

A celebration of schools using technology to support teaching and learning with imagination and purpose.



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Ed tech 50 2025

**School
Awards
Magazine**



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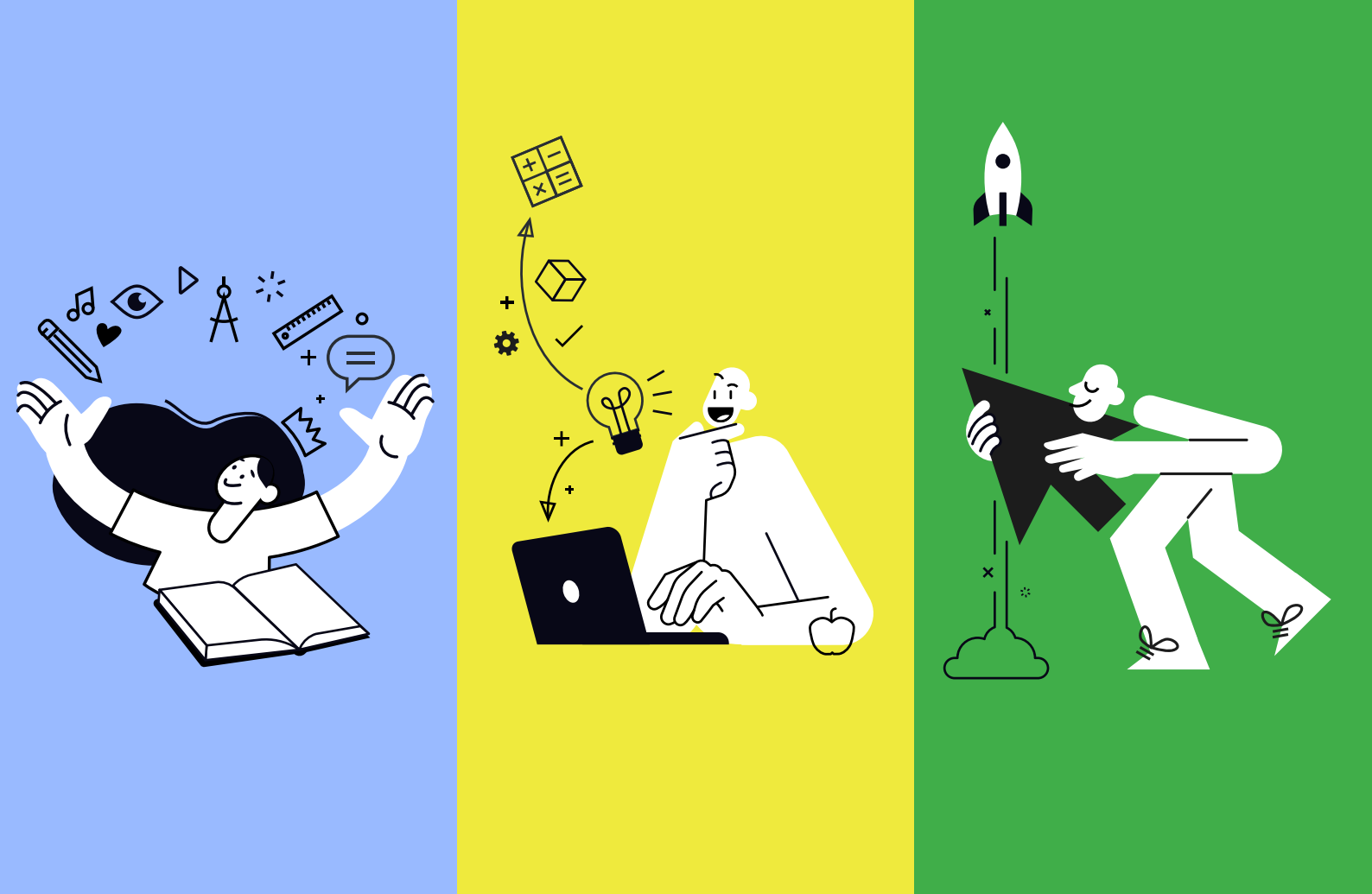


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Welcome to the Edtech50 Schools 2025

This latest edition of the Edtech 50 Schools is a celebration and recognition of the work going on in schools across England that use education technology to support great teaching and enhance learning.

The Edtech 50 Schools is supported by Intel.

Our national digital promise is strong in these Edtech 50 award winners. These schools exemplify purposeful use of technology – supporting teachers, cutting teacher workload, enhancing collaboration across teams and consolidating pupil knowledge.

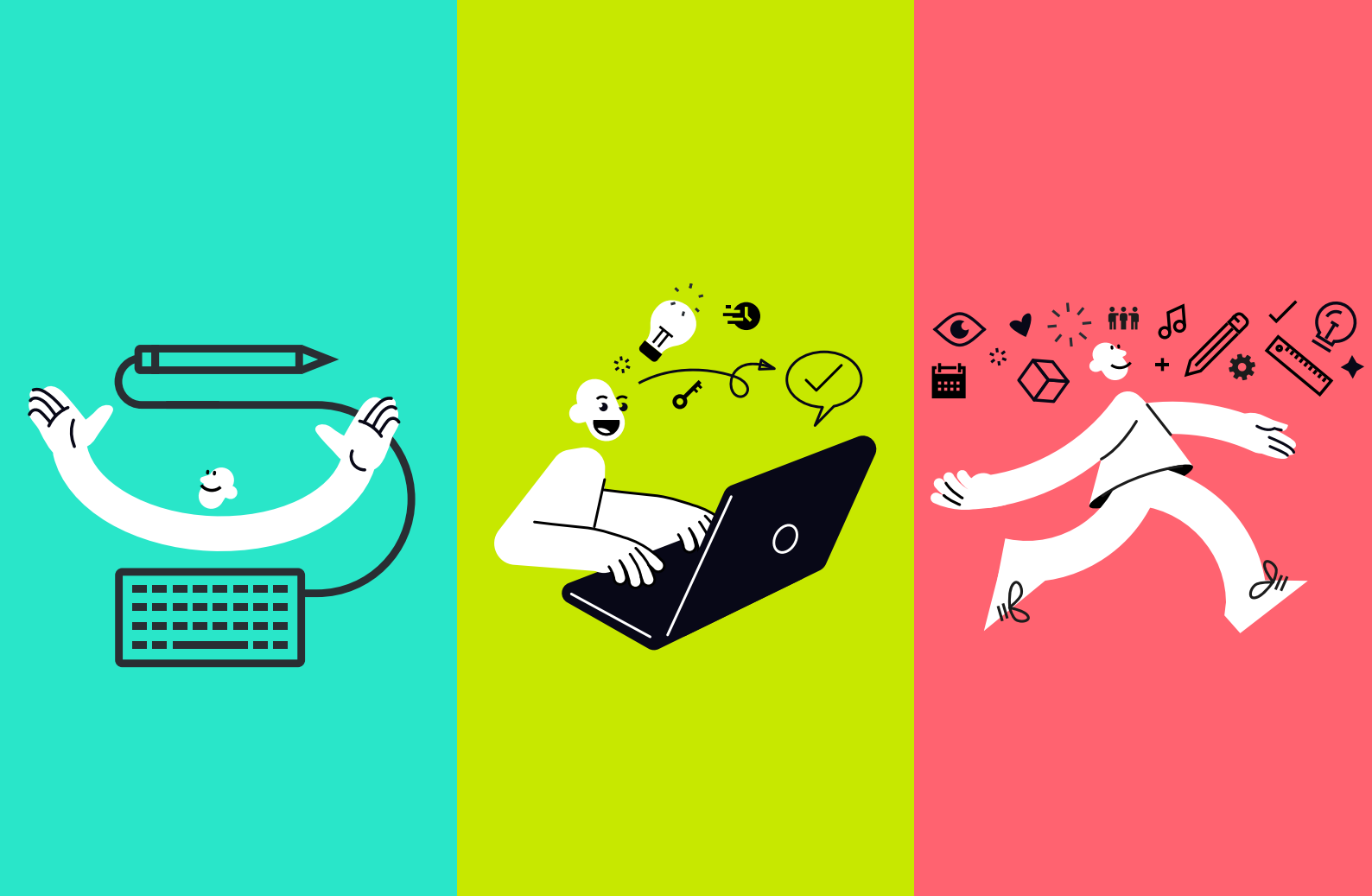
The Edtech 50 schools also demonstrate the national imperative of digital skills for our young people across the curriculum. Education technology is a normal part of school life not wheeled in for a lesson; but used when appropriate and to support learning. Many of these schools are honing what works – discovering the importance of context and confidence.

Edtech 50 Schools also explore how to approach pupil learning in new ways and use assistive technology for all. Some schools also report that technology enables them to re-design learning in a much more focused way around pupil needs.

As ever, these schools are making the sensible case that technology if used well and coherently, can be of real benefit to education, pupils and teachers. Technology is also used often to forge different and positive relationships with wider school communities.

A confident school that uses education technology with purpose, is better able to harness the potential of Artificial Intelligence and put in place positive measures around safety and digital literacy.

The Edtech 50 schools has been chosen from nomination and a set of criteria. We asked schools to demonstrate a range of work, share their strategic focus and thinking about technology. We also asked schools



Edtech502025

to articulate impact in ways they thought important as educators. The Edtech 50 acknowledges the work of schools and shines a spotlight on these award winners. Many of these schools are pioneers, but talk of their practice with humility, in an education system or an inspection culture that has not always understood education technology.

It is also important to acknowledge the generosity of Edtech 50 schools who share their learning and practice to benefit all schools.

As ever, leadership in schools is key. Fostering teacher development and confidence is vital, as is listening to pupils about their own learning.

We would like to thank all the schools who nominated themselves, the Edtech UK team and the many people who help us curate the education technology treasure across our country.

As we continue to develop Edtech Hubs, in partnership with LGfL, across the country we see increased interest from Government on the potential of education technology and mainstreaming digital skills for schools, teachers and pupils.

Congratulations to the Edtech 50 award winners.

Ty Goddard
Edtech UK





Our digital promise



There is an urgent need in England for a new sustained EdTech strategy. The long awaited Edtech Strategy of 2019 was not only out of time; but failed to properly mention teaching and learning.

And then lockdowns, major investments in kit and platforms in schools and a return to some sort of normal. During school lockdowns, the Edtech Demonstrator project was a model for agile emergency response and the power of peer to peer mentoring. Important to many,

The scale and ambition of the schools in the Edtech 50 for the use of technology to support teaching and learning, merits a new national vision for 2025 and beyond.

It can be as complex as we want to make it; but other countries are now further ahead of England.

Scotland and Wales have for years seen the positive role that technology can play in school life – put simply, it supports teachers and learners.

We recognise now that assistive technology can support all pupils and we can't ignore Artificial Intelligence.

This new national strategy will recognise key components and the need for staged milestones for infrastructure rebuild, access to devices and support for digital capacity, teacher development, re-shaping

curriculum and recognition of the positives of education technology to support teaching and learning.

There is a right and proper role for government; leadership that convenes, inspires, and brings fragmented policy developments across government to focus on our national digital challenge.



The new DfE and the arrival of Bridget Philipson, MP, as Secretary of State and the imperative of digitising the public sector more generally, has already changed the national conversation around technology.

This new government talked of Artificial Intelligence early on with projects, summits and big system promises. Sensibly, too, initiatives begun on Ai under a previous government have been broadened and deepened.

Some policy developments in the past were commendable but many were false starts; even cul de sac's that failed to reap the rewards of millions of investment. Computing, whilst worthwhile, may have benefitted from a whole system approach and often stuttered into life, struggling with key metrics.

Wales, Scotland and N.Ireland had long realised the digital imperative for skills, jobs and growth – and that those benefits could also be useful in schools.

- **Critical thinking focus:** The report highlights the importance of teaching children to evaluate online content and understand how algorithms and AI influence what they see online.

Now there is a real sense that digital skills matter – could even be talked about – outside the frame of reference of the computing curriculum. Schools Week talked of this new government, 'reframing digital skills for the workforce of tomorrow.'

Digital skills matter now and not just for those with a passion for technology. There will be no real growth with only lip service to digital skills.



Curriculum and Assessment Review

Digital Skills needed to be embedded across the curriculum and the Curriculum and Assessment Review interim report includes major developments in how digital skills and online safety will be taught in schools across England.

As Click Safe Club highlighted, these are important steps:

- **Digital literacy as a core skill:** The review recognises that digital skills should be considered as essential as reading and maths for today's children
- **Enhanced online safety education:** There's a clear emphasis on teaching children to navigate online spaces safely, identify misinformation, and protect their personal data
- **Computing curriculum improvements:** Recommendations include better teacher training in digital education and updated ways to assess children's digital skills



Modernising our education system

And it was in January '25 that the Department for Education heralded a digital revolution in education as the Education Secretary, set out plans to "take up this great new technological era to modernise our education system, back our teachers and deliver for our children".

Delivering a speech at forty year old anniversary Bett Show, she set out expansive plans to harness technology to transform teaching.

The Education Secretary said that, teaching will be revolutionised by the way the sector engages with tech at every stage – breaking down barriers to opportunity by ensuring every student and teacher can access the tools and support they need to succeed.

“The world of even 5 years ago is gone forever, now we must seize the opportunities of the future. We can hope for a brighter future for our children – delivered by a digital revolution in education. I will take up this great new technological era to modernise our education system, to back our teachers and to deliver better life chances for our children across the country.”

Importantly, there was recognition that effective use of technology supports pupil learning. The Education Endowment Foundation found that when used effectively, digital technology can accelerate learning by 2 to 3 months. Separately, the Department for Education’s Technology in Schools survey found over two thirds of school leaders reported that pupil attainment has been bolstered by use of technology in education.

Leo Academy Trust’s work on their own edtech adoption and thinking differently about pedagogy – PedTech – shows the benefits of leadership that empowers school communities to reflect and learn about Edtech Use. It also allows us to think differently about the challenges of cost and re-prioritising spend across a school. We truly don’t have to work in ways that we have always done.



New Ai support materials for schools have also recently been launched – taking a modular approach they will act as a springboard and catalyst for senior leadership thinking about Ai benefits and safety issues. And yes, the future isn’t what it used to be.

For the first time, all new teachers will be trained on the effective use of assistive technology to support children with special educational needs and disabilities. Evidence shows that using readily-available, low-cost technology – such as dictation tools or text to speech software – is a key part of high-quality teaching for SEND pupils. But only 13% of teachers received training on accessibility features between 2021 and 2023.





What will new, relevant and agile teacher training look like?

According to the DfE, a pilot of the assistive technology training in mainstream schools found staggering benefits to users, teachers and the wider class. Over 8 out of 10 of teachers and school staff surveyed said their students' independence, confidence and engagement improved, with 6 out of 10 seeing improved attainment.



Digital, AI and Technology Task and Finish Group

In March '25, a new Digital, AI and Technology Task and Finish Group from the education and digital sectors and digital began to advise the government on what changes can be made to prepare children and young people for the jobs of the future.

The group will all advise government on how the school and further education system in England can ensure that every child and young person is equipped to thrive

in an AI and digital world, creating strong foundations for access to more specialist AI and digital pathways.

Important to many, vital for our national future; but national roll outs and change take time and sensitivity.

What changes can be made now – are there changes to inspection that can highlight good practice?

As the new wider Industrial Strategy also highlights, technology adoption is a key pillar and support for schools to use technology across their organisations will be key. And nothing beats peer to peer mentoring from people you trust.

Edtech UK has long called for the creation of an Office for EdTech to drive forward coherent national change to support the adoption and use of education technology. We also need to harness the potential of regional partnerships to support change locally.

The Office for EdTech would also bring a focus across Government to properly support companies across the EdTech sector. A fragmented sector does little for our vibrant UK-based companies.

To some, the Edtech 50 schools are seen as pioneers; but to them they are learning how best to support their teachers and pupils with the best tools available. And, it's always been about the teachers and learners.

Edtech UK



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Ed Tech 50 Schools





**ACHIEVEMENT
THROUGH
COLLABORATION**
Multi Academy Trust

Achievement Through Collaboration Trust (AtC)

AtC is a MAT comprising five schools across Blackpool, Blackburn, Wigan, and Lancashire. It is also an accredited ITT provider. As well as its 'live' digital strategy, premised on a two-year growth cycle, there is also a digital growth strategy. The overarching goal of AtC's digital strategy is to ensure equitable access and understanding for all students and staff. This is encapsulated in the principle that *"Everyone deserves to*

understand and be understood!" Key aspects of this comprehensive and multi-faceted strategy include moving from EdTech to PedTech to enhance pedagogy through the use of technology. It also includes reducing staff workload and improving pedagogical expertise. A good example of an area where this has worked particularly well is the Staff Dashboard – the main hub for all new staff inductions, safeguarding training, teaching and

learning training. This has reduced the time staff are expected to stay after school to a more hybrid, self-regulated approach where staff are able to access the training more flexibly. It now sits as the Home button for all devices, reducing the need to meet for staff briefings etc.

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Anson

Anson Primary School

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Anson Primary School does things differently. They do not employ a digital strategy. Instead, they have adopted an approach to pedagogy where the digital is embedded in the school ethos and central to achieving their vision. Or in their own words, they use 'story' to create a way of thinking at Anson which is 'unlike many other institutions.' This means that technology comes 'a distant second' to the pedagogy of how children learn and 'how we think and act as a school.' The approach may be different but they are an Apple Regional Training Centre. They use SeaSaw throughout the school (including involving parents) and they have a flagship project in Anson Radio. Broadcasting 24/7, it is a showcase of the children's work and run by a team of pupils from Year 3 to Year 6.



Bedgrove Junior School

Bedgrove Junior School takes an all-encompassing, whole-school approach to technology. Its offer combines a detailed computing curriculum which is a mix of digital literacy, online safety and computer science with a variety of IT applications across all subjects. Pupil engagement has improved significantly since the implementation of the 1:2 iPad

model. One of the school's biggest successes has been creating a balance between using the iPads to drive learning forward and allowing plenty of opportunity for speaking and listening. The iPads have 'supported children on their oracy journey' by strengthening their vocabulary through websites like 'word hippo', developing their presenting skills through

video and 'iMotion' and allowing them to express and share ideas through apps such as 'Padlet'. The introduction of a new School Bank initiative through the Great Learners Trust provides an opportunity for children to develop important skills and their financial education from an early age.



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Braunstone Community Primary School

The impact of education technology is articulated through a comprehensive and well-structured PedTech approach. This approach is not limited to a single area of good practice but is embedded throughout the entire school, supporting teaching and learning in a holistic manner. The school's vision, encapsulated by the values of Belong, Care, Persevere, and Succeed, is reflected in their use of technology to enhance the learning experience for all students. The school has developed a modern and engaging curriculum that leverages digital tools to foster creativity, critical thinking, and problem-solving skills. One key area of promise at Braunstone Community Primary School, part of the Discovery Schools Trust, is seen as the use of a customer relationship management (CRM) system to manage pupil interactions more effectively. This system allows teachers to track student progress, identify areas for improvement, and tailor their teaching strategies to meet individual needs. The school uses a wide range of digital tools (Microsoft Teams, OneNote, Forms, Century Tech etc) to enhance the learning experience and support the school's commitment to providing a modern and engaging education for all pupils. Significant improvements in pupils' arithmetic skills have been achieved by gamifying learning through fun platforms like Time Table Rock Stars.



Braunstone Community
Primary School

Dreams and possibilities are endless



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CATERHAM SCHOOL

Caterham School

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An Apple Distinguished independent all-through school which has its own subsidiary company, Sphinx AI, producing products like Rileybot – a chatbot to help students with their learning. Innovation is part of the educational philosophy of the school; both as necessary in the future ever-changing world of work and as a broader education for life. As well as Digital and Innovation,

Wellbeing is also seen as one of the key pillars of the school's approach and its digital strategy. These two elements are intertwined hence the development by Sphinx AI of CHIP; a platform which uses AI to monitor pastoral and academic progress. The bringing together of these elements is 'what makes Caterham's use of technology unique.'



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Chilmington Green Primary School

Chilmington Green Primary School is a part of the Stour Academy Trust – hence its whole-school approach to EdTech integration. It ensures that every child, in every classroom, benefits from digital tools that enhance teaching and learning. The vision is rooted in equity, engagement, and experiences, using EdTech to remove barriers, personalise learning, and prepare students for the future. An element of this approach has involved

improving student engagement and accessibility with OneNote and Reflect – especially for those students with SEND, EAL and low confidence in writing. OneNote is used as a digital exercise book, embedding voice notes, screen recordings, and teacher feedback to make learning more accessible. Microsoft Reflect helps students self-regulate their emotions and recognise how their wellbeing impacts learning. In addition,

Immersive Reader and Dictation tools also support students with dyslexia, EAL learners etc. Measured impact has revealed increases in independent learning and 75% of SEND students preferring to use voice notes and screen recordings to demonstrate understanding. Finally, Reflect has improved student wellbeing to the extent that teachers now proactively adapt lesson approaches based on Reflect insights.

Cornerstone C of E Primary School

In Digital Cornerstone pupils have choice and voice through digital technology. For example, in Years 5 and 6 the pupils have the option of applying for a range of leadership roles, including: Pupil Leadership Team, Digital Leaders Team, PE Ambassadors, Junior Road Safety Officers, Librarians. (They have to complete an online form to apply). This is just one of many initiatives that sit within the Microsoft Showcase School's overarching Digital Vision consisting of three sections: Teaching and Learning, Leadership and Outcomes. Overarching the first of these three sections is inspirational teaching and learning which is collaborative, encourages curiosity and self-discovery and transforms lives. The school's Leadership vision is also focused around inspirational leadership - challenging, supporting and coaching colleagues through

trusting, authentic and professional relationships. It focuses on professional pedagogy, including more interactive and digitalised methods, that promote critical and individual thinking, where teachers serve as facilitators, coaches and activators. Finally, the outcomes part of the vision includes the nurturing of aspirational, courageous, self-fulfilled, collaborative and reflective learners. As learners they co-construct and re-construct knowledge and ideas. Through being challenged to achieve high quality outcomes across the curriculum, they build self-belief in their power to influence their own futures.

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DENBIGH HIGH SCHOOL

Denbigh High School

Denbigh has embedded Technology for Learning to prepare its pupils to become innovative, international digital citizens against a backdrop of challenging circumstances; including a highly economically deprived catchment area. Initially this model was developed to support the school itself, before its cascading as part of 'rich system leadership' to all schools in the Chiltern Learning Trust. In 2019, the school was chosen by UNESCO as a case study on "developing and delivering a successful technology for learning strategy in the UK." As a result of the implementation of Technology for Learning, Denbigh has achieved both national and international recognition, with achievements, including students being asked to present at the BETT Show, London on 'App creation across the curriculum,' and on BBC World News.

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Elmhurst School

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**Elmhurst
Primary**

Little seeds, big dreams

Elmhurst School started from the position that technology should be embedded across the curriculum and not taught as a separate subject. There is a focus on creativity and engagement. For example, the school uses Seesaw to integrate learning, supporting collaboration between pupils in the classroom. Children use QR codes to access research, which enables them to develop curiosity and independence. Digital music is created through GarageBand. In addition, technology

has enabled Elmhurst to launch a school bank initiative, which teaches pupils valuable financial literacy skills from an early age. Both pupil voice surveys (demonstrating children's growing ability to problem solve for themselves without having to ask a teacher) and staff voice surveys (use of accessibility tools such as the 'read-aloud' feature for KS2 children with significantly lower reading levels) have evidenced the day-to-day impact of the technology.



Epping Forest Schools Partnership

The Epping Forest Schools Partnership Trust is a Multi-Academy Trust of fifteen Primary and one Special School; all based in the Epping Forest area. Three of its schools - Hereward Primary School, St. John's CofE Buckhurst Hill Primary School and Hillhouse CofE Primary School submitted entries to this year's EdTech 50 Awards scheme.

In its own words, Hereward has 'embraced the shift.' It progressed from being iPad focused to combining these with Chromebooks for pupils and enabling staff actively to pursue their own Chromebooks at the front of the class so they can model outcomes. The shift has meant very quickly that technology is 'no longer just a tool, but a catalyst for innovative teaching and learning practice.' St John's highlights that the

Trust's strategic approach supports teachers' access to real-time data through interactive tools and assessments.

Hill House chooses to highlight the way the technology integration fosters collaboration among students. Through tools like Google Docs, Classroom and Canva, students can work together on projects, share ideas, and provide feedback in real-time. This collaborative process not only improves task outcomes but also develops essential digital skills.

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Finberry Primary School

As a Microsoft Showcase School, Finberry takes a whole-school approach to technology integration – ensuring that every child benefits from innovative digital tools that enhance teaching and learning. They are committed to leveraging technology to drive engagement, accessibility, and personalised learning, equipping students with the skills they need for the future. Many MS products, such as OneNote, Reflect, as well as a wide variety of others such as ClassVR, Merge Cubes etc (AR and VR technology) are forensically employed to offer a fulfilling, focused yet encouraging outlook. Microsoft Reflect, for example, is integrated into Early Morning Work; helping students develop emotional literacy and self-awareness by tracking how their emotions impact their learning. In the words of one Year 5 student: 'Before Reflect, I wouldn't talk about

how I was feeling in lessons, but now I can share my mood with my teacher, and it helps me focus better.' From the teacher (Year 6) perspective (wrt OneNote): it's completely changed how I provide feedback. I can now record my voice explaining corrections, and students engage with it far more than traditional marking.'



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Heronsgate
PRIMARY SCHOOL



Heronsgate Primary School

In Heronsgate Primary School, an Apple Distinguished School, their strategic approach is captured by three straightforward but resonant propositions: computers are cognitive tools, so let's give one to every child, and thirdly, make sure they are capable devices. So reflecting this, the iPad is embedded as a learning tool across the whole curriculum and throughout the school. Showbie is seen as the backbone that makes this possible. It is used to provide a robust way to easily distribute resources to students, a powerful set of features to complete learning tasks, a workflow for submission of work in any format; plus a rich feature set of feedback tools for teachers. An MA-level research dissertation examined the learning experience for students using iPads at Heronsgate. It highlights the importance of experiential learning, the significance of an effective learning platform, the impact of teaching coding to children, and the benefits of providing every child with a device.



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Highfurlong School



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Highfurlong provides education for pupils aged 2-19 with a wide range of special educational needs and disabilities. Through its digital improvement strategic plan, technology underpins Highfurlong's approach to learning and communication. A wide range of ICT tools such as EyeGaze, digital PECS and accessible software through immersive reader and dictation tools is embedded in the school's educational offer; including for pupils who are not physically able or medically well enough to attend school full time. Tech is showcased as normal everyday provision within school. It includes training parents, carers and health colleagues to use the tech so that they can work with the pupils in the same way as school staff do. This increases the positive impact of the tech as it is used in everyday life, not just in school. Highfurlong led the first Ed Tech Study tour for the Northwest EdTech Hub.



Hove Park School
"Together We Achieve"

Hove Park School

Hove Park School operates on a three-to-four-year strategic cycle, focusing primarily on students, teachers and infrastructure. One key element of this secondary school's approach has been to integrate OneNote into the classroom dynamics. This has allowed teachers to deliver lessons simultaneously on the classroom display and student devices, allowing real-time annotations and enabling students

to navigate resources flexibly; while revisiting past learning points and working at their own pace. The school also cites significantly increased homework completion rates following a shift to digital assignments in core subjects like Mathematics, English and Science. The integration of digital tools has streamlined the homework process, making it much easier for students to access and submit their work.

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King's Academy
Lord Wilson

King's Academy Lord Wilson

Part of the King's Group of Academies. A Special School 11-16 (SEMHs). It doesn't have a formally published 'digital strategy' document in the traditional sense, and approaches the use of technology through a dynamic and evolving action plan; embedded within the school's overall improvement plan. This approach allows responsiveness to the specific needs of the students with SEMH (and to capitalise on emerging technologies and

opportunities). An example given is the construction of an ESports arena and curriculum; offering virtual driving lessons, adopting VR and AI to offer virtual school trips and careers interviews. Following the integration of game narratives, character analysis, and creative writing tasks related to ESports, there was a record increase in student engagement and a measurable rise in English grades. This demonstrates the 'power of technology, when

integrated thoughtfully,' to motivate students and enhance their learning outcomes. Furthermore, the 100% pass rate for the Level 2 BTEC in ESports demonstrates the programme's effectiveness in developing recognized skills and qualifications.

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King's Leadership Academy Wavertree

The academy has a comprehensive digital strategy focusing on enhancing accessibility, increasing engagement, and personalising learning experiences to meet diverse student needs. Three key areas are prioritised from staff development, student-centred tools (catering for individual learning paces and styles) to sustainability and scalability. Part of this involves ensuring that digital infrastructure can grow to support an expanding use of EdTech in an ever-changing educational landscape. Student engagement has significantly improved through the use of interactive platforms, online quizzes, and AI tools that provide real-time feedback. Attainment has risen, particularly among students who benefit from personalised learning paths and targeted intervention strategies provided by AI-driven analytics. Finally, teacher efficiency has improved by automating routine tasks such as grading and lesson planning, freeing up valuable time for teachers to focus on pedagogy and student well-being.

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Lawford C of E Primary School

This school's digital strategy features in its Lawford 2030 Road map indicating both the primacy of technology in achieving the school's learning and teaching aims; as well as its long term approach. Staff indicate that there are many challenges along the way but that it is a journey well worth making. Starting around the time of the Covid epidemic, a considered approach, not doing everything at once, taking into account planned, consistent staff training, financial factors etc has reaped benefits at a number of levels. Lawford C of E Primary is now a Microsoft Incubator School. One recent development has been the use of Augmented Reality as a cross-curricular tool in humanities and English, particularly as part of end of unit assessment tasks. Pupils talk positively of their experiences creating polar explorations and second world war scenarios – in their own words – 'helping my literacy, creativity and history.'



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LEO
Academy Trust

Leo Academy Trust, Sutton, London

LEO Academy Trust is now in the second year of its third digital strategy (2024-2027). The strategy is underpinned by five pillars focussing on digital learning, digital and AI literacy, digital media, data and insights, and re-imagining classrooms. The approach has been widely shared with the sector; following the launch of their Pedtech Impact Report in December 2023. More recently, this original report has been updated (The Next Chapter)

with further analysis; including consideration for the first time of the impact of Artificial Intelligence. As part of its offer to the sector, Leo Academy Trust continues to offer digital discovery days across many of its schools. This multi academy trust is especially proud of the impact its use of technology has had on creating more inclusive classrooms. The approach to supporting learning with technology for all pupils and those with special

needs has led to key successes and 'dignity' for all learners. The evidence is not merely anecdotal but backed up by long term case studies, as well as with comprehensive and forensic research. In the Trust's own words – we listen to the measures, but we learn from the story.

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Masefield Primary School



Masefield Primary School

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Masefield Primary School has witnessed a 'transformative impact' through its strategic implementation of educational technology. Utilising the SAMR model, and underpinned by various evidence-based research studies on the impact of technology in the classroom, such as those from ISTE, Masefield has effectively integrated technology to elevate classroom experiences, ensuring that students engage deeply with their education. Notably, the adoption of apps like 'Learning by Questions' has propelled the school into the top 2% of all schools nationwide in Reading, Writing, and Maths. As a showcase school for the local authority, the school continues to share best practices in EdTech, further cementing its leadership in this field. Its hosting of visitors from across the globe has also allowed it to engage in cross-cultural exchanges about educational technology.



Newcastle High School for Girls (NHSG)

A Girls' Day School Trust. A Microsoft Incubator School. NHSG has both Microsoft Innovative Educators and Microsoft Expert Innovative Educators. More generally, its staff use Microsoft Learn for EdTech CPD. They are a 1:1 BYOD school working towards Microsoft Showcase School status. One example that the school cites of successful impact is that of a staff member who was marking an essay per student per week. Using EdTech tools, 'we assured her of the knowledge her students were retaining and recalling and dramatically improved their work life balance.'

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The Oaks Specialist College

This institution deserves special mention for its innovation and lessons for the wider sector. Its digital strategy has been renamed as an accessibility strategy i.e whole-college and not just 'an IT thing.' It aims to ensure that young people leave college with the necessary skills for independence embedded in their daily lives. Initiatives such as Project Moto and Project Smart are used to help young people understand and

use their mobile phones and smart home devices, taking advantage of assistive technology features. The college's Project LifeGate focuses on learners who are working towards paid employment, utilising workplace adjustments from the start of a placement to ensure sustainable employment. The Oak's embedding of everyday technology and accessibility features has enabled pupils to be the 'experts by experience' – for example,

training over 200 international teachers by hosting the first ever User Lab run by a school at Bett 2024. The college was the UK's first SEND FE Microsoft Showcase College, and retains this accolade in 2025.

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The **OliveTree**
Primary School



The Olive Tree Primary School

An Apple Regional Training Centre. The school has adopted a very carefully calibrated blueprint for learning, teaching and assessment. Part of this includes a research-informed 'Lesson Sequence' that provides consistency in pedagogy and technology across school;

with inclusive practices. The aim is to provide an environment where technology enables equitable access for all, providing tools and opportunities which may be 'essential for some, but useful for all.' Students learn to use new and innovative skills including

augmented reality and artificial intelligence. As a result, they develop the ability to express themselves innovatively, creatively, and explain their thinking. Developing such digital literacy and intelligence prepares pupils for future skills, for future jobs.

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**Peareswood
Primary School**

Peareswood Primary School

Peareswood Primary School takes a whole school approach: the pedagogical approach of Universal Design for Learning. The school has 1:1 devices from Y1 to Y6. The offer includes flexible instructional methods, accessible learning materials, personal learning pathways, inclusive classroom environments, and continuous assessment/feedback. In particular,

the removal of traditional classroom walls is seen as empowering; allowing 'children to connect to the broader context of the world around them.' The school is also involved in significant AI research. Peareswood has double the national average of disadvantaged children and almost double the percentage of SEND pupils, but its approach has had a real impact on both academic

and non-academic outcomes with, for example, no difference between the outcomes for disadvantaged and non-disadvantaged in 2024.

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**RGS
WORCESTER**



The RGS Worcester Family of Schools

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This family of four schools in the Midlands is continuing its considerable progress in the development of digital learning by integrating Artificial Intelligence (AI) into its educational framework. The adoption of a comprehensive AI Literacy programme has already enhanced pedagogical methods, streamlined administrative processes, and started to impact on teaching and learning outcomes. Use of AI tools such as Real Fast

Reports, Chat GPT, and Quizizz have significantly reduced teachers' administrative workloads, allowing more time for personalised instruction and student engagement. From the student perspective, AI is beginning to aid them in revision planning, essay structuring and critical analysis. This transformative approach is also one which is shared more widely through RGS Worcester's important contributions to the West Midlands EdTech Hub.



Ribblesdale School



Ribblesdale School

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An all-through comprehensive and MS Showcase School. Its four year digital strategy (Innovative Learning/ Future Ready Pupils/Skilled and Creative Teaching/Systems to Support Sustainable Use of Technology/Delivery of Management Efficiencies) is underpinned by a focus on ensuring all students become 'Visible Learners'; fostering resilience and independence on their learning journey. There is a device

in every student hand (c 1,400 students). The school is committed to embracing new technology, such as VR/AR and AI based platforms, as well as underpinning all its work with ever more robust evidence of impact. Anecdotally, at the school's Work Experience Weeks, companies and local businesses routinely comment on how 'our young people have both the technical and life skills needed to succeed in the real world.'

St Augustine's Catholic College

The college has an overarching digital strategy which aligns with its curriculum and CPD goals. It also supports grassroots experimentation reflected in its pioneering Transcript-Based Lesson Analysis (TBLA) approach and AI-powered coaching feedback. This 'standout area of innovation' gives teachers fast, focused insights on their classroom

practice. It allows them to reflect on their own teaching regularly - receiving coaching-style feedback within minutes so that there is an ethos of continuous improvement: 'little by little, a little becomes a lot.' In particular, the secondary school cites the efficacy of its 'Moonlight' AI coaching system; where, for example, since November 2024, 26

teachers have used the system and captured almost half a million words from 90 lesson transcripts. This raw data undergoes AI analysis and is used to inform training needs.

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St Augustine's Catholic College





St Bernard's Grammar School

The school's comprehensive digital strategy aims to create a dynamic learning environment powered by modern technology, while improving the efficiency of teaching, learning and administration. With tools like MS Teams and digital whiteboards, diverse learning styles, from visual to auditory and kinesthetic can be accommodated – making learning both more engaging and memorable. At the same time, platforms such as SharePoint are used to streamline administrative tasks. There is also a focus through the use of technology to ensure that all students, including those with additional needs, have access to tailored resources and learning tools; with the introduction of assistive technology in the pipeline. Overarching St Bernard's approach is a real-world preparedness that enables students to gain exposure to digital tools and platforms they will encounter in higher education and the workplace, ensuring they are future-ready.



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St Josephs Catholic Primary School

St Josephs Catholic Primary School

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St Josephs has become a Centre of Excellence for Fable Robots and has incorporated robotics into their curriculum across all years; underpinned by a robust digital strategy. From Reception to upper year groups, pupils engage with cutting-edge technology, including floor robots and VR headsets. In terms of real impact, bringing Fable Robots into the curriculum is seen

by the school as a real game-changer; making learning hands-on and super fun. The kids get to work together, be creative, and solve problems as a team by designing and coding their very own robots. Even the little ones are apparently getting involved and loving the progress they are making in robotics – 'starting from Beebots, then Lego Robo Cat, and now Fable Robots.'



SHIRELAND
TECHNOLOGY PRIMARY

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Shireland Technology Primary

Shireland Technology Primary adopts a whole-school approach to using technology, ensuring that it is integrated into various aspects of learning. It is rich in new technologies and responsive to the needs of all the children. Its digital framework aims to provide teachers with clear age-related expectations across the curriculum. It has three key strands: digital literacy skills, digital citizenship skills, and technological skills. Children have access to an immersive room

that provides life-like experiences, such as exploring the desert, riding a rollercoaster, or entering a World War II bunker. In Key Stage 1 (KS1), children have access to class sets of laptops, while in Key Stage 2 (KS2), they have individual laptops to support independent learning and use appropriate learning tools for curriculum subjects. According to Ofsted (2023) the school uses technology exceptionally well to support pupils' learning. A practical example cited of this is of children

in a reception class using a digital tablet to review their journey to school before drawing their own maps. The school has also developed tailored Now>Press>Play experiences for EYFS to enhance all aspects of communication and language, particularly benefiting the high number of pupils with EAL. These immersive, language-rich audio experiences have significantly improved pupils' listening and attention skills, as well as their ability to follow instructions.



Shrewsbury School

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The school highlights its AGILE strategy for AI – an evolving document; based on the rate of change currently being experienced within this aspect of education. With its whole-person focus, it aims to equip learners with the necessary skills to thrive in a future where AI plays a central role, while addressing ethical and security considerations. The first cohort of 6th Formers has just completed the school's new (optional extra)

AI Digital Literacy Course – with all participants indicating that they would recommend the course to others. One student commented: 'it is interesting to understand how AI has the potential to reshape the working world.' Plans include rolling this out to as many of Shrewsbury School's sixth form as possible next year; as well as creating a version for its year 9 students (as a module within their computing lessons).



The Stour Academy Trust

Across its 8 primary schools, the Stour Academy Trust takes a holistic approach to integrating all aspects of teaching and learning. Digital tools are used to enhance engagement, provide equitable learning opportunities, and deliver immersive experiences. A wide range of technologies, including immersive VR and AI is harnessed. There is extensive use of Microsoft 365, including, for example, Microsoft Forms for Phonics Assessments. Such was the impact of this approach on student engagement/performance and overall efficiency, the model has been expanded to cover other formative assessments such as spelling and vocabulary tests etc. The overall aim is to better prepare young people for the 21st century. Technology is used to accelerate this vision but not to drive it. In the words of one of the teachers in relation to the deployment of Minecraft, 'the children forget that they are learning, but do not forget the learning.'

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Thomas's Fulham

An Apple Distinguished School with a comprehensive digital strategy. Each pupil has access to a personal device; such as an iPad. This is underpinned with the use of Beebots, micro:Bits (and much more) to encourage hands-on, practical engagement with technology. The approach has been instrumental in developing pupils' critical thinking, creativity, and collaborative skills. Digital tools support cross-curricular projects, encouraging pupils to 'see the interconnections between subjects and the real-world application of their learning.' The school makes use of the International Society for Technology in Education (ISTE)'s frameworks for incorporating technology into its curricula.

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Whitefield Primary School

Whitefield Primary School takes a multi-faceted approach to EdTech. However, it is seen as so integral to the school's development that its digital strategy is not separated out. Using a mixed economy of devices in the classroom, teachers have worked hard on using the technology to maximise engagement and reduce barriers to learning. In practice, this

means they are no longer tied to the front of the classroom but can be mobile, moving around the class as they teach; supporting pupils and assessing. They can, for example, share slides, models, recording with visualisers etc to support recall and reduce cognitive load. The school points out that their children say things like "it would be very difficult

to imagine not having technology at Whitefield. We would not be able to learn as we do, we would have to wait for adults and wouldn't be able to get the help we need when we need it."

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**WILLOW
BROOK**
PRIMARY

Willow Brook Primary School Academy

Captured by its mantra: Low Floors, High Ceilings and Wide Walls, suggesting entry points accessible by everyone at every level, the Willow Brook Primary School Academy offers 'an ambitious computing curriculum which enables everybody to exceed expectations.' The computer

curriculum is based around digital citizenship, computational thinking, computer programming, digital literacy and information science. They offer free workshops (#IntelinoEngineuityChallenge) to other schools 'where the resources curated for the workshop have been accredited as meeting the

standards for the British Science Association's CREST Awards Discovery Certificate (aimed at 10-14 year olds).' Part of Griffin Schools (Multi Academy)

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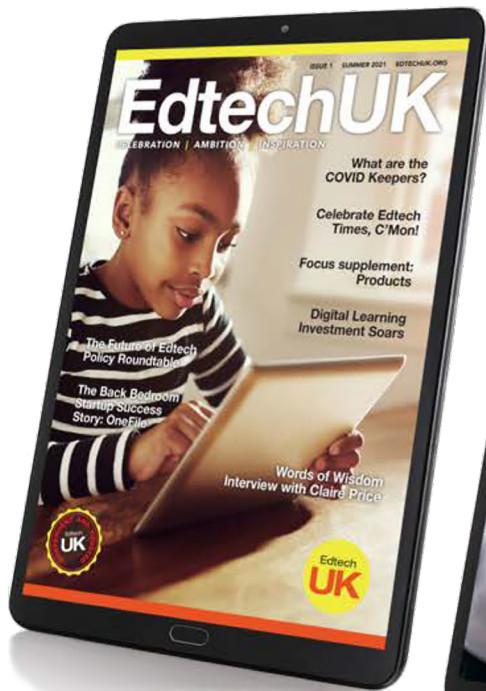


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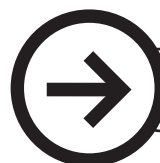


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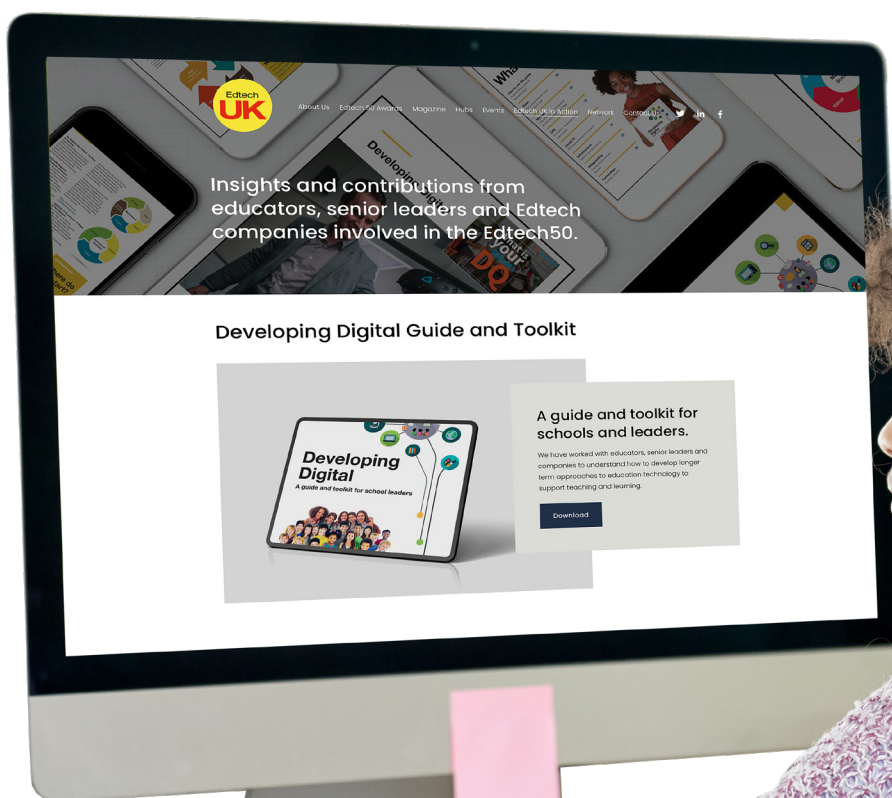


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