



2007



Rewarding ICT Excellence in schools



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Introduction to the ICT Excellence Awards

Now in their second year, Becta's ICT Excellence Awards aim to identify and reward whole-school excellence in ICT.

The ICT Excellence Awards reward those schools across the UK which are approaching ICT in outstanding and innovative ways, benefiting their whole community, inside and outside the school building.

By recognising whole-school best practice these awards are closely aligned with Becta's self-review framework for school and college improvement with ICT. While rewarding the school as a whole, there is also a focus on those individuals leading change within the school and making an impact across it.

There are eight categories of awards for 2007. Seven categories are for schools this year, each having a sub-category for both primary schools and secondary schools. New to 2007 is an eighth category, for organisations supporting school improvement with ICT.

<http://www.becta.org.uk/excellenceawards>



Message from Stephen Crowne, Chief Executive, Becta

2007 has been very successful for the ICT Excellence Awards. The standard this year has been extremely high and we have met inspirational and exciting leaders, teachers, staff, governors, parents and learners from all over the United Kingdom.

All the schools and organisations you will read about in these pages are making a real difference to learning, teaching and school management using technology. They have embedded ICT at the heart of their vision and planning and are constantly evaluating their practice and looking for new ways to serve their communities.

We will be working closely with the successful schools and organisations to ensure that they have the opportunity to share their experiences and good practice locally and nationally.

Congratulations to all the winners, runners-up and highly commended organisations!



Stephen Crowne

Lead sponsor

ramesys
the future for learning

Ramesys is delighted to have been closely involved with the ICT in Excellence Awards for the second year. All schools are inspirational but these Award winners are particularly special. They have grasped the opportunities provided by ICT and maximised its impact across all aspects of learning and teaching. These Award winners have demonstrated the reality and benefits of strong leadership and a clear vision. They have shown the creativity and passion needed to blend a deep understanding of their learners with an equally broad understanding of technology and applied it to clear educational goals. Ramesys is one of the UK's fastest growing providers of ICT solutions to education and a leading ICT partner in the Building Schools for the Future and Academies programmes. We love to see learners benefiting from well-led technology in the way learners at these educational institutions are, and we congratulate everyone involved.

Co-sponsor



Atomic Learning, a leading provider of web-based tutorials, is proud to be a sponsor of the ICT Excellence Awards 2007. The awards scheme is a valuable recognition of some of the leading users and implementers of ICT in education in the UK today. The effective use of technology in education is empowering and it is right to reward those who strive to achieve best practice in their schools through their outstanding implementation of technology.

Co-sponsor



Toshiba is proud to be playing its part in implementing the Harnessing Technology strategy to exploit fully the power of technology to provide a 21st century education that reaches and benefits all learners and enables the UK to compete globally. Our relationship with the education sector is long standing and predicated on confidence, trust and a mutual commitment to quality and improved educational outcomes for learners. Toshiba is delighted to support the work of Becta, and especially in these awards which recognise and celebrate the innovation and creativity of learners, teachers and school leaders.

Media sponsor



As media sponsor of the ICT Excellence Awards, we would like to congratulate all the winners and nominees for their individual achievements in integrating ICT into their teaching and learning practices.

We would also like to thank the schools for making the judging such a challenging but enjoyable task. It was great to see a whole range of schools achieving results not only for themselves but for their wider community and to witness how enthusiastic they were in sharing their ideas and helping support others.

Best whole school

Joint primary winner

**Clunbury Church of England Primary School, Craven Arms, Shropshire
(Shropshire Local Authority)**

Andrew Davis (Headteacher), **Helen Spreadborough** (Class teacher), **Patricia Greenaway** (Class teacher)



Find out more about this school at:
www.clunbury.shropshire.sch.uk

Clunbury Church of England Primary is a shining example of a very small rural school using innovative ICT practice to enhance learning and collaboration. Over recent years, clear vision and strong planning have helped to create an environment in which pupils are highly confident, independent and capable in their use of ICT.

Key stages of the action plan include investment in equipment, development of staff skills and ICT as a tool to enhance learning, and the bigger ICT picture. Headteacher Andrew Davis, a national expert on blogging, has encouraged a creative, imaginative approach, which prevails throughout the school. The children are truly empowered, choosing when and where to use ICT.

Podcasting, blogging and the use of gaming technology are highly evident. The piloting of games consoles for collaborative work and 'brain training' is just one example. Peer assessments and reviews (three stars and a wish) are via the school's excellent website blog, which also features parent and staff forums. Strong, informal monitoring and evaluation, including directly with the children, backs up much of this innovative use.

Clunbury is committed and proactive in forging local, regional and national associations to avoid any potential isolation. The school has a thriving computer club for parents, children and the community, collaborates with other schools (Hope, Shropshire and Sandaig, Scotland), is part of the Primary Schools Learning Network and has links with a Birmingham-based Creative Partnership as well as a school in Malawi.

The expectations of pupils and key staff are now the major driver of Clunbury's ICT practice and thus its sustainability.

Through this award, we recognise those schools at the very forefront of transformational use of ICT, who are keen to share this practice and continue to find new ways of working. To be eligible, schools must demonstrate that their strategy and vision for ICT stretches across the whole school and beyond and is having clear impact on the outcomes for pupils, staff, parents and the wider community.

Joint primary winner

Prince Albert Junior and Infant School, Birmingham (Birmingham Local Authority)

Sharon Cufflin (ICT team leader – teacher), **David Brodie** (Headteacher until Summer 2007),
Sally Wilford (ICT team member – teacher), **Christopher Shotter** (Network manager)



Find out more about this school at:
www.princealbert.bham.sch.uk

Prince Albert Junior and Infant School has embedded ICT so well that many aspects are now the norm. This is a large school in a very deprived area of Birmingham but the impact ICT is having, not just on the children's Standard Attainment Test (SAT) results but also their lives, is very apparent.

Strategic direction at Prince Albert centres on raising attainment, and supporting pupils' work and their life chances through ICT. The governors, headteacher and staff are fully committed to supporting ICT and consider it an essential teaching component.

There is at least one ICT expert in each year group. Every teacher has a laptop and both the staff and governors have 'remote access to the school's ICT resources from home. Responsibility for purchasing resources has now transferred from the ICT team to the respective subject leader. Planning is online and there is an online portal to allow all resources, files and work to be shared.

Parental engagement is a major strength of the school. A prime example is the school's involvement in the Aston Pride Computers in the Home project. This involved giving 200 computers to one particular year group and researching the impact before extending the project. Compared with seven years ago, the ratio of pupils with home access to a computer has shortened from 1:10 to 4:10.

Prince Albert's pupils are motivated by and engage well with ICT. There is a noticeable growth in confidence in certain children thanks to the home access project.

Primary runner-up

**Trinity Church of England Primary School, Wolverhampton
(Wolverhampton Local Authority)**

Rebecca Orszulan (E-learning co-ordinator), **Sally Element** (Headteacher), **Dave Whyley** (Wolverhampton LA headteacher e-learning consultant), **Matthew Welton** (Deputy headteacher)

Trinity Church of England Primary is a high achieving school serving a mixed community in an area of high social deprivation. ICT is a significant part of this inner-city school whose vision is a developing learning community, equipping children for the 21st century.

A highly skilled leadership team is one of the school's real strengths, resulting in a tremendously empowered organisation. Trinity's headteacher has employed a young teaching staff who will clearly continue to promote the use of ICT for learning. The e-learning co-ordinator works closely with the local authority and is well supported by the wider leadership team.

Designed by a member of staff, the management system for continuing professional development is a key innovation. This system enables detailed auditing and analysis of staff skills and training plans, in support of the school's development planning. There is also a similar version to track children with special educational needs.

Much of Trinity's work centres on raising pupils' self-esteem and ensuring the curriculum matches their needs, bringing meaning to their learning. The children all have handheld Educational Digital Assistants (EDAs), and interactive whiteboards and laptops are also used during lessons. It is very evident these pupils are motivated and engaged in their learning. The children are extremely enthusiastic about their EDAs and say they even make homework fun!

Find out more about this school at:
www.trinitycepri.biblio.net



Best whole school

Secondary winner

Wildern School, Southampton (Hampshire Local Authority)

Jeffrey Threlfall (Headteacher), **Julie Turvey** (Associate headteacher), **Ceri Oakley** (Assistant headteacher), **Keith Winstanley** (Assistant headteacher)



Find out more about this school at:
www.wildern.hants.sch.uk

Wildern is a large comprehensive school where the sheer quality of teaching and learning reflect the impact of a wide-ranging, progressive ICT practice. Key strengths include extensive networking and sharing of practice regionally and nationally. Wildern is part of national e-mentoring project and a regional lead school in an excellence cluster, supporting 14 schools in challenging circumstances.

A concentration on systematic staff training delivers a high level of consistency, while continuing professional development generates a steady line of progress. The headteacher drives a layered approach to leadership. ICT champions, specialist ICT support and software development staff sustain direction throughout the organisation.

Assessment is at a very high level too. Wildern uses the five Jesson analysis categories of attainment. This is broken down into departmental performance, is available for pastoral support staff and improves the target setting process by focusing on individual performance.

Wildern's geography practice exemplifies their ethos. The department's ICT champion creates DVDs of film, multimedia resources and work with the help of a school software developer. This type of learning has engaged more students, with an increasing number opting to do geography GCSE. Curriculum project work is shared with geography department heads across the county.

The students have a strong council and voice through their site on Wildern's virtual learning environment, with weekly voting on key school issues. Outcomes and comments have directly influenced school development. Significantly, the engagement and empowerment of the students is superb and they are extremely articulate about the role of ICT in school life.

We are very sorry to report that Jeffrey Threlfall, headteacher of Wildern School, died in October.

Secondary runner-up

Aquinas Diocesan Grammar School, Belfast (Belfast Education & Library Board)

Diana Press (Headteacher), **Geraldine Gibson** (Vice principal), **Eugene Leneghan** (ICT co-ordinator), **Mark Feron** (External communications officer – website development)

Aquinas Diocesan Grammar has an ethos of learner support, openness and constantly moving forward. This translates into an attitude that revolves around sharing, transparency and improvement.

A very impressive range of ICT supports learning and teaching across a broad range of subject areas and themes. This school is highly adept in using ICT creatively across the curriculum, keen on trialling new areas and is currently mapping ICT experiences across all subjects. There are some inspirational individual practitioners and the mutually supportive teaching staff is a particular strength.

Improvements in child e-safety and protection are continuous. The headteacher and her colleagues attend Child Exploitation and Online Protection internet safety courses. The school provides e-safety briefings especially for parents, and student homework diaries have a section relating to expectations and keeping safe. Comprehensive policies on acceptable use and data protection back this up.

The students have a very high ICT capability across all subjects. Presentation projects with soundtracks, claymation films and a high-quality yearbook are all notable examples. Beyond school, the students' involvement in project competitions affords recognition and opportunities for sharing success. They also take their skills to primary schools, charity shops, and old people's homes each week and have regular links with Glenveigh Special School, and cross-community links with Wellington School.

Find out more about this school at:
www.aquinasgrammar.com

Assessment

Primary winner

Willington Church of England Primary School, Crook, County Durham (Durham Local Authority)

Bill Guymer (Headteacher), **Alison Richardson** (Deputy headteacher), **John Wearmouth** (ICT co-ordinator)
Victoria Suddes (Foundation stage manager)



Find out more about this school at:
www.willington.durham.sch.uk

Willington Church of England Primary uses a wealth of resources as part of learning in a very natural way, fully embedding ICT across the whole curriculum. This is a very effective school whose pupils have high capability and skills.

The school has a thorough workable assessment system that uses ICT as an enabler. Staff place ICT at the heart of their teaching and this has an impact on all areas of the curriculum. Willington's assessment system is able to measure and record capability and achievement, informing future planning. ICT allows teachers to access and use the data both at school and at home.

Every lesson incorporates time for reflection, development, improvement and assessment. The school's network allows pupils to access and email their work to their teacher, who uses track changes for marking before sending the work back. Mark sheets are on the school network and staff input information into individual pupil profiles. Teaching assistants then transfer the information to whole-school tracking sheets.

Self and peer assessment is built into all aspects of school work including ICT. There is target setting for all pupils and progress is tracked and recorded. Thanks to ICT, this is an ongoing process rather than an onerous task at the end of the term or year, and has a significant impact on achievement.

This category seeks to recognise those schools which systematically record pupils' ICT capability across all subjects and make good use of ICT technologies to support the assessment process. It recognises the importance of consistent and reliable assessment information to inform policies and practice amongst pupils and teachers.

Secondary winner

Djanogly City Academy Nottingham (City of Nottingham Local Authority)

Matt Buxton (Assistant head of ICT development), **Mike Butler** (Chief Executive),
Sanjesh Sharma (Assistant principal: ICT and core services), **Darren Frearson** (Assistant head of ICT development)



Find out more about this school at:
www.djanogly.notts.sch.uk

Djanogly City Academy manages to sustain a constant pattern of change and transformation. The school has travelled a long distance in a short period and is always considering methods to improve students' learning and access to technology.

Very advanced and intensive transition arrangements are part of Djanogly's education improvement partnership. The academy provides pedagogical and technical support together with a laptop loan project to primary schools. There is also a virtual learning environment they can log onto and Djanogly encourages these schools to establish websites and intranets, along with advising on wireless networks.

Management of teacher assessment performance is through weekly 'critical friends' meetings with the head of department plus the assistant. In addition to teaching and learning, these sessions also cover ICT, and health and safety.

The academy's overall journey includes exceptionally strong assessment for learning. This facilitates self and peer assessment, which is part of their everyday learning culture. A major strength is that the assessment process starts in partnership with Djanogly's feeder primary schools. Each year, the academy conducts ICT aptitude tests that result in awarding 27 places to students based on their ICT capability. The primaries receive feedback on any issues that have arisen and use it to inform their own planning.

Curriculum

Primary winner

Wyndcliffe Primary School, Birmingham (Birmingham Local Authority)

Tracey Beard (ICT manager), **Anita Dee** (Headteacher), **Anne Bayliss** (Senior administrator)



Find out more about this school at:
www.wyndcliffe.bham.sch.uk

Wyndcliffe Primary excels in ICT curriculum provision despite having some unusual and challenging circumstances that demand careful management. This is a large school serving a community with many difficulties, and where very few homes have access to computers or the internet. A tenth of the pupils are Somali, including some from the war-torn south. There are therefore significant challenges around English as a second language.

This school's ICT practice has steadily developed over a 13-year period, and has now achieved a pupil to computer ratio of 4:1. ICT expertise within the staff is high. Champions work closely with an ICT technician manager to ensure everyone is confident, competent and consistent, ensuring that all pupils have similar learning experiences.

ICT planning is exceptional throughout the school, offering a full range of tasks. This gives teachers the chance to adapt and include ICT in other areas of the curriculum, as their pupils' skills improve. A particularly good example is Wyndcliffe's radio station, which increases the children's interest, and encourages motivation, speaking and listening. There is even a PE video projected in the hall to encourage fitness.

Other regular activities held by Wyndcliffe are parent ICT courses, family workshops and a daily breakfast club where the school's laptops are always in use. On Mondays, their computer club for girls aims to promote equal opportunities for girls in terms of access to technology.

The children clearly love using ICT in their learning and are proud to show off their ability.

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 that all staff and pupils develop a good ICT capability, using applications and equipment appropriately in all areas of learning and across all subjects.

Primary runner-up

Mayfield Primary School, Ealing, London (Ealing Local Authority)

Belinda Ewart (Headteacher), **Ben Trevail** (ICT subject leader), **Marianne Patel** (Deputy headteacher), **John Popham** (Chair of Governors/Governor for ICT)

Mayfield Primary School has demonstrated strong curriculum delivery and notable progress in their ICT delivery over a 2 year period. There have been significant changes to the school's practice and curriculum.

The headteacher and ICT co-ordinator are very enthusiastic. There are some very creative projects taking place, where the standards of ICT are very high, like the digital animation projects achieved in early years using photo stories. In the upper school, a teacher has turned music around by fully engaging even the most challenging pupils. An especially impressive piece of work is a jungle adventure, which involved the children in planning, design, using maths and music.

Curriculum leadership is excellent, very motivated and encouraging. This very good school has made great progress in a short time and offers wide-ranging ICT experiences to the children.

Mayfield has an excellent website that staff, pupils and parents can use. Pupils have their own space on the site for their work folders. There is also access to learning outside school through the learning platform. ICT capability and confidence amongst the children is very high. They are keen to have a go at anything and a great sense of celebration surrounds their work.

Find out more about this school at:
www.lgfl.net/lgfl/leas/ealing/schools/mayfield

Curriculum

Secondary winner

Barking Abbey School, Barking, Essex (Barking and Dagenham Local Authority)

Sue Frame (Advanced skills teacher), **Paul Gillary** (ICT co-ordinator), **Mark Lloyd** (Headteacher),
Pauline McBride (Deputy head)



Find out more about this school at:
www.babbey.bardaglea.org.uk

Barking Abbey School's provision is superb. ICT is interwoven throughout the whole establishment and there is a high level of maturity and confidence amongst the staff.

There is an innovative approach to pastoral care. Barking uses electronic registration in all lessons to monitor attendance fully. The teachers provide academic mentoring to groups of around 15 students and are able to follow their merits and events online. This is supported by mentor days with both students and parents. Parents can email into the school and contact the heads of year or of department. Barking ensures that reports are regularly printed and sent to those parents who have no online access.

The school provides excellent technical support, enabling students to exploit the use of technology fully. This is reflected in the high standard of some very impressive media, drama and music work in the upper school. Performances, concerts and award evenings are recorded on video to promote the school and exemplify the students' achievements.

Barking makes excellent use of ICT across the whole curriculum. A virtual teaching and learning environment, which offers interactive support to pupils in maths and technology is also extends to PE, with the inclusion of online course work and the development of distance learning materials in PE BTEC. Equally impressive is geography, where interactive technology is supporting field and extension work. Resources are available on a DVD created by the multimedia technician. A separate website, with blogging around resources for exam purposes, allows students access whenever they wish.



Extending learning opportunities

Primary winner

Ranvilles Infant School, Fareham, Hampshire (Hampshire Local Authority)

Fiona Aubrey-Smith (Lead teacher for ICT and year leader), **John Whitmore** (Deputy headteacher), **Stacey Barnes** (Early years leader), **Wendy Collins** (Headteacher)



Find out more about this school at:
www.ranvilles-inf.hants.sch.uk

Ranvilles Infant School's impressive strategy is to work from what is important for the pupils in terms of their learning. The enthusiasm and dedication of the staff is outstanding. The leadership team is strategically very aware and has built ICT into all levels of school planning. This is a great team effort!

Excellent use of their virtual learning environment (VLE) extends learning beyond the classroom. Many of the children's parents are in the Navy, so the VLE enables progress tracking and answering questions while they are away onboard ship. Parents are also encouraged to contribute ideas through online message boards. The VLE involves the whole community in school life at Ranvilles. Good examples are posing questions to the local MP, producing and sharing book reviews, and international links with schools in Africa, Dubai and Germany.

Reports are completed throughout the year and shared with the parents, culminating in end of year reports, which include photographs of achievement and attainment. The school has an 'open door' policy that is complemented by the online chat rooms for parents, pupils and staff. The governors also use an online forum to talk to parents and in particular, the children.

Children at Ranvilles are very enthusiastic and confident in using technology to support their learning and always keen to try anything!

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

Joint primary runner-up

New Invention Junior School, Willenhall, West Midlands (Walsall Local Authority)

Anne Tyler (Headteacher), **Paul Mitchell** (Deputy headteacher)

New Invention Junior School has systematically extended learning opportunities over the last 3 years, drawing on the opportunities presented by a new building programme. From the outset, the team has considered what they could do with ICT to best support pupil learning and planned effectively from that starting point.

Their strong strategic vision and clarity in thinking reach much wider than just the school. The core group of headteacher, deputy and others has planned to manage technology for learning very carefully. They have sought external advice and help where necessary and clearly looked for best practice wherever it may be found.

This approach also ensures that all the staff, including leaders, are fully equipped and trained to use technology to benefit their learners. New Invention provides training to leaders from schools in their networks, greatly enhancing the teaching and learning in these other schools.

New Invention's strategy is a key driver of learning platforms across several authorities. Work in this area has ensured that the learning platform is interoperable and enables networks with other schools. A parallel site set up for these other schools allows resource sharing across the whole area and beyond.

Another noteworthy achievement is New Invention's virtual learning environment, which includes 'Worry', 'Thank you', and 'Sorry' boxes for pupils along with peer support and a discussion group area.

Find out more about this school at:
www.invention-j.walsall.sch.uk

Joint primary runner-up

Write Club 7 Network, St. Helens, Merseyside (St. Helens Local Authority)

Rachael Rimmer, Chair of Write Club 7 (Headteacher, Eccleston Lane Ends Primary School)

Helen Lee, Vice Chair of Write Club 7 (Headteacher, Oakdene Primary School)

Margaret Baxter, Chair of Lead Learners - Write Club 7 (AST, Eccleston Lane Ends Primary School)

Liz Mawdsley, Write Club 7 (Learning assistant, Oakdene Primary School)

Sue Hamilton, Write Club 7 (Learning assistant, Nutgrove Primary School)

Write Club 7 is a network of seven schools, collaborating to improve writing through using ICT. The project has extended beyond this into a massive ICT support group incorporating wonderful activities and planning from two City Learning Centres (CLCs).

All planned activities are shared through a specially designed website, and there is video conferencing between the schools and CLCs. There is a wide range of after-school clubs and each school has at least ten sessions a year at their CLC. The benefits are access to the CLCs' resources and activities that the schools could not support. Equipment is also available on short- or long-term loan.

Learning opportunities for parents with pre-school children are an example of Write Club 7's achievement. Their 'Pram Pushers' club enables parents and toddlers to come to school and use ICT. Activities specially relate to laptop work that parents can do with their toddlers. The children are able to identify many things they use, including whiteboards.

Another great example is 'Share', which is especially for parents of reception children to work with their children and other parents using ICT. This has encouraged some parents to sign up for college courses to improve their skills and work prospects.

Find out more about this school at:
www.sthelenseducation.org/write



Inclusion

Primary winner

The Bridge School, Telford, Shropshire (Telford and Wrekin Local Authority)

Una vandenBerg (Headteacher until Summer 2007), **Diane Hasell** (Assistant headteacher/ICT co-ordinator), **Nadine Perry** (ICT support assistant), **Malcolm Tibbett** (ICT technician)



Find out more about this school at:
www.hadleylearningcommunity.org.uk/bridge.html

The Bridge is a brand new special school with outstanding facilities for children with severe learning difficulties and autism. It is part of Hadley Learning Community's extraordinary, futuristic environment. Extensive planning and consultation have been instrumental in ensuring that everything matches the learning needs of the pupils.

This school has taken all it has learnt about the needs of its pupils and designed a school to meet their future needs and those of future pupils. Technology provision across the school is of a very high quality, ensuring that all the resources necessary for supporting the children's needs are easily to hand.

Interactive whiteboards and sound systems, numerous sensory rooms and well-resourced flexible spaces are the cornerstone of this outstanding provision. In music for example, brilliant planning in using combinations of technology and sound has created further sensory experiences for pupils. There is also a one-to-one facility for children who cannot cope with interaction in social groups, using video to allow assessment and sharing progress with parents.

The Bridge's outreach work and commitment to sharing practice locally and nationally are a particular strength. Pupils' work is shared with parents and agency staff to support and include them. There is a dedicated room for parents, along with wide-ranging training and support.

Having funded ICT equipment for the social and health services located on site, the school has natural access to pupil records and information, which in turn helps with tailoring learning to individual pupils' current needs.

Inclusive learning can be understood as a process of increasing the presence, participation and achievement of all learners in educational settings in their local community. The Inclusion category seeks to recognise and reward schools which have developed the use of ICT in a way which supports inclusion and promotes access to learning, particularly beyond the learning of ICT skills.

Primary runner-up

Caedraw Primary School, Merthyr Tydfil (Merthyr Tydfil Local Authority)

Jill Watkins (Headteacher), **Neil Hancox** (Deputy headteacher), **Julie Jones** (SENCO),
Dawn Williams (Deputy SENCO)

Caedraw Primary School's inclusive practice is excellent. There is terrific support from parents and governors alike, and justifiably so. This is a mainstream school within a very deprived area. There are twelve pupils with physical disabilities and almost half of all pupils have special educational needs.

The headteacher's vision is one of social equity, where children come first and every effort is made to serve the pupils in the best possible way. Caedraw has the ability to look at whatever advice is available in school and beyond, to ensure the best ICT for the pupils. The determination of the staff to identify appropriate solutions is very evident.

Pupil ICT capability across the school is high and especially so in the physical disability unit. Many of the physically disabled children have associated learning difficulties. They work separately in the morning and then integrate with the mainstream provision in the afternoon.

Among the staff, the attitude to learning is 'infectious'. They see a need, realise the impact it can have on pupil achievement and want to learn more and more.

Leadership is excellent and the parents are great advocates for the school's work. Parents of children with complex needs feel the school goes that 'extra mile' to ensure high quality education in a mainstream setting for their children.

Find out more about this school at:
www.caedraw.merthyr.sch.uk

Inclusion

Secondary winner

Piper Hill High School, Manchester (Manchester Local Authority)

Linda Jones (Headteacher), **Katie Meredith** (Teacher), **Lesley Craft** (Teacher), **Andi Bryan** (Network manager)



Piper Hill High School has an impressively systematic and embedded approach to the use of ICT. This is an excellent special school catering for children with various difficulties, including behavioural problems, in a very challenging area of Manchester. Their aim is to help reintegrate excluded pupils into mainstream education.

ICT is embedded into almost every aspect of the school's activities. It is clearly a passion of the headteacher, who is instrumental in driving appropriate use of technology to support the school's aims. The use of ICT throughout the curriculum is very flexible. ICT is viewed as a critical enabler for achievement and is used in all aspects of the pupils' education. It also supports learning beyond the school. Laptops are lent to students attending courses at mainstream schools, so they can complete work that they began at Piper Hill.

Piper Hill's Outreach Programme supports other schools in producing appropriate work plans and assessments for excluded pupils, and developing curricula for excluded pupils when they return. Students at this school also receive lessons to help them live more independently. One example is running a lunchtime 'café' once a week, where students sell produce they have cooked.

There is even a cinema-style screen and projector in the hall to display the students' outstanding work, such as the video project, 'Old and New', in Manchester city centre.

Joint secondary runner-up

Oakwood School and Young Persons' Centre, Sheffield (Sheffield Local Authority)

Wendy Dudley (Headteacher), **Derek Morton** (ICT co-ordinator)

Oakwood School and Young Persons' Centre is a highly effective unit within a hospital, catering for very vulnerable pupils and students who, owing to emotional and behavioural difficulties, have had their education seriously interrupted. This is a very specialised education unit working with only the most badly affected cases.

There is a very positive feel here despite contending with a transient population of children and young people, who are at all stages of the national curriculum. The teachers need to engage these pupils and students while they are trying to deal with problems that can overwhelm adults, let alone the young.

Parents are fully engaged in the provision and have weekly computer club meetings. ICT supports learning and encourages social interaction very successfully in all aspects of the school. The extensive use of video, especially as a therapeutic tool, is impressive. Pupils and students have free choice about making films and much of the content appears to address some of their fears.

The impact of ICT at Oakwood is enormous. These pupils and students have severe difficulties and ICT enables the gap in communication to be bridged to a significant degree.

Find out more about this school at:
www.oakwoodschoosheffield.net

Joint secondary runner-up

Parkside Pupil Referral Unit, Ipswich (Suffolk Local Authority)

Stuart Bailey (Headteacher), **Libby Page** (Deputy headteacher),
Jean Freeman (ICT co-ordinator), **Alan Harvey** (Bursar)

Parkside Pupil Referral Unit is outstanding. Young people come here through an education welfare route and non-attendance at mainstream school. Many students have mental health issues, are generally highly able and are no longer in schools for a variety of reasons.

Video conferencing with a home tutor is a practical and successful example of how the school is using ICT to access subjects beyond what is available from its own resources. Other activities also show the exploration and use of viable ways to extend the curriculum where resources are limited.

Parents recognise that the school's virtual learning environment (VLE) is helping them to understand what their children are doing at school. ICT courses held for parents assist them in developing their own skills and becoming familiar with their child's achievements.

This is a great place that is making a huge difference to its students and looking to offer more through the learning platform. Parkside is keen to promote flexibility in learning and understands that the students will work better at certain times than others. Two afternoons a week, students work from home and use the VLE to enable this. This successful approach allows them to complete work on time wherever and whenever they want.

Find out more about this school at:
www.parkside.suffolk.sch.uk



Leadership and management

Primary winner

Woodhouse Primary School, Brighouse, West Yorkshire (Calderdale Local Authority)

Shirley Stoker (Headteacher), **Lynn Daveney** (Deputy headteacher), **Ken Blackburn** (Chair of Governors), **Trevor Bentley** (Parent/ICT Governor)



Find out more about this school at:
www.woodhouse.calderdale.sch.uk

Woodhouse Primary School has made fantastic progress in using ICT as the catalyst for further improvement. The headteacher and the strategic ICT team are the key drivers of a plan to raise attainment and accelerate progress. This is now an outstanding school.

Once they had attended the Strategic Leadership of ICT programme, the headteacher and strategic ICT team set about making fundamental changes. Creating the vision statement, which the governors continue to review annually, involved the whole staff. There is a clear focus on future development in terms of where to go next with ICT and how it can positively affect learning.

Two ICT technicians support and train the staff and children by running daily clubs. The school's website illustrates how far they have come in showcasing pupils' work and offering links for parents. As the next step, Woodhouse is piloting a sharing of expertise system through its virtual learning environment, which is in its infancy. This is indicative of the research culture that prevails at this school.

The children's ICT work is outstanding and includes podcasts, radio and animation. Presentations produced by the children, using photographs and sound, are available for parents to see in reception. Their capability in using technology to support their learning has greatly improved and as a result, the children are very motivated and involved in their own development.

This category seeks to recognise those schools whose leadership and vision for ICT encourages innovation whilst ensuring efficiency, effectiveness and best value. The successful schools listed here have all demonstrated constant review and evaluation of impact and outcomes on staff and pupils alike.

Primary runner-up

Grange Primary School, Swansea (Swansea Local Authority)

Nicola Martell (Headteacher), **Geoff Davies** (ICT co-ordinator), **Wendy Johnson** (Early years co-ordinator), **Deborah Davies** (Senior nursery nurse)

Grange Primary is an excellent school and embeds innovative uses of ICT across all practices with enthusiasm and drive. The inclusion of pupils, parents, governors and all staff in developing and implementing Grange's vision clearly demonstrates a sustainable strategy.

Key staff who are highly competent in their use of ICT make up the strategic management team. They work closely together to ensure sharing of knowledge and skills and this creates an excellent base for planning and implementation.

The governors are well informed and support the drive, vision and investment of the school. They play a key role in the management of ICT in the school. An ICT governor works with the school to suggest innovations and new types of technologies.

The training available to all staff is very wide ranging and effective, making sure that all staff are at a similar level in their use of ICT. This includes supporting two associate staff in the completion of a three-year foundation degree.

The school has an excellent relationship with parents. There is very efficient use of ICT to keep parents fully informed and a weekly ICT club for them and their children. The use of technology to communicate with parents and governors clearly brings the school closer to these groups.

Leadership and management

Joint secondary winner

Bryn Hafren Comprehensive School, Barry (Vale of Glamorgan Local Authority)

Phil Whitcombe (Headteacher), **Stuart Pownell** (ICT co-ordinator)



Find out more about this school at:
www.brynhafren.com

Bryn Hafren Comprehensive has seen a fast and dramatic turnaround in achievement through a bold vision to embed ICT at the heart of the school. This girls' school has made great strides in achieving this vision and has overcome significant challenges in staffing and finance to do so.

Headteacher Phil Whitcombe's bold strategy is largely responsible for the transformation. He has taken the staff, governors and students on an accelerated ICT journey. The members of staff in particular are totally committed to this change, the vision behind it, and are empowered by their responsibility.

The school's community work is exemplary. Their headteacher chairs the local community focus group, which is multi-agency and identifies needs in ICT for each ward using various funding streams. Bryn Hafren also enjoys strong links with feeder primaries.

Robust systems are in place and the use of data and information management for multiple purposes across the school is highly commendable. Monitoring includes attendance, behaviour, under-achievement and tracking potential against actual achievement down to individual child level.

Parents are consulted over ICT requirements and levels, and informed how it can support their child's learning. Departmental reviews include any new ICT resources to ensure value for money. The governors are fully supportive of the vision and commit a huge amount of support to ICT. They recognise the clear and positive impact on achievement, standards and efficiency.

Leadership and management

Joint secondary winner

The Bishop's Stortford High School, Bishop's Stortford (Hertfordshire Local Authority)

Andrew Goulding (Headteacher), **Paul Noble** (Deputy headteacher),
Graham Gunn (Head of maths and computing faculty), **Andrew Hood** (Director of e-learning)



Find out more about this school at:
www.tbshs.herts.sch.uk

The Bishop's Stortford High School is a successful all-boys school. The long-standing headteacher, who has a well-considered and thought-through plan, is a key strength. A developing pedagogy complements the technology-driven strategy.

There is a very clear vision for ICT supporting learning that has already proved to have a positive impact on results as well as attitude and behaviour. The strategic and operational roles are clear and staff are well aware of their responsibilities. New ICT is monitored and evaluated and all such work is reported to the senior leadership team and governors.

Consistent and sustainable use of ICT has raised standards, while the knowledge and skills demonstrated by all the senior leaders is high. All members of staff have ICT targets and there is clear planning for professional development.

The school does a lot of work on community access and needs with partner organisations such as a local schools' network, and the Specialist Schools and Academies Trust. The school also leads the way in offering training to other schools in aspects of ICT.

The school uses an online learning environment to support student access from home. The students are very ICT literate and engaged in the school model of developing this capability further. They are motivated by the fast pace in lessons enabled by ICT, such as the two-minute tasks in a 'Have I got news for you' style.

Learning and teaching

Primary winner

Stow Heath Junior School, Willenhall, West Midlands (Wolverhampton Local Authority)

Tim Franks (Headteacher), **Gavin Hawkins** (Assistant headteacher), **Sarah Corey** (Assessment co-ordinator),
Lynn Ball (Deputy headteacher)



Find out more about this school at:
www.stowheathjun.biblio.net

Stow Heath Junior School has a highly impressive track record for innovation. This was the first junior school in Wolverhampton to have internet connection, e-portfolios, server and network. It is also piloting the city's learning platform. In this way, Stow Heath considers itself to be on the leading edge. ICT is embedded in the ethos and right across the curriculum.

Every classroom has two computers, which are updated regularly. The use of Personal Digital Assistants (PDAs) is well integrated into teaching and learning, alongside laptops and traditional notebooks. Collaborative work, along with other projects using PDAs, is excellent. The PDAs help learning, outside and inside the classroom. There is innovative use of PDAs to synchronise and hand work in electronically, as well as easy peer- and self-assessment. This is a good example of technology serving education, rather than the other way around.

The school routinely tracks and assesses the children's ICT capability. In many cases, the pupils have extremely high ICT capabilities. All teaching plans include web-based resources, whiteboard resources and software. Everything is embedded into the working practices because all pupils have access to devices. The planning templates are on the shared area, while individual year group plans are on staff laptops.

These pupils are enthusiastic and talk easily about their involvement in ICT processes. Their confidence and ability enable them to choose what technology they want to use for activities and the tools within it.

This category seeks to reward those schools that regularly use ICT appropriately in learning and teaching for all pupils across all areas of learning and all subjects, and that routinely evaluate the impact of ICT leading to improvement, sharing the benefits of ICT with colleagues within and beyond the school. Additionally, it recognises those schools that demonstrate a commitment to ensuring high staff ICT capability and offer a wide range of resources to support learning and teaching.

Primary runner-up

Mayfield Primary School, Ealing, London (Ealing Local Authority)

Belinda Ewart (Headteacher), **Ben Trevail** (ICT subject leader), **Marianne Patel** (Deputy headteacher), **John Popham** (Chair of Governors/Governor for ICT)

Mayfield Primary School certainly is excelling with this second achievement in ICT excellence this year. Outstanding leadership is driving forward implementation of the ICT plan, delegation is effective and staff turnover is low, giving stability.

A well-planned curriculum supports the staff in providing good use of ICT in learning and teaching. The headteacher has completed Strategic Leadership in ICT training, and subject co-ordinators share expertise in using ICT with colleagues. There is also high-quality monitoring and peer-to-peer support.

The children have access to a wide range of experiences using ICT and to outside learning via the learning platform. They demonstrate a high level of ICT skills and capability.

There are many interesting, inspirational projects and work examples at Mayfield and pupil standards are very high. Some of the children's ICT work, particularly multi-path presentations in maths and other subjects, is very complex in structure and strong in supporting the curriculum subject. ICT is used throughout the curriculum including early years, which is an ICT-rich environment.

The very positive attitude of the pupils is apparent in this school and there is a healthy, engaging relationship between the children and teachers, founded on excellent classroom teaching skills.

Find out more about this school at:
www.lgfl.net/lgfl/leas/ealing/schools/mayfield

Support for schools

Winner

Sandwell Local Authority Children and Young People's Services: Strategic E-learning Services

Ruth Bourne (Principal adviser e-learning), **Tony Hisgett** (E-learning adviser), **Mick Marks** (Data manager), **Mark Peate** (Principal adviser ICT, Building Schools for the Future)



Find out more about this school at:
www.laws.sandwell.gov.uk/ccm/navigation/education-and-learning

Sandwell's strategic e-learning services are producing stunning work at all levels. There is a very high level of professional dedication and a strong culture of engagement and support for schools. This organisation's approach goes beyond that of traditional education professionals.

Commitment from all areas is outstanding and the strategic level is supportive, cohesive and effective across the whole local authority. The thinking across sectors is coherent and all key leaders are working to one agenda, providing for the present and planning for the future.

The many projects are evenly distributed across schools and the positive impact they are having is clear. This is a very empowering organisation where the vision is agreed, resources allocated and highly capable staff set out to achieve. A culture of research and evaluation is clearly in evidence. Sandwell's research department supports all aspects of impact, evaluation and evidence gathering for future development work.

The community sector here is very strong and ensures provision sharing with schools and community to maximise the benefits for all. Sandwell's Community Learning Centres work closely with schools, providing the lead on innovation and transformation of learning. Some of the work they have done in alternative study units is very motivating for pupils and clearly has an impact on achievement.

This category rewards those organisations which support school improvement with ICT, encouraging the systematic and innovative use of appropriate technologies to deliver learning and teaching, communicate with the wider school community and improve administrative efficiency.

Joint runner-up

ICT Strategy Team, Children and Young People's Services, North Somerset Council

Val Hurley (ICT development manager), **Tilly Sharman** (Secondary teaching and learning adviser ICT and ICTAC) , **Hilary Guckian** (Senior ICT adviser), **Angie Bray** (ICT strategy and support officer)

North Somerset Council has developed ICT in parallel to the rest of the organisation and as an integral part of the local authority's strategy. The result is a collaborative team working together for all schools in North Somerset. Much of their work has grown out of a desire to improve communication with schools. They now have a strategic plan endorsed by all stakeholders.

An example of North Somerset's achievements is how they encourage innovation through project support. The 'Noscars' film festival project has involved over 20 schools this year, in producing films on a central theme to a very high standard. They have also assisted the foundation of a regional training centre that supports other schools. The council has access to further training and trainers via a provider partnership.

One of the council's major strengths is e-safety. North Somerset is the first local authority in England to offer Child Exploitation and Online Protection training for governors as well as staff. They work closely with their internet service provider to make sure there is a proactive system at grid level. This official tracking mechanism is currently the only one in the country at this level.

Find out more about this school at:
www.n-somerset.gov.uk/Education

Joint runner-up

Tameside MBC – Client Services

Julie Hayes (Client services unit manager), **Andy O'Brien** (ICT adviser), **Nancy Morse** (E-learning workgroup manager), **Tracey Rainey** (Service and technical desk workgroup manager), **Paul Roe** (Systems support workgroup manager)

Tameside MBC Client Services demonstrate excellent operational and organisational strategies to support teaching, along with very clear thinking and outstanding teamwork. They have engaged every single school in the area in their activities.

To update and develop their knowledge, school leaders and practitioners have the offer of training and networking opportunities throughout the year. The hands-on support work of Client Services has been invaluable in developing the ICT skills of individual practitioners. All of this encourages collaboration and sharing of good practice.

Through the relationships that they have developed with their managed services suppliers, Tameside ensure that they share information with those creating resources for schools and that all parties benefit from this collaboration.

They have just developed a new program for schools in the borough, called Virtual School, which is an online resource to complement the traditional virtual learning environments already available to pupils. Virtual School's design appeals directly to young people and offers the opportunity to share ideas and information about work with peers and teachers, and even allows a whole class to meet online outside school hours.

The Virtual School project has built upon the recognised motivation and engagement in learning that ICT has brought to secondary students.

Find out more about this school at:
www.tamesideschoolssupport.net
www.teachingandlearningtameside.net

Support for schools

Highly commended

Falkirk Council ICT Curriculum Support Team

Malcolm Wilson (ICT curriculum development officer), **Stuart Lennie** (ICT curriculum development officer), **Isabelle Gunn** (ICT/ASfL curriculum development officer), **Jane Crerar** (ICT curriculum support officer), **Jan Baxter** (ICT curriculum support officer)

Falkirk Council's team is committed to collaboration, sharing good practice and learning resources, and strong curriculum support. As a result of a needs analysis, their model of continuing professional development is extensive, using lead practitioners seconded from schools to help with delivery of training.

They have established the Falkirk Virtual Teachers' Centre (VTC), which is accessible to all their schools and from home. It is well thought-out and has a very comprehensive set of supporting resources, giving school staff the opportunity to share resources.

Falkirk organises an annual, non-commercial, ICT in Education fair as a way of sharing good practice between their educational establishments. Currently, an annual ICT in education award scheme underpins this event, with winning entries extensively celebrated and showcased.

The council consults schools on resources and provides some evaluation of resources on their behalf, along with providing test and loan kits. They put their blog to good use too, by including items such as software evaluations and voting tools.

Find out more about this school at:

www.falkirk.gov.uk/services/education/education.aspx
www.falkirkvte.blogspot.com

Highly commended

Worcestershire LA Learning Technologies Team

Dave Thomson (Education improvement adviser, learning technologies) **and team**

Worcestershire Local Authority emphasises that supporting learners and the personalisation agenda is at the heart of its vision. The authority is adopting a Learners' Charter and placing its focus on the positive effects of technology within the educational environment.

The authority has a strong model of continuing professional development across the sectors, enhanced by seconded expert practitioners. Their Hands on Support course is effectively planned, popular and clearly well received by participants. This is an advanced model, linking to their new web-based Edulink portal.

Edulink is improving links between school and the home. The portal is developing to provide personalised and customisable space for each individual, and allow schools to integrate their chosen virtual learning environments into the centralised system. The result is a secure, supported and interoperable learning environment.

A major initiative in the nursery and foundation stage is Worcestershire's impressive nursery profile system. This practice is very useful as it tracks pupils' progress through to Year 9, providing many points of transfer to secondary education.

There is positive direction on areas such as curriculum development and good support for self-review and use of ICT in the curriculum.

Find out more about this school at:
www.worcestershire.gov.uk





Shortlisted schools

The judges thoroughly enjoyed their visits to all the shortlisted schools and final decisions were very difficult. Beta would like to congratulate the following schools which were shortlisted for the ICT Excellence Awards 2007.

Balcarras School
Cheltenham, Gloucestershire

Breakspere School
Abbots Langley, Hertfordshire

Calder High School
Halifax, West Yorkshire

Carronshore Primary School
Carronshore, Falkirk

Charles Darwin School
Biggin Hill, Kent

Denbigh High School
Luton, Bedfordshire

Effra Early Years Centre
London

Gladesmore Community School
Tottenham, London

Grays School (Infant and Nursery)
Newhaven, East Sussex

Guillemont Junior School
Farnborough, Hampshire

**Hindley Community High School
and Arts College**
Wigan, Lancashire

Holly Bank School, Mirfield
West Yorkshire

John Davies Primary School
Sutton-in-Ashfield, Nottinghamshire

**Lowick and Holy Island Church of
England First Schools**
Northumberland

Oakington Manor Primary School
Wembley, Middlesex

**Rodmell Church of England
Primary School**
near Lewes, East Sussex

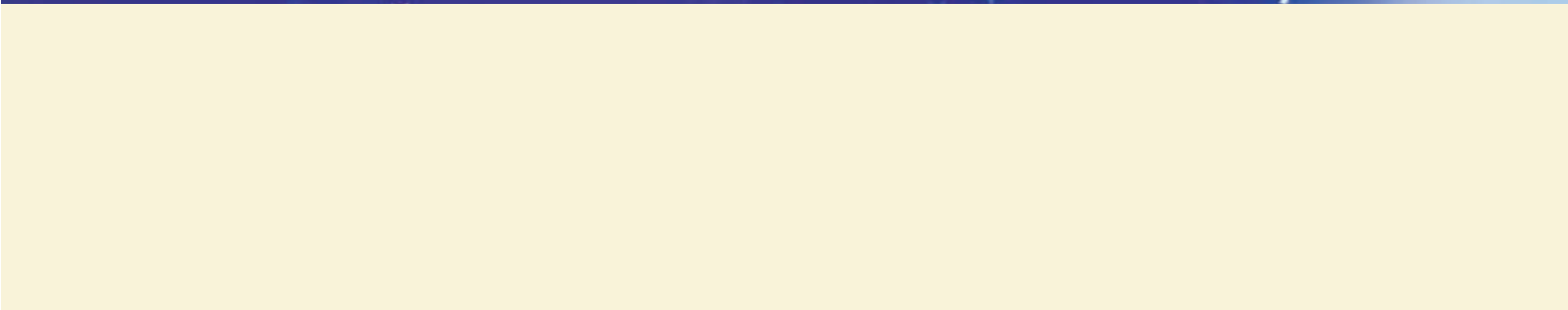
St Austin's Catholic Primary School
Grassendale, Liverpool

**St John the Evangelist Church of
England Primary School**
Carterton, Oxfordshire

St Mary's College
Creggan, Derry

Willow Bank Infant School
Reading, Berkshire

Ynystawe Primary School
Ynystawe, Swansea



2007



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