



Excellence
Awards

2006

Transforming schools through ICT



Main sponsor



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ICT Excellence Awards 2007

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The ICT Excellence Awards and the self-review framework

The ICT Excellence Awards were launched by Becta in January 2006 with the specific purpose of supporting the development of the self-review framework.

The self-review framework is an online resource which helps all schools to evaluate where they are in developing and managing their use of ICT to maximise organisational performance. It consists of eight elements which have been identified by Becta and nationally agreed with partners as key to achieving organisational effectiveness through ICT.

These are:

- Leadership and management
- Curriculum
- Learning and teaching
- Assessment
- Professional development
- Extending opportunities for learning
- Resources
- Impact on pupil outcomes

Against any or all of these elements, any school can work through the self-review framework online tool to establish their current level, and receive advice on how they can move to the next level. The levels correspond broadly with the following descriptions:

- Level 5 little or no ICT in place
- Level 4 first steps taken to address ICT strategy and practice
- Level 3 good ICT strategy and practice in place
- Level 2 strong and coherent use of ICT
- Level 1 innovative and transformational use of ICT

Schools that have been selected as winners, runners-up and highly commended in this first year of the ICT Excellence Awards have all demonstrated through a rigorous judging process that they are operating at the top two levels of maturity in their use of ICT.

Find out more about the self-review framework at:

www.becta.org.uk/schools/selfreviewframework



ICT Excellence Awards - the categories

The categories in the first year of the scheme were designed to match closely with the self-review framework elements.

These were:

- Best whole school
- Assessment
- Curriculum
- Extending learning
- Inclusion
- Leadership and vision
- Learning and teaching

All categories were open to nursery, primary and secondary schools throughout the UK. The criteria and whole judging model for the scheme are designed to ensure that consistency with the self-review framework and associated activities is a key principle.

Find out more about the ICT Excellence Awards at:

www.becta.org.uk/excellenceawards

Celebrating success

The ICT Excellence Awards is one way in which a school can formally recognise their ICT practice as they progress through the levels of the self-review framework and celebrate their success. The scheme naturally complements the ICT Mark – a nationally recognised scheme which is also fully aligned to the framework. The self-review framework online tool indicates the threshold levels for the ICT Mark – usually Level 2 or 3 against each of the elements.

As the title of the scheme suggests, the ICT Excellence Awards is all about identifying and celebrating excellent practice, then exemplifying this practice through the self-review framework and other key channels. Case studies and video materials drawing on the winning schools will be used as examples to help as many schools as possible to progress through the levels of the framework.

Vanessa Pittard, Becta's Director of Evidence and Evaluation said: "The effective use of ICT is now a vital aspect of educational development. This new awards scheme aims to identify and reward schools which are excelling in the use of ICT to support learners and generate a real improvement in school performance."



Main sponsor

ramesys

Ramesys are delighted to be the main sponsors of Becta's ICT Excellence Awards 2006. As a leader in the provision of innovative ICT solutions to UK education, our support of these important and prestigious awards upholds our philosophy of delivering solutions that are not compromised by technology, are innovative, future-proofed and focused on the teacher and the learner.

Ramesys is proud to be associated with schools approaching ICT in outstanding or innovative ways and we look forward to many more years of support and promotion of whole school best practice through the ICT Excellence Awards.

ICT Excellence Awards 2006 Lead Judge

It has been a great pleasure to visit everyone involved in the awards process, to see learners, young and old, actively engaged and confident in their work. There is no doubt that ICT is making a huge contribution to the efficiency and effectiveness of each school and is having an enormous impact upon learner achievement. It has been a great privilege to watch very adept four year-olds using ubiquitous technology and 'Silver Surfers' discussing their ICT expertise. Working creatively and collaboratively has been a key feature of all the work observed. A deep passion and commitment to quality provision is evident in all schools. Clear vision and strong strategic leadership empowers change, improvement and organisational efficiency.

Above all, it has been a delight to meet with erudite staff who all share an enthusiasm for ICT, a thirst to innovate and an intrepid approach to risk taking. Whilst every school has its own special character, it is clear that outstanding leadership is a key to success.

There is a universal belief that ICT is a critical enabler in school improvement and, most importantly, makes things better for students and the community. ICT is effectively used to support learners across communities and across all ages.

My most sincere thanks to you all for your warm welcome and your willingness to share your journey and achievements for the benefits of others.



Lorna Thompson
ICT Excellence Awards 2006 Lead Judge
On secondment to Becta from Ringwood Junior School, Hampshire.

Best Whole School (Primary)

This category seeks to reward those schools whose strategy and vision for ICT stretches across the whole school and beyond and is having clear impact on outcomes for pupils, staff, parents and the wider community. These schools are at the very forefront of transformational use of ICT.



Winner

Balsall Common Primary School
Coventry, West Midlands
(Solihull Local Authority)

Christian Hilton (ICT Manager)
Jennifer Mitchell (ICT Subject Leader)
Trevor Davies (Headteacher)
Sue Davies (Deputy Headteacher)

“This school has a highly developed ICT vision and strategy which is shared by all staff.” This is what judges said about the leadership approach at Balsall Common Primary School, West Midlands. Careful thought has gone into the distribution of leadership across the school. For instance, the ICT team consists of the headteacher, the manager and subject leader for ICT and technicians. They write the three-yearly strategic plan. This is shared with senior management teams and the governing body. The vision is also shared with staff and immediate priorities are fed into the school improvement plan. The vision is constantly revisited.

This approach means that the school has a sustainable plan for the development of ICT resources, information systems and the curriculum.

The vision shows in the work which is done in planning and assessment. All teachers’ planning and assessment information is stored on the school network and this can be accessed from home through the website. This information is shared among staff and is easily accessible for senior management to monitor.

Self-assessment and peer assessment is embedded across all subjects in the school. Children are encouraged to discuss their work with their peers and evaluate it in terms of the lesson objectives. Teachers also use a self-assessment jigsaw at the end of each unit as a checklist to see what areas need to be developed.

The school is designing a radio station which will be streamed through the school network. The aim is to have an influence on the school community and encourage collaborative learning among staff and pupils. Year 5 and Year 6 pupils are already experimenting with making podcasts.

Best Whole School (Secondary)

This category seeks to reward those schools whose strategy and vision for ICT stretches across the whole school and beyond and is having clear impact on outcomes for pupils, staff, parents and the wider community. These schools are at the very forefront of transformational use of ICT.

Joint Winner

Ballyclare High School

Ballyclare, County Antrim
(North Eastern Education & Library Board)

David Knox (Principal)

Richard Wallace (formerly Vice Principal)

Trevor Martin (Senior Teacher)

Mark Farley (Systems Manager)

“Developing life-long learners in a caring, creative community” - this is the mission statement of Ballyclare High School. The mission sums up a philosophy that puts pupils’ needs at the centre of all that the school does. Parents share this vision and staff are fostering a culture of high expectations and achievement.

Pupils enjoy an ICT-rich learning environment with a fully equipped ICT Centre. The centre is available to pupils during lessons, before and after school, and during lunchtimes. Staff can book sessions for whole classes or groups. It is so popular that there is seldom a free seat. Teachers agree that ‘you can take a child to a computer but you cannot make them learn.’ At Ballyclare, teachers constantly see that learning is taking place in the centre, and much of it is peer-to-peer in nature.

Judges felt that the school’s approach to assessment, tracking and analysis is very good. Teachers assess pupils’ learning through day-to-day work. They also employ a range of written, practical, oral and ICT-based activities. Teachers give regular feedback to pupils on their progress. Departments have clear policies on recording assessment and this is systematic across the school.

Judges found high standards of teaching and learning across subjects, with a well planned curriculum. Subject managers embed ICT into their curriculum plans. There is clear evidence of the impact of all of this work on pupils’ learning. For instance, GCSE ICT results are consistently high and are 20 per cent above the Northern Ireland average for grammar schools. AS and A2 ICT results are also well above the national average.

Best Whole School (Secondary)

Joint Winner

Longfield School

Darlington, County Durham
(Darlington Local Authority)

Mr Keith B. Cotgrave M.Sc (Headteacher)
Mr Dave Hunton (Assistant Headteacher -
E-Learning)
Mr Steve Pace (Darlington Borough
E-Learning Consultant)
Mr John Steel (Darlington Borough
E-Strategy Manager)

"Outstanding leadership across the school."

This comment from judges reflects the progress which Longfield School has made in the past two years. When the headteacher arrived in 2004, he brought with him the belief that ICT can improve teaching and learning across the curriculum. Now every subject area has an ICT Leader who monitors the use of ICT in lessons, assesses new ideas and directs planning.

ICT is a natural part of learning and teaching which has an impact on standards, in all curricular areas.

The school has a robust system for assessment and recording. Individual student target setting and self-assessment is a feature of all curriculum areas and feeds into whole school planning. A member of the Senior Leadership Team monitors progress.

ICT capability is planned throughout the curriculum and resources are allocated so that all pupils and staff have ICT access throughout the school. To demonstrate what ICT capability should look like at Key Stage 3, the school has worked with the local authority to design an ICT capability curricular map.

The school website is an active part of school life. Every student and staff member has access to their own and shared work areas from home to access resources. The school is extending the sharing ethos with the introduction of a managed learning environment to make resources available to the wider school community.



Broadgreen High School
Liverpool
(Liverpool Local Authority)

Ian Andain (Headteacher)
Peter Banks (Curriculum Leader ICT)

Runner-up

Broadgreen High School has a strong leadership team with a vision. The school's mission statement, 'Work, learn, care and excel together', has created an environment of achievement and mutual support. Students are well known to staff and their needs are understood. ICT is at the heart of this work.

For instance, judges were impressed with the way in which special needs information is available for teachers on the intranet. The school has two specialist units – one for deaf pupils and one for pupils with physical disabilities. Teachers can find medical data and information about individual pupils on the intranet. They also receive email prompts when pupils' individual education plans change.

Despite being in the middle of major building work, the school remains outward looking and has strong links with the community. There are a range of programmes, from courses for feeder primary schools to Silver Surfers' workshops. There are many opportunities for pupils to work after school either independently or as part of clubs.

School staff are committed to the vision and ensure that all pupils have access to ICT. To address local digital divide issues, Broadgreen operates a charity in partnership with the E-learning Foundation which supplies laptops for pupils to use at home with their families.

The school is also an assessment centre for the European Computer Driving License (ECDL), NVQ and e-citizen accreditation. Judges described these programmes as 'exemplary'. Broadgreen is currently developing a new learning platform, Frogteacher, which will enable even better access to resources for staff and pupils. This will also form the basis of further work with local schools, once building work is complete.

Assessment (Secondary)

This category seeks to reward those schools that assess the use of ICT across all subjects in a confident, consistent and reliable manner, using the outcomes of assessment to inform policies and practice among both pupils and teachers.



Winner

Wildern School
Southampton
(Hampshire Local Authority)

Jeffery Threlfall (Headteacher)
Julie Turvey (Deputy Headteacher)
Ceri Oakley (Assistant Headteacher)

Staff at Wildern School in Southampton have a strong vision for ICT and it is used well in all aspects of school life. ICT is such a strength at Wildern School that it is a specialist school for ICT as well as other subjects.

There is a range of technology available and pupils are free to make informed choices about how to use it. Judges were impressed with the way staff and pupils use the open source VLE. For instance, pupils collaborate online. Judges felt that a culture of peer assessment is developing. Some departments ask pupils to submit their work online and teachers log into the system to upload grades. The VLE not only supports Wildern pupils, other schools use it too. Staff also use it to share best practice with colleagues from other schools.

Judges found the school's approach to assessment to be outstanding and innovative. Pupils take responsibility for their own progress. Teachers and pupils discuss and agree targets, based on pupils' individual learning needs.

Staff extol the virtues of using data to support progress. One example shows this commitment. They worked with a neighbouring school to develop a tracking system to monitor pupils' progress. This system lets teachers see how students are progressing in their subject compared to others. Subject leaders can also gauge whole class performance by gender.

The numbers of students now gaining 5 or more A*- C grades at GCSE was 86 per cent in 2005 - up from 38 per cent in the late 1990's. The school pays attention to research on boys' performance and there are big improvements in boys' progress.

Grainville School
St. Saviour, Jersey
(Jersey)

John Ponomarenko (ICT Coordinator)
David Cahill (Deputy Headteacher)
Carolyn Peacock (ICT TA)
Keith Shannon (Headteacher)

Highly Commended

Judges were impressed with the assessment systems being developed by Grainville School in Jersey. Teachers encourage pupils to become independent learners, which includes giving pupils the performance criteria they need to progress. Teachers record pupils' capabilities in ICT on a database across all subjects, which informs assessment.

At the end of each project, teachers record grades into databases. These grades are then measured against established performance criteria. This approach means that under-achieving pupils can be spotted quickly and strategies agreed to help the pupil improve. Teachers work together with pupils to set targets for improvement. Pupils also make use of assessment information themselves - for peer review and self-assessment.

Recording assessment begins even before pupils arrive for their first year at the school. Staff collect data from primary feeder schools and this is used to predict the grades which each student should achieve at future dates. This helps teachers see from the start how pupils are progressing.

Judges were also impressed with the way Grainville School has deployed staff expertise. For instance, the ICT Teaching Assistant has been instrumental in designing databases for assessment. They commented that good work is being done to develop ICT tools to enhance the assessment process. These have also helped considerably in reducing the time teachers spend on paperwork.

The school is aiming for all students to leave with an ICT qualification. Key skills results in Year 9 for ICT have shown a remarkable improvement in recent years.

Curriculum (Primary)

This category seeks to reward those schools that have a carefully planned ICT curriculum, with access to a wide range of resources. It also recognises those schools that ensure all staff and pupils develop a good ICT capability, using applications and equipment appropriately across all subjects.



Joint Winner

Hartside Primary School
Crook, County Durham
(Durham Local Authority)

Pauline Walker (Headteacher)
Debbie Percival (ICT Co-ordinator)

“The breadth of pupils’ ICT experiences is exemplary,” said judges about the learning which takes place at Hartside Primary School.

Children at this school are first and foremost independent learners. The school has a culture where children explore, work collaboratively, think creatively and solve problems. ICT is a tool which helps them with these tasks.

ICT isn’t taught separately. Each unit of the ICT curriculum is taught within subject areas. This involves pupils in using technologies such as digital video, art and photography in, for instance, English, maths and science. Videoconferencing with other schools and using ICT to compose music is as much a part of their daily routine as having lunch.

Laptops, PDAs and digital cameras are in every classroom and pupils can choose to use these whenever they feel it is appropriate. They work together using these devices and take the opportunity to share ideas. Peer tutoring is commonplace.

Pupils also take laptops, PDAs and digital cameras home to extend their learning and they also use them in the school grounds, the local area and on school visits.

After-school clubs are an important part of school life, offering enrichment activities such as designing animation. Parents get involved too. In one project, parents and children are working with a local digital artist to produce a book on journeys.

Teachers are well-trained in using ICT and therefore have the confidence to use it effectively. This is evident in their planning and daily use. For example, Reception children have written their own counting stories using a talking photograph album. Year 3 pupils learned about the process of mummification by making a video as part of their work on Egyptians.

Curriculum (Primary)

Joint Winner

Horndean Infant School
Horndean, Hampshire
(Hampshire Local Authority)

Becky Greenhalgh (Headteacher)
Jonathan Le Fevre (Deputy Headteacher/
ICT Leader)
Janet Knott (Year Two Leader)
Lucy Goddard (Year F Leader)
Pat Brown (AST and Senco)

Digital cameras, floor robots, interactive whiteboards and digital microscopes are all tools which are confidently used by pupils at Horndean Infant School as part of their learning.

“The staff team are very committed and dedicated to offering the children a wonderful learning experience,” said judges and ‘wonderful’ it certainly is. Children are encouraged to be independent learners and are even involved in their own target setting and progress reviews.

The ICT focus for each unit of work is planned so the children can develop new skills and then apply them to other subjects. For example, Year 1 children learnt how to input data into a software package, they then used these skills to collect information about their peers. This was done as part of a science topic entitled, Ourselves, where children learn about their senses.

ICT is used in every curriculum subject. Subject leaders plan ICT activities and this is built on by classroom teachers who are encouraged to explore using ICT in different ways. When a new innovation is discovered, the teacher shares this with the year group and the subject leader. This approach is then included in the next planning cycle. In this way, all subjects can go forward with their ICT development.

Teachers are also involved in research, with recent projects involving the exploration of the impact of ICT on speaking and listening. Both studies concluded that ICT can have a very positive impact on learning. Their next step is to use children’s skills audit interviews, which should give an insight into the children’s own views of ICT.

Ardleigh Green Junior School
Hornchurch, Essex
(Havering Local Authority)

Jackie Avis (ICT subject leader)
John Morris (Headteacher)

Highly Commended

According to Ofsted, provision of ICT at Ardleigh Green Junior School is “excellent”. Judges thought so too.

The school’s scheme of work has been adopted by their local authority and is currently used by some 200 schools. The scheme is based on a cyclical, cross-curricular model. This ensures that key ICT skills are taught, re-visited and developed on a regular basis. It also meets National Curriculum requirements and ensures that excellence in ICT is embedded within the whole curriculum. It is based on nine modules, each of which contains four lessons, complete with assessments, guidance notes and extension activities. Children can also upload these to their own web space to reinforce their learning and share this with their families.

Resources are spread throughout the school and pupils have the opportunity to do at least two hours of ICT work each week. All pupils have access to ICT on a daily basis, a designated suite is timetabled for all classes and all classrooms have access to networked computers and an interactive whiteboard. Judges said: “Pupils’ achievement is excellent. They are highly confident and competent in using ICT in a range of subjects.”

Exemplar work from all year groups is contained within the school’s e-portfolio. This gives children the opportunity to publish and celebrate their work.

Judges found that staff are confident in using ICT, even in challenging areas such as using control technology in science lessons. All have access to continuing professional development opportunities and each member of staff has the European Computer Driving License (ECDL) qualification.

Ardleigh Green Junior School is also runner-up in the Leadership and Vision (Primary) category.

Curriculum (Secondary)

This category seeks to reward those schools that have a carefully planned ICT curriculum, with access to a wide range of resources. It also recognises those schools that ensure all staff and pupils develop a good ICT capability, using applications and equipment appropriately across all subjects.



Winner

Westfield Technology College
Weymouth, Dorset
(Dorset Local Authority)

Yvonne Aylott (Subject Leader)
Phil Silvester (Headteacher)

"This is a good school and it is easy to forget that the pupils have learning difficulties, much of what I saw would not have been out of place in main stream education." This is what one judge had to say about Westfield Technology College.

The school is totally committed to inclusion with 100 per cent of pupils going on to further education. Judges saw this as an outstanding achievement, with ICT being effectively used and fully embedded across the school.

In a Year 8 project, pupils chose a curriculum subject and were asked to explain as many aspects of it for a new pupil about to start at the school. They brainstormed ideas and created a storyboard. This included ideas for sound recordings of themselves talking about the subject. Their work culminated in multimedia presentations which included photos, video clips and animations.

The ICT curriculum is well planned and teachers encourage pupils to use their ICT skills in other subjects. For instance, in Year 10 maths pupils develop a range of resources to support their Healthy Tuck Shop project. These range from badges and posters for display in participating schools, to presentations advertising the tuck shop which are emailed as attachments and shown to pupils in the other schools.

Pupils can also achieve national accreditation for their ICT capability. For instance, those at Key Stage 4 all achieve AQA Entry Level Certificates. They can also gain ICT Tutor Certificates for helping other pupils or staff to use ICT.

Westfield is a special school that caters for the needs of children with Moderate and Complex Learning Difficulties, and children with autism. It has just received an outstanding Ofsted inspection report.

Extending Learning (Secondary)

This category seeks to reward those schools who use ICT to enhance and empower all its relationships in and outside school - whether it be with pupils and their families, the wider community or partner organisations.



Winner

Dyke House School
Hartlepool, Cleveland
(Hartlepool Local Authority)

Bill Jordon C.B.E. (Headteacher)
John Taylor (Deputy Headteacher)
Lee Miller (Network Manager)
John Speleoto (Training Manager)

Dyke House School has a vision of ICT which includes its outstanding work in supporting the wider community. Judges were impressed with the many aspects of this work including the commitment from staff.

The school was described by Ofsted as 'an oasis for the community'. In 2003, the school attracted extended school funding and now has a community centre and a City Learning Centre (CLC) on site. The CLC offers state of the art ICT facilities including an ICT suite and a recording studio. There is a raft of activities that support adult learning which all lead to qualifications. The CLC also supports family learning programmes including Dads and Literacy, ICT Saturday classes, Computer Clubs for Girls and holiday schemes.

A major focus of the school's community work is to address the needs of socially excluded families who are financially disadvantaged. One example of this is a programme through which families can have computers in their homes for a small weekly fee.

Working with local primary schools, there are plans to extend this scheme so that Year 6 pupils and their families can also benefit. Judges noted the "huge commitment on the part of the school to working with its feeder primaries, including supporting the training of primary school staff."

The school aims to address the needs of the entire community and young people have opportunities too. For instance, there is a scheme to train Advanced Modern Apprentices in ICT as technicians. Many students from this scheme are now working - some of them in the school.

Future plans include evening ICT classes for parents.

West Bromwich Albion FC
Study Support Centre
West Midlands
(Sandwell Local Authority)

Dave Kelly (ICT Learning Mentor)
Viv Milham (Centre Manager)
Andy Brown (ACES Programme Manager)
Phil Watts (Principle Adviser for Extended
Schools)

Runner-up

The West Bromwich Albion FC Study Support Centre is a publicly funded education centre, providing out-of-hours activities to pupils from the Sandwell area, many of whom have been disaffected. The centre is modern and well equipped.

There are two classrooms, one of which has 20 Windows XP computers and an interactive whiteboard. The other has 15 Apple iBook laptops and an interactive whiteboard. There are also digital cameras, camcorders, iPods and more.

Staff come from a variety of educational backgrounds including higher education and youth development. They act as facilitators and there is a high staff to pupil ratio. They create individual programmes to help pupils progress. For instance, in the Playing for Success programme, schools send information about pupils' attendance and their current SATS levels. Pupils also take part in a pre-course ICT test to identify their skills. Staff then design a learning programme based on this information.

Working with schools, the centre has used family learning sessions to identify families' ICT needs. This has resulted in a 10-week course where parents and children take part in tasks that extend their ICT skills and develop relationships.

The centre's activities are having an impact on learning in the broadest sense – including motivation and improvement in attendance. The local authority tracks pupils' progress. The centre also monitors progress. Students complete an attitude check in week one and again in week 10. This information is shared with the schools.

Judges were impressed. "The centre staff are all very positive, committed and supportive of the students whose needs are always at the heart of everything they do."

Inclusion (Primary)

This category seeks to reward those schools who have developed the use of ICT in a way which supports inclusion and promotes access to learning, particularly beyond the learning of ICT skills.



Winner

Isobel Mair School

Clarkston, East Renfrewshire
(East Renfrewshire Education Authority)

Mari Wallace (Headteacher)
Sarah Clark (Teacher)
Lynn O'Brien (Instructor)
Lesley Brunton (Depute Head/
ICT Co-ordinator)

"An outstanding, creative and innovative school."

This is how one judge described Isobel Mair School in East Renfrewshire, Scotland. This is a special school which caters for pupils aged 5-18 who have severe and complex learning difficulties.

The headteacher's leadership and vision for ICT has been embraced by everyone at the school. ICT is used to remove barriers to learning and encourage all types of decision making - from switching on the radio to choosing a snack.

There is a strong multi-sensory approach to learning and pupils use power switches for practical activities. All of this work provides a strong foundation for pupils' independence.

Teachers use ICT as a tool to support all aspects of the curriculum. Evidence of their achievement and progress is shown on every wall and shelf, through digital image prints, art work and the slideshow which is presented in the school's reception area. The Scottish inspectorate HMIe has described the school's ICT use as a major strength.

Laptops, electronic whiteboards, digital cameras and videos, are used throughout the school to support a variety of learning styles. Pupils and teachers work together to create resources on a variety of topics such as football, environmental studies, religious education and more.

A rigorous programme of professional development is available to all staff as well as the school's in-house programme of sharing good practice.

Currently, they're exploring new ways to foster independent learning such as encouraging pupils to create podcasts and weblogs.

The Loyne School
Lancaster,
Lancashire
(Lancashire Local Authority)

Barbara Bradbury (Deputy Headteacher)
Kay Huett (Support Assistant)
Sarah Halliwell (Teaching Assistant)
Anna Prall (Teacher)

Runner-up

The Loyne School takes seriously the role of creating individualised learning opportunities for pupils with severe and profound learning difficulties. One example of this commitment is to make it possible for pupils with special needs to have regular access to learning opportunities with mainstream peers. ICT is an essential part of this. For example, the local primary school hosts joint literacy and numeracy workshops and Loyne School provides laptops for pupils to use.

Ofsted inspectors reported that the school “uses computers and other computer devices exceptionally well to support pupils’ learning communication. These are used in virtually every lesson, in every subject and by a wide range of pupils.” Judges were impressed with the way in which assistive technology equipment is used by pupils. There is also a variety of software used on whiteboards, laptops and desktop computers.

Judges also felt that the school’s commitment to staff training is a key part of its success with ICT. The Teaching Assistant (TA) team is well trained and work to a high level in word processing and digital photography. This helps them produce high quality, well-used pupil profiles. Support staff also design teaching resources using software such as Writing with Symbols and Clicker 4. The school website is well managed by a TA and judges were impressed with the quality of its content.

The school has developed a unique service – a loan store from which mainstream schools can borrow. It has a range of specialist equipment, with ICT proving to be the most requested and largest component. They have built up an impressive range of computer access devices, software, communication aids and switches.

Inclusion (Secondary)

This category seeks to reward those schools who have developed the use of ICT in a way which supports inclusion and promotes access to learning, particularly beyond the learning of ICT skills.



Winner

Holly Bank School
Huddersfield, West Yorkshire
(Non maintained school within
Kirklees Local Authority)

Ailsa Moore (ICT Subject Leader/Teacher)
Debbie Lees (Head of Assistive Technology)
Pam King (Headteacher)
Cheryl Loftus (Resource Developer)

Senior managers and staff at Holly Bank School are passionate about using ICT to support inclusion. Without the support of ICT many of the students at this day and residential school would not be able to have full access to the curriculum.

A vision to continually improve opportunities for their students is what drives staff and senior managers. The students have complex needs which require high levels of teaching tailored to meet individual needs. All planning focuses on 24-hour programmes with ICT opportunities built in to this.

The school has an ICT department which includes a dedicated assistive technologies team. Their work includes adapting switches so that students can have full access to the curriculum. The team also creates resources for teachers to enhance the delivery of their lessons, such as power point presentations that can be accessed using switches. They also use voice output devices which help non-verbal communicators to join in with activities. The team holds monthly reviews to assess progress and review amendments.

There is a multi therapy activity centre which has a multi-sensory hydrotherapy pool with switches attached to the sides. When pressed, these control a variety of lights, smells and sounds.

Holly Bank staff work closely with other organisations to develop resources which are often at the cutting edge. Organisations involved include Leeds Metropolitan University, Boston University, Edinburgh University, and many others, both national and international.

Each student's individual lesson evaluation shows that ICT activities and access opportunities have a great impact on learning outcomes.

Fleming Fulton School
Belfast
(Belfast Education & Library Board)

Eddie McGlinchey (Vice Principal)
Miriam Donnan (Teacher)
Roger Grant (Teacher)
Sharon Hopps (Teacher)

Runner-up

“Our challenge is to maximise young peoples’ access to the curriculum and the vehicle for this is our use of ICT throughout the school.” Fleming Fulton School has a strong philosophy for the use of ICT in all areas to improve pupils’ access to every aspect of life.

There is a large ICT Team from a variety of disciplines and different agencies. These members of the team work closely together to ensure that pupils’ individual needs are met.

The school prides itself in keeping up to date with current practice. Judges were impressed with the range of training opportunities available for teachers, childcare staff, therapists and office staff.

There is a strong commitment to support pupils entering adult life and the school has set up a support service to mainstream schools, the Linked Independent Living Advice Centre (LILAC). Through this, they work with staff in the mainstream on a range of issues with ICT at the core.

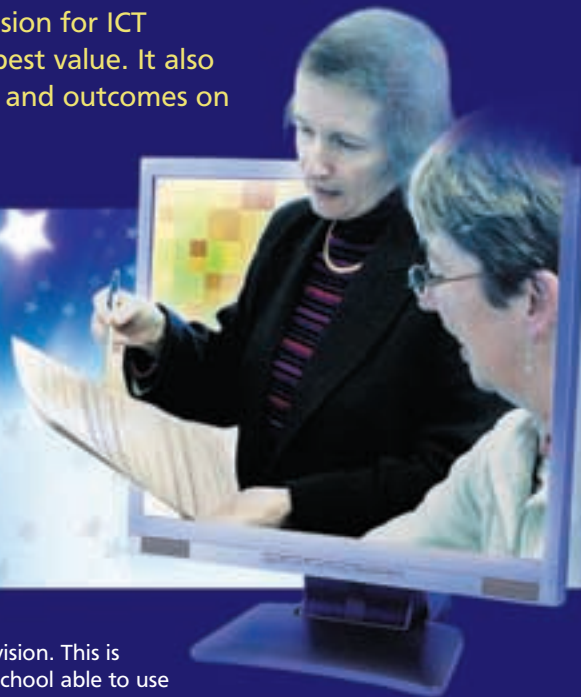
ICT is embedded in teaching practice and pupils use presentation software to demonstrate their communication skills, ICT abilities and knowledge in a range of subjects.

The science room is used as a science outreach centre for other special needs and mainstream schools. Judges found this to be a very accessible and inclusive environment. The recent addition of a sensory garden that exploits technology has enhanced this further.

The development of the school website offers further opportunities for promoting learning both in and out of school. It has events diaries and gives families access to information about schemes of work and other course details.

Leadership and Vision (Primary)

This category seeks to reward those schools whose leadership and vision for ICT encourages innovation whilst ensuring efficiency, effectiveness and best value. It also recognises those schools that constantly review and evaluate impact and outcomes on staff and pupils alike.



Winner

Westfields Junior School
Yateley, Hampshire
(Hampshire Local Authority)

Karine George (Headteacher)
Simon Rees (ICT Manager)
Angela Freeman (Website Manager)
Dave Middleton (IT Technician)

Westfields Junior School has a clear vision. This is to have everyone involved with the school able to use ICT to enhance the effectiveness of the school's learning provision. It is also to ensure that ICT is integrated into the strategic and daily running of the school.

From helping teachers with ICT troubleshooting to supporting 'silver surfers' as they develop their skills, children at this school show what a strong vision can achieve. Evidence of their learning experiences can be seen everyday - in their work in music to develop dynamics or in physical education, to improve their performance through video. There are also workshops for parents during which children report on recent visits and trips using multimedia presentations.

In this school, children lead assemblies using technology and they produce the school newspaper.

How do they do it? There is strong leadership throughout the school and the Governors support the school vision. There is effective strategic planning and financial monitoring of all aspects of ICT. All members of staff have had targets for their own ICT development, including the headteacher.

Peer mentoring among teaching staff happens regularly. To aid this process, they have set up a special project, the Learning Observatory, through which staff can observe colleagues' use of ICT without disturbing lessons. It will support peer coaching, mentoring and innovation. According to one judge, "This promises to be an effective model which, when fully operational, will be very useful in training staff both within and outside school."

Ardleigh Green Junior School
Hornchurch, Essex
(Havering Local Authority)

John Morris (Headteacher)
Jackie Avis (ICT subject leader)

Runner-up

The vision of those at Ardleigh Green Junior School is to ensure that all members of the community have the necessary ICT skills to allow them to live and work to their full potential in the 21st century.

The strategic thinking of the headteacher and leadership team has led to the implementation of a sustainable model of ICT development. ICT is planned over a five-year period, which ensures that funding is available to support curriculum developments. New initiatives are trialled and evaluated before implementation.

Subject managers undertake comprehensive self-evaluation which feeds into the school improvement plan and Ofsted's evaluation process. According to their Ofsted report, "Teachers and support staff are skilled users of ICT. Planning in all subjects, including ICT, identifies appropriate opportunities to link with other subjects and these are exploited to the full."

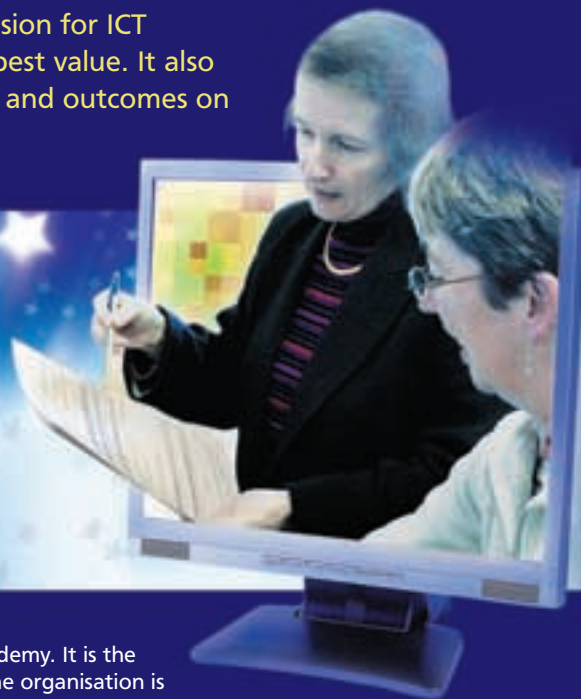
Judges were impressed with the classroom organisation CD Ardleigh Green Junior School has developed. This uses ICT to assist teachers with classroom organisation by creating labels, displays and management tools. Such has been the positive impact of the CD that they have been asked to issue the CD to all newly qualified teachers in their borough. Teachers have also been asked to lead training associated with classroom organisation and management.

According to the school, key factors in using ICT to improve organisational effectiveness include all lesson plans being stored on the shared network as well as on the learning platform, so staff can access them from home. All staff should also have access to a virtual staffroom where they can share information. Judges liked the idea of the virtual staffroom and expressed an interest to see how this idea develops.

Ardleigh Green Junior School has also been highly commended in the Curriculum (Primary) category.

Leadership and Vision (Secondary)

This category seeks to reward those schools whose leadership and vision for ICT encourages innovation whilst ensuring efficiency, effectiveness and best value. It also recognises those schools that constantly review and evaluate impact and outcomes on staff and pupils alike.



Winner

Djanogly City Academy Nottingham
(City of Nottingham Local Authority)

Matt Buxton (Assistant Head of ICT Development)

Mike Butler (Principal)

Sanjesh Sharma (Assistant Principal for ICT & Core Services)

Darren Frearson (Assistant Head of ICT Development)

ICT is the vision at Djanogly City Academy. It is the key driver in raising standards and the organisation is committed to using innovative ICT in every aspect of school life.

As one of the flagship Academies, and the only one with an ICT specialism, the need to “break through barriers and push boundaries” is paramount to their mission.

Judges were impressed with the design and wireless infrastructure of the Academy’s Key Stage 3 Centre. All resources are held on the Learning Gateway – and everyone has access to them, whether from inside the building or from home. Every child has a tablet PC for use at school which serves as a one-stop exercise book across their whole curriculum. This makes it easy for students and teachers to refer to topics studied in other subject areas – in seconds.

To ensure that ICT continues to make an impact, teachers evaluate all aspects of ICT work five times a year. This is a successful approach which has seen ICT make a huge impact. In addition, students’ ICT capability is higher than the national average, with around 85% of students achieving GNVQ or OCR ICT at Key Stage 4.

All staff are involved with ICT developments. A planned training programme, offering formal and informal learning opportunities ensures that everyone has the skills and vision they need to deliver the ICT curriculum

Breaking through barriers is also a theme in their work with the community. For instance, the Academy is a partner in the Nottingham consortium bid for the Excellence in Cities award. As a part of this, they now provide reconditioned laptops and computers to homes in the area.

Eggescliffe School
Stockton-on-Tees, Cleveland
(Stockton-on-Tees Local Authority)

Ian Dennis (Deputy Headteacher)
Angela Darnell (Headteacher)
Brian Lockwood (Head of ICT)
Jonathan Clarke (Data Systems Manager)

Runner-up

A devolved decision-making process has led to ICT-confident teachers and pupils at Eggescliffe School. Judges were impressed with the school's style of distributed leadership, which encourages innovation. The leadership team has a shared vision of how ICT can be used to support pupil learning as well as management and efficiency. The school's financial planning also impressed judges, particularly in terms of sustainability and growth.

The school's vision is to move along the continuum from teaching school to learning school and onto becoming a creative school. ICT is central to this. This vision has come from individual subject departments, with their curriculum needs driving forward ICT development, not the other way around. Departments lead in decision-making, right down to the choice of equipment. Each department plans for its own needs. Hence the geography department has whiteboards, while the art department has Apple machines.

Departments are encouraged to take part in research activities and to innovate. As a result, judges felt that there was excellent work taking place in Modern Foreign Languages, for instance, which has informed the development of the department and school investment in ICT.

Devolved decision-making and democracy are continual themes at the school. Even the VLE is based on open source software and is seen by all as being owned by everyone at the school – including pupils. They do their homework on it and the school council posts its minutes on it. Subject departments place their teaching resources on it and share them. Resources are even shared with another school.

It is ICT which is enabling changes at this school and turning the vision into reality.

Learning and Teaching (Primary)

This category seeks to reward those schools that regularly use ICT appropriately in learning and teaching for all pupils and across all subjects, routinely evaluate the impact of ICT leading to improvement, and whose staff share the benefits of ICT with colleagues within and beyond the school.

Winner

Lickhill Lodge First School
Stourport-on-Severn, Worcestershire
(Worcestershire Local Authority)

Calne Edginton-White (Headteacher)
Susan Guest (Deputy Headteacher)
Caroline Worthington (Maths Co-ordinator)
Margaret Griffiths (Chair of Governors)

“A strongly focused learning culture which is instilled by the headteacher and embraced by all staff and pupils.” This is the way one judge described life at Lickhill Lodge First School.

Paying attention to different learning styles and a commitment to action research has worked together to help make children independent learners, using ICT as a tool where appropriate.

In one research project, local media artists worked with children and teachers to explore how to develop creativity through the use of digital media. They discovered the most popular art forms chosen by the children, one of which was using paint programmes on interactive whiteboards. They also explored the role of digital media to develop visual literacy. The teachers studied the more advanced skills and techniques that pupils could develop at an early age by using this technology. This has informed their thinking for ICT use in the future.

The school also works hard to involve parents. They are actively involved in the Globe project which is designed to raise pupils’ awareness of climate change. As part of this, parents and children collect data for surveys such as RSPB’s Garden Bird Watch.

The project encourages independent learning. Even very young children get involved in initiating aspects of their own learning. For instance, seven-year-olds record podcasts, interview scientists, monitor a wireless weather station and record their activities with a digital camera.

Pupils and teachers have come to use ICT as more than simply a collaborative tool for communication. They also use it for self-evaluation. In physical education, for instance, pupils use digital cameras, video and interactive whiteboards. They watch their performance and discuss with peers ways to improve their skills: this is independent learning at its best.

ICT Excellence Awards 2007

The 2007 ICT Excellence Awards will be launched at BETT 2007 and on the ICT Excellence Awards website on 10 January 2007.

In the meantime, register your interest in the awards online and you will be alerted by email with more information when the awards are launched.

Register your interest at:

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