



Ofsted subject conference report: ICT

Effective school self-evaluation of ICT: June 30, July 1 2005

**Better
education
and care**

Age group	Published	Reference no.
Primary and secondary	February 2006	HMI 2511

© Crown copyright 2005

Document reference number: HMI 2511

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Synopsis

This conference was run in collaboration with the National College for School Leadership (NCSL) and the British Educational Communications and Technology Agency (Becta). Its aims were for delegates to:

- develop an understanding of effective school self-evaluation (SSE) in the area of information and communication technology (ICT)
- consider a range of tools, models, processes and evidence that support effective SSE
- consider aspects of good strategic ICT leadership in building on the self evaluation process

The conference was based around the Common Evaluation Framework (CEF) which was used in the autumn of 2004 with a sample of 55 schools. This is based around seven 'strands':

1. Leadership and vision
2. Curriculum
3. Teaching and learning
4. Assessment
5. Continuous professional development (CPD)
6. Resources
7. Standards

For each strand there is a set of criteria – 25 in total – and for each criterion there is guidance for schools who can then assess their current performance against defined high-medium-low grades. Details of this are available on the Becta website at http://www.becta.org.uk/leaders/school_leaders.cfm

Summaries of seminar sessions

Ken Dyson HMI described the DEPICTS project, which took place in the autumn of 2004. Details of the project, including its findings and recommendations, are available on Ofsted's website: *Embedding ICT in schools: a dual evaluation exercise* (HMI 2391), 2005.

Delegates discussed in groups the current state of development in their schools, identifying strengths and weaknesses as well as barriers and enablers.

Martin Blows, NCSL gave a talk entitled 'Beyond Motivation' which took a light-hearted look at how ICT in schools had developed over the past 25 years and how schools could focus on the place of ICT in teaching and learning.

Philippa Lee, Becta provided a brief overview of the criteria used in the CEF. Delegates then broke into their groups again to reflect on the best examples of using ICT in teaching and learning that they had seen and moving on to identify

the characteristics of effective teaching and learning using ICT. These were collated in the following plenary session. They were also asked to use the teaching and learning strand of the CEF to identify what evidence they would need to confirm initial judgements.

Ken Dyson HMI gave a brief input about HMI findings of the most effective uses of ICT and related these to the groups' findings and the relevant CEF guidance. He introduced the grade profile and stressed the importance and challenge of evaluating the quality of work using ICT across a whole school.

In groups, delegates discussed what other evidence they would need to consolidate and confirm their judgements and how they would collect this evidence. They also identified practical issues arising from the morning session.

Roger Blackburn, ICT coordinator, Guillemont Primary School, Hampshire, addressed the conference about the use the school made of the CEF as an associate school in the DEPICTS project. Roger said that the self-evaluation had enabled the school to consider how it might improve provision on a number of fronts, in particular the introduction of three year development plans in each subject which showed how ICT would be used to enhance teaching and learning.

Martin Blows gave information about the developments in NCSL's strategic leadership of ICT courses and the leadership team toolkits, linking these to the Leadership and Vision strand of the CEF. Mike Briscoe of Becta brought delegates up to date with important recent developments including the DfES's e-learning strategy and Becta's development of a national school evaluation and improvement framework linked to an ICT quality mark. The CEF will provide an important element of these developments.

The final group session was used to discuss the issues arising from the self-grading: what actions might result from these; how to get the process started; leading the focus on reviewing ICT. Issues arising from this were raised and discussed during the final plenary session.

Further information: gary.linin@ofsted.gov.uk