culture where technology is valued, celebrated and used purposefully to support learning, communication and community engagement. Digital learning is highly visible throughout the school. The school website and social media platforms provide regular opportunities to celebrate pupil achievements, showcase learning experiences and communicate with parents and the wider community. The school's ICT showcase videos are particularly effective in highlighting pupil achievements and providing authentic audiences for digital work. It was pleasing to hear that pupils themselves are increasingly involved in creating these showcases, giving genuine purpose and relevance to their digital skills. Pupil leadership is a significant strength of the school's digital culture. Digital Leaders play an active role in supporting staff and pupils, gathering

feedback, promoting online safety and contributing to future developments. Pupil testimonials clearly demonstrate that pupil voice is not tokenistic but actively influences school decision-making. The use of Microsoft Forms to gather and analyse pupil feedback further strengthens this process and ensures that developments are responsive to pupil needs and interests. The school places a strong emphasis on peer support and collaborative learning. Pupils support one another in developing digital skills and confidently share expertise with their peers. This culture of collaboration extends beyond the classroom and contributes significantly to pupils' confidence and engagement. Parents are highly engaged and supportive of the school's digital vision. The effective use of Seesaw, the school website and digital communications ensures that parents remain informed and involved in their children's learning. It was particularly noteworthy that parents actively support the school's digital developments, including fundraising and resource acquisition, reflecting the strong partnership that exists between home and school. Discussions with pupils confirmed that online safety is embedded within school life. Pupils demonstrated a mature understanding of how to keep themselves safe online and recognised the importance of responsible digital citizenship. The school's commitment to creating digitally responsible learners is clearly having a positive impact. St Mary's Primary School has cultivated a highly positive digital culture where technology is valued, celebrated and used purposefully to support learning, communication and community engagement. Digital learning is highly visible throughout the school. The school website and social media platforms provide regular opportunities to celebrate pupil achievements, showcase learning experiences and communicate with parents and the wider community. The school's ICT showcase videos are particularly effective in highlighting pupil achievements and providing authentic audiences for digital work. It was pleasing to hear that pupils themselves are increasingly involved in creating these showcases, giving genuine purpose and relevance to their digital skills. Pupil leadership is a significant strength of the school's digital culture. Digital Leaders play an active role in supporting staff and pupils, gathering feedback, promoting online safety and contributing to future developments. Pupil testimonials clearly demonstrate that pupil voice is not tokenistic but actively influences school decision-making. The use of Microsoft Forms to gather and analyse pupil feedback further strengthens this process and ensures that developments are responsive to pupil needs and interests. The school places a strong emphasis on peer support and collaborative learning. Pupils support one another in developing digital skills and confidently share expertise with their peers. This culture of collaboration extends beyond the classroom and contributes significantly to pupils' confidence and engagement. Parents are highly engaged and supportive of the school's digital vision. The effective use of Seesaw, the school website and digital communications ensures that parents remain informed and involved in their children's learning. It was particularly noteworthy that parents actively support the school's digital developments, including fundraising and resource acquisition, reflecting the strong partnership that exists between home and school. Discussions with pupils confirmed that online safety is embedded within school life. Pupils demonstrated a mature understanding of how to keep themselves safe online and recognised the importance of responsible digital citizenship. The school's commitment to creating digitally responsible learners is clearly having a positive impact.

## Professional Development

There is a strong needs-based CLPL programmed which is reviewed regularly and takes account of current and future developments, issues and technologies. The programme also supports: • Innovative and self-directed teacher learning; • Collaboration with other schools and outside agencies; • The development of an ethos of self and collaborative review; • Sharing best practice in Cyber Resilience and Internet Safety practice in age-appropriate formats.

### Evidence should consist of a range of examples including:

**Evidence could include examples of** (you need not include all of these examples):

A programme of CLPL involving digital learning and teaching;

Peer learning and support activities;

CLPL links with other schools or organisations;

Evaluations, reviews, impact analyses of CLPL;

CRIS programmes, training sessions or other activities, including issues around student wellbeing;

Reviews of developments in learner uses of technologies, emerging technologies and trends that influence learning and teaching;

Examples of training, information, support on teacher and student digital wellbeing.

**Level Statements** (You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):


**Attained:** Most, if not all teachers have engaged in professional development in digital technologies, based on the school Digital Learning and Teaching strategy. Others such as classroom assistants and support staff are involved in digital professional learning

**Partially Attained:** Teachers engage in professional development but rather than being strategy led, it is usually through individual requests, emerging courses or other sources.


**Not Attained:** The school strategy may mention digital -focused professional development but there is no expectation within the strategy that there is a whole-school approach.

### Links to key policies:


**Enhancing learning and teaching through the use of digital technology. A digital learning and teaching strategy for Scotland;  
Objective 1: Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching:**

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
**GTCS Standards for Registration:**

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
**CEOP Child Exploitation and Online Protection Professional support, ThinkUKnow:**

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
**Stop It Now! UK and Ireland | Preventing child sexual abuse**

 **Open**


**CEOP Ambassador course:**

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
**GTCS – What is Professional Learning -**

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
**Teacher Digital Skills Toolkit (Dec 2023 version)**

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
**Teaching: The Reflective Profession**

 **Open**


**Supporting Teacher Education and Professional Learning (Council for the Curriculum, Examinations & Assessment CEA)**

 **Open**


**The DE teacher professional learning strategy (General Teaching Council for Northern Ireland)**

 **Open**

**UNESCO's ICT competency framework for teachers (2023)**

 **Open**

**Learning Leaders: An evaluation of Department of Education's Strategy on Teacher Professional Learning (2016)**

 **Open**

**Validation:**

**Validator comments:**

Professional learning is clearly recognised as a key component of the school's digital strategy and has played a significant role in the progress made to date. The school has established a culture where staff are encouraged to continually develop their digital knowledge and skills. Staff voice is valued through annual evaluations and confidence audits, ensuring that professional development opportunities are responsive to identified needs. This reflective approach supports continuous improvement and enables leaders to make informed decisions regarding future training priorities. A notable strength is the collegial approach to professional learning that exists within the school. Staff regularly share expertise, mentor one another and work collaboratively to explore new technologies and approaches to teaching and learning. The Digital Champion model has been particularly effective in distributing leadership and fostering a supportive environment where staff feel confident seeking advice and sharing good practice. Examples of collaborative projects, such as the Primary 4 Weather Reporters green-screen project, demonstrate how professional learning translates directly into classroom practice. Staff have embraced opportunities to explore emerging technologies, including artificial intelligence tools such as ChatGPT and Microsoft Copilot, while maintaining a strong focus on pedagogy and learning outcomes. The ICT Coordinator has provided effective leadership in promoting professional learning opportunities, sharing courses, webinars and resources related to digital learning, inclusion and emerging technologies. Staff feedback demonstrates growing confidence and competence in integrating digital technologies into everyday classroom practice. The school's commitment to online safety education extends to staff development, ensuring that all members of the school community remain informed about current issues and best practice. The involvement of Primary 7 pupils in delivering cyber safety workshops for younger pupils further reinforces the school's culture of shared learning and leadership.

## Resources and Infrastructure

**The school deploys digital resources in the most appropriate manner to maximise opportunities for effective teaching, learning, assessment and administration, including:**

- The use of online environments, to support a range of learning activities within and beyond the school;
- Sufficient internet/wifi access to support a range of safe and secure digital activities;
- Software and hardware that allows teachers to create, record, store and share resources and learners' work;
- A range of software/apps to support curricular areas through differentiated and targeted learning;
- Compliance with all software/app licencing requirements GDPR requirements.

**Evidence should consist of a range of examples including:**

***Evidence could include examples of (you need not include all of these examples):***

Computer/Tablet resource allocation or timetable;  
Examples showcasing the use of Beebots and other physical devices;  
Examples of how Glow/cloud storage is used across the school to record, store and share resources;  
School development plan/digital strategy extracts showing procurement and deployment targets;  
CLPL activities;  
Examples of digitally enhanced administration activities;  
Procurement logs, lists, or other inventories;  
Software and/or GDPR Compliance information, training or practices;  
Evidence of apps on mobile devices;  
Teacher plans embedding a range of software/apps into learning and teaching across the curriculum;  
Examples of the use of assistive technologies, targeted or personalised learning activities;  
Systems for storing and referencing software licences.

**Level Statements** *(You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):*


**Attained:** Digital technologies enrich a range of curricular areas to maximise learning and teaching within a safe, GDPR-compliant and cyber resilient learning environment.

**Partially Attained:** Digital Technologies are being used more centrally in the school and there is ongoing growth of skills, devices and learning activities.


**Not Attained:** There is limited provision for digital technologies in the school.

#### Links to key policies:


Enhancing learning and teaching through the use of digital technology. A digital learning and teaching strategy for Scotland;

 [Open](#)


CyberSprinters: Game and activities - NCSC.GOV.UK

 [Open](#)


Department of Education (NI) ICT in Schools

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
DfE Assessing your school ICT infrastructure

 [Open](#)


CyberSprinters: Game and activities - NCSC.GOV.UK

 [Open](#)


SWGFL GDPR Guidance for Schools

 [Open](#)


**Digital Leaders programme for schools**

 **Open**

**Digital Transformation in Schools (DE)**

 **Open**

**Digital for life and work (Council for the Curriculum, Examinations & Assessment CEA)**

 **Open**

#### **Validation:**

 **Awarded**

#### **Validator comments:**

St Mary's Primary School has invested thoughtfully in digital resources and infrastructure, ensuring that technology is accessible, reliable and effectively managed to support learning and teaching across the school. Pupils benefit from access to a wide range of digital devices and technologies, including Chromebooks, iPads, programmable devices, interactive displays and a dedicated ICT suite. These resources are strategically allocated and timetabled to ensure equitable access for all pupils, allowing technology to be integrated consistently across year groups and curriculum areas. The school has developed robust systems for managing and organising digital resources. Clear procedures for device allocation, user management and resource scheduling ensure that technology is readily available when required and supports efficient classroom practice. The use of cloud-based technologies through Microsoft 365 has enhanced collaboration among staff and streamlined access to teaching resources. Staff can securely access materials both within school and remotely, supporting planning, communication and professional collaboration. The use of shared drives and cloud storage promotes consistency and efficiency across the school. A wide range of educational software and applications further enhances learning opportunities. Tools such as Dynamo Maths, Scratch, ScratchJr, Sphero Edu and Google Translate are used effectively to support creativity, coding, numeracy development, communication and language acquisition. These tools are carefully selected to meet the needs of learners and support progression in digital competence. Digital technologies also play an important role in school administration. Systems such as SIMS and cloud-based platforms streamline administrative processes, improve communication and support effective leadership and management.

#### **Final Recommendations:**

St Mary's Primary School has established a highly effective and inclusive digital learning environment where technology is used purposefully to enhance teaching, learning and leadership. Digital technologies are

embedded across the curriculum and supported by strong strategic leadership, a culture of collaboration and a commitment to continuous improvement. The school has made excellent progress in a relatively short period of time and has established strong foundations for continued innovation. Future developments, including the exploration of augmented and virtual reality technologies and the continuation of whole-school ICT professional learning, will further strengthen already highly effective practice. It is evident that digital technology is not simply present within St Mary's Primary School; it is embedded within the ethos, culture and everyday experiences of the school community. The school should be commended for the significant progress made and for the positive impact that digital technologies are having on teaching, learning and inclusion for all pupils.

## Awarded By

### Validator

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### Coordinator

**Name:** Aoife O'Connor **Email:** [aoife@digitalschoolsawards.com](mailto:aoife@digitalschoolsawards.com) **Awarded at:** 2026-06-11 08:27:56