



Becta leading
next generation
learning

This is Next Generation Learning

Recognising ICT excellence in schools



Introduction

We are delighted to celebrate the achievements of the winners, runners-up and highly commended schools in Becta's 2009 ICT Excellence Awards. They represent the inspirational work with technology that exists across the UK and that makes such a huge difference to learners, staff and the whole school community.

The ICT Excellence Awards were established in 2006. They fulfil an important role; rewarding those who are making the most of technology for learning. Building on Becta's self review framework and the ICT Mark they provide clear examples of excellent practice from schools and organisations across the UK and in Service Children's Education settings abroad.

The ICT Excellence Awards are a part of the Next Generation Learning Charter; the final step in the process of commitment, recognition, accreditation and excellence.

The stories on these pages give just a flavour of the excellent practice witnessed during the judging. They are exemplars for others to aspire to and learn from.

A Message from Stephen Crowne Chief Executive, Becta

Becta is delighted with the outstanding quality of practice witnessed during the 2009 ICT Excellence Awards. This scheme continues to go from strength to strength. Becta is committed to establishing and promoting best ICT practice to help learners achieve their full potential. These winners and runners-up demonstrate the benefits that technology can bring. This is also the key objective of Becta's Next Generation Learning campaign, which encourages parents, schools and employers to realise the benefits of technology in education.

We have been very pleased that the scheme continues to identify transformational practice using ICT across the whole of the UK. A further exciting development for 2009 has been the inclusion of Service Children's Education (SCE) schools abroad, adding a new dimension to the breadth of practice identified.

We must celebrate the successes of these winners, sharing their stories with others, making sure that teachers and learners continue to benefit from all that they have achieved.

I would like to finish by thanking all the sponsors, judges and entrants who supported the 2009 ICT Excellence Awards. My congratulations to the winners and runners-up, all of whom can be extremely proud of their achievements.

A handwritten signature in black ink that reads "Stephen Crowne". The signature is written in a cursive style and is positioned above a solid black horizontal line.

Stephen Crowne
Chief Executive, Becta

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Our sponsors



At Lightbox Education we are passionate about fusing education and technology to create exciting, engaging and innovative experiences for learners of all ages and so we are very proud to be a sponsor of the ICT Excellence Awards 2009. Congratulations to all those schools that were shortlisted as well as those who have won. This is a great achievement. We were delighted to see the exceptional work being done in schools and the positive impact ICT is having on learning and teaching. It is fantastic to see so much good work being done in schools that reflects an innovative approach to learning. Well done to all those involved.



To maximise the opportunities current funding programmes offer, schools and local authorities have to be bold and brave! A long-term vision for ICT developed in partnership, acceptance of an appetite for a change in pedagogy supported by technology, and a shared commitment to creating fabulous learning environments is easier to achieve because of Becta's ICT Excellence Awards. By highlighting the success of peers and their voyage, Becta inspires, informs and encourages others to follow.

These featured teaching professionals have won because they are totally focused on their purpose – maximising the full potential of young people. To them, winning is merely a bonus. Ramesys is sponsoring these awards once more because every year the winners so deserve their prize; they inspire, inform and encourage us too!

Ramesys is one of a small number of organisations delivering 21st-century learning systems in the Academies, BSF and 'new school build' programmes. With global partners, we design, deliver and manage technology that works in schools and communities.

TOSHIBA

Leading Innovation >>>

Toshiba is proud to be playing its part in implementing Next Generation Learning, 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 continue 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.

In association with

educationguardian

This is our third year as media sponsor of the ICT Excellence Awards and it has been a fantastic journey for both us and the institutions involved. The standards have risen sharply and continuously during this time and we have been overwhelmed by the effort, skill and determination of staff and pupils to achieve great things while using ICT appropriately. Congratulations to all those shortlisted which is a great achievement in itself. To the winners, we extend our heartfelt congratulations and admiration for your efforts and accomplishments. On a personal level, we would also like to thank the schools and local authorities for making judging such a challenging but enjoyable task. Organisations continue to achieve results not only for themselves but for their wider community and it is a privilege to witness how enthusiastic they are in sharing their ideas and helping support others.

Best whole school award

The Best whole school award is open to all phases and Department for Children, Schools and Families (DCSF)-registered specialist settings. Awards are made regionally with one school selected for each region, and national winners chosen from these.

Schools must demonstrate that their strategy and vision for ICT stretch across the whole school and beyond and are having a clear impact on the outcomes for pupils, staff, parents and the wider community.

This award recognises schools that are at the very forefront of the transformational use of ICT, and that are keen to share this practice and continue to find new ways of working.

Best whole school National winner: Primary

Prospect House School, Putney

Find out more about this school at www.prospecths.org.uk

Prospect House School has achieved the distinction of winning the award for Best whole school in London for the second year running. This fee-paying independent school in Putney, serving children aged 3–11, impressed the judges this year by building significantly on ICT practice that was already exemplary. All practice is systematically shared with its two sister schools in the House Schools Group.

The vision for the school is based on a commitment to personalised learning for each pupil, facilitated by the effective use of ICT. This has been accelerated through its application of a program to assess working memory; the use of this cognitive, research-based approach enables the school to match its teaching styles with the identified needs of individual pupils. The vision for using ICT innovatively to support learning is fully shared and distributed by senior leadership using a clear in-house professional development programme, ensuring its effective implementation. This ensures that pupils are confident and independent users of technology who are able to transfer their skills across

subjects and make informed choices about appropriate use.

The judges were particularly impressed with recent innovations such as the development of a learning platform and the use of podcasts as revision aids. The learning platform has enabled the school to communicate effectively and consistently with all parents, and to track pupil progress accurately. Pupils have developed podcasts to reinforce mathematical techniques, a clear example of how the school uses ICT as a tool to enhance learning and teaching.

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Best whole school

National winner: Secondary

Broadgreen International School – A Technology College

Find out more about this school at www.broadgreeninternationalschool.com

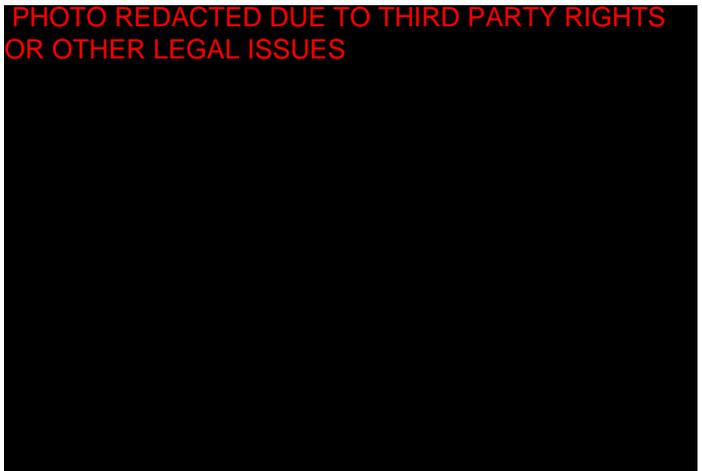
In a very challenging area of Liverpool, Broadgreen has completely embraced the principle of reaching out and involving the community in every aspect of school life. Its work to equip elderly members of the community with ICT equipment is just one example of this passion for offering new experiences to all, at the same time as creating a very lively online community of 'silver surfers'.

This thread of inclusion runs throughout the school: its Deaf Resource Base uses technology in many ways to improve the experiences of learners, and students without access to ICT equipment at home are supported by the school's Sunshine Foundation charity. Every learner at Broadgreen is respected. Their opinions are listened to and acted on to enhance the learning experience and school environment. Every individual's learning needs are specifically catered for, using impressive information management systems. These track progress, record assessment and feed into teachers'

reporting and planning, all of which contribute to raising standards across the school.

Broadgreen has been at the forefront of the use of learning platforms for several years and it now supports other schools in realising their full benefits to learners. Its success as regional winner in the North West, having been a regional runner-up in 2008, also reflects the great developments this year, which have included the successful roll-out of online reporting to parents.

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Best whole school

Regional joint winner: East Midlands

Ashover Primary School, Ashover, Derbyshire

Find out more about this school at www.ashover.derbyshire.sch.uk

Ashover Primary School impressed the judges with its natural and appropriate use of ICT across the curriculum, underpinned by a strong culture of collaborative learning by teachers, pupils, governors and parents. This single-form entry school is in rural Derbyshire and draws from a wide catchment area, using ICT to great effect to support this context. Engagement with parents is well developed using a variety of communication channels including the school's website, learning platform and SMS messaging. Crucially, the school has prioritised building these relationships so that parents now fully share the vision to use ICT to enhance learning and teaching.

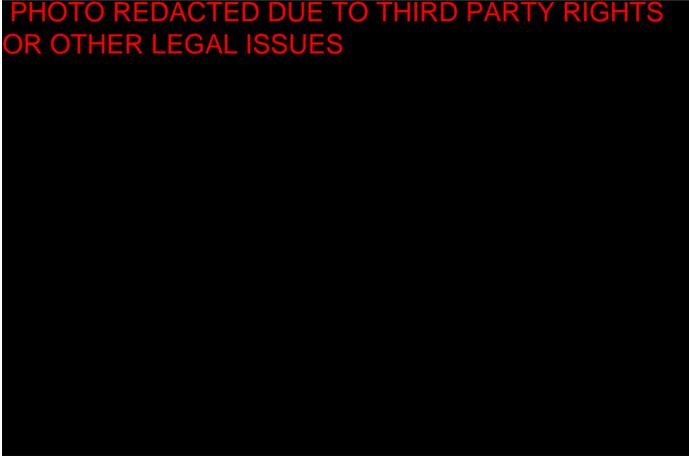
The school, which was graded as outstanding by Ofsted in 2007, bases its success on a highly effective model of distributed leadership. All staff are committed to ICT development and share their practice and acquired knowledge of individual technologies extensively through an exemplary professional development model.

The outcome is a successful combination of innovative and embedded use of ICT across the

school, always with a clear educational purpose. Some of the innovations observed included the use of podcasting, multimedia and video, and an established school radio station.

The pupils at Ashover are confident and autonomous users of ICT, able to transfer their skills across curriculum subjects, and make informed choices about appropriate use. Their thorough, all-round knowledge of ICT, including e-safety issues, and enthusiasm for learning in general were memorable to the judges and testament to the excellence of the school.

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Best whole school

Regional joint winner: East Midlands

Ryton Park Primary School, Worksop, Nottinghamshire

Find out more about this school at www.rytonparkschool.co.uk

The dynamic leadership, management and vision for ICT at Ryton Park are ensuring that the school is fully equipped to address a number of key challenges. The school has doubled in size and currently operates on three sites, having entered into a soft federation with a failing school that was formally closed in December 2008. It also awaits a new build which is due to open in September 2011. Effective ICT planning has ensured that operational systems seamlessly support this whole school context.

ICT also supports the school's vision for personalising learning for every pupil. For example, the children's involvement in Ryton Park TV (RPTV) has been a huge factor in raising their aspirations and improving their communication skills and confidence generally. Such is the quality of their media work, Ryton Park's pupils were used as roving reporters, capturing footage of recent floods in the area for the local TV news, when TV crews could not reach the scene.

The excellent leadership of ICT has provided a firm foundation for the continuing successes that Ryton Park will no doubt enjoy as it moves into the next stage of its life as a school on one site.

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Best whole school

Regional winner: North East

Dyke House Sports & Technology College, Hartlepool

Find out more about this school at www.dykehouseschool.com

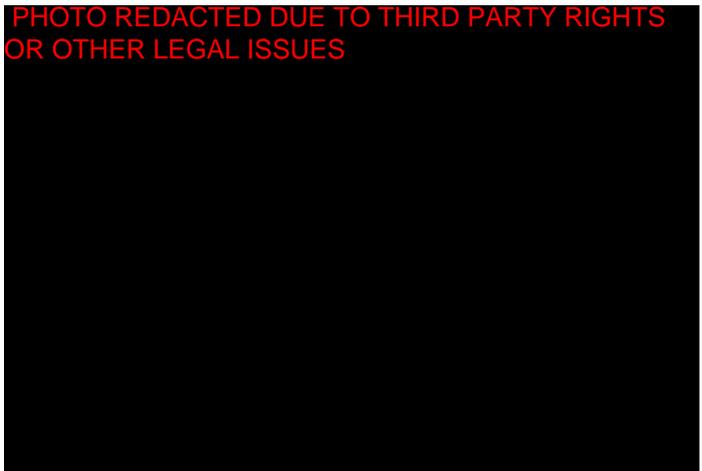
Dyke House's motto is 'Creating success for everyone' and its use of technology is absolutely at the heart of this ideal. Based in an area with serious socio-economic problems, including a long history of unemployment, its genuine consideration of and care for the whole of its local community drive the school's vision for ICT and lead to real improvements in opportunities for its learners. The school was recently ranked eighth nationally for the value that it adds to the experience of its pupils.

Dyke House's practical and determined approach to overcoming barriers faced by pupils and their families has led to many successes, not least of which is the achievement of nearly 100 per cent coverage of technology and internet provision in pupils' homes.

This support and provision form the basis for the experience learners have in school. Staff and students are totally engaged and very skilful in their use of ICT hardware and software both in and out of the classroom. A wide range of technology is fully integrated across all subject areas.

Learners are encouraged to use their ICT skills across their work in the way that best suits them. This focus on the individual needs of each learner and the technology that can best help them is what makes the school's motto more than just words – it is real and powerful, and having a big impact on the school's whole community.

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Best whole school

Regional winner: Northern Ireland

Belfast Model School for Girls, Belfast

Find out more about this school at www.belfastgms.org

Belfast Model School for Girls is a specialist ICT college for girls aged 11–18. It has achieved excellent exam results in the context of its setting in an area of high deprivation in North Belfast. It attributes much of this success to its use of ICT as a tool for providing equality of opportunity and access. Recently 99 per cent of entries achieved a GCSE in ICT, and 66 per cent of candidates achieved five or more GCSE subjects at grade C or above.

The vision at Belfast Model School is based on 'Achievement for all' and focuses on the school as a committed learning community. It has close parallels with the Every Child Matters agenda and personalised learning, and draws on the multiple benefits of ICT to raise pupils' self-esteem, acquire key life skills and enhance future employment prospects. The judges were very impressed by the way ICT has been embedded into learning and teaching in all areas of the curriculum, and the acquisition by learners of high levels of transferable skills.

A systematic staff training and development programme has enabled ICT expertise to develop

across the staff team, and the school has also applied a successful model of strategic and operational leadership.

The practice at Belfast Model School has evolved since achieving recognition in the 2008 ICT Excellence Awards. ICT facilities such as the learning platform and the school's website are constantly developing and are extensively used as a collaborative resource by parents, pupils and staff. The school also has an excellent track record of sharing its ICT practice across the region and beyond.

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Best whole school

Highly commended: Northern Ireland

St Pius X College, Magherafelt

Find out more about this school at www.stpiusxcollege.org

St Pius X College has a clear vision for developing the ICT skills needed by 21st-century learners. The school has invested in new state-of-the-art buildings with excellent facilities, and its ethos means that the impact of the technology extends beyond access to resources.

The leadership and management of ICT at all levels ensure that each member of the school community can make the most of the potential of technology for learning and teaching. The school increasingly encourages students to choose their own ways of learning with ICT and this, coupled with the careful embedding of technology across all areas of the curriculum, leads to a highly personalised experience for every learner.

St Pius X College is also involved in collaborative work; for instance, the successful Online Teaching Project with nearby primary schools has had a great impact on pupils' transition to the secondary phase. The school is also keen to engage and work with other schools in the area that would normally be considered competitors.

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Best whole school

Regional winner: Scotland

Mount Cameron Primary School and Nurseries, East Kilbride

Find out more about this school at www.mountcameron-pri.s-lanark.sch.uk

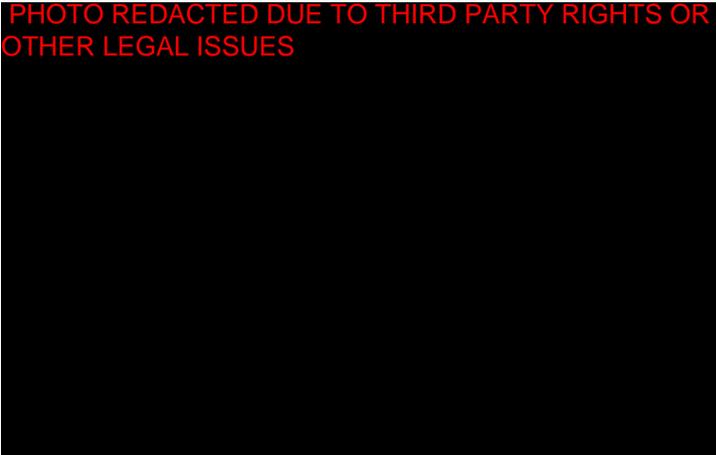
Mount Cameron Primary School impressed the judges with the very positive impact of ICT across all areas of its teaching, learning and administration. Mount Cameron incorporates a mainstream school and nursery and a Gaelic department and nursery with over 300 pupils aged 3–11.

The school has been very proactive in developing effective partnerships and methods of communication with parents and carers using ICT, after a survey showed that 92 per cent of families had home internet/email access. This has developed into a mutually-beneficial partnership using innovative features such as ParentMail emails and collaborative homework tasks. These and other local partnerships have also been used very successfully in planning, and promoting e-safety, child protection and pupil welfare messages.

The head and senior management team clearly recognise the impact of ICT on all aspects of the school's journey to excellence and on bridging the gap in achievements. The application of ICT is focused on the direct benefits to all learners

and is carefully matched annually to targeted Improvement Plans. All members of staff have developed their ICT skills within the strategic context of the school and this has resulted in a culture in which good practice is systematically shared. Many innovations have been piloted and put in place, such as voting software, podcasting, mini books, video-conferencing and games-based learning. Mount Cameron is also taking forward the Scottish Schools Digital Network outcomes for GLOW, which links Scottish schools and ensures that ICT can further enhance learning opportunities both at school and at home.

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Best whole school

Regional winner: Service Children's Education

Hornbill School, British Forces Brunei

Find out more about this school at www.hornbillschool.com

Hornbill School is making excellent and innovative use of ICT to prepare its' children for their future role as responsible, global citizens in a rapidly changing world. The school is for both Nepali and British children of soldiers serving in the British military, and Ministry of Defence personnel based in Brunei. It has an exceptionally high turnover of pupils due to the regular movement of the Royal Gurkha Rifles' Battalions between UK and Brunei.

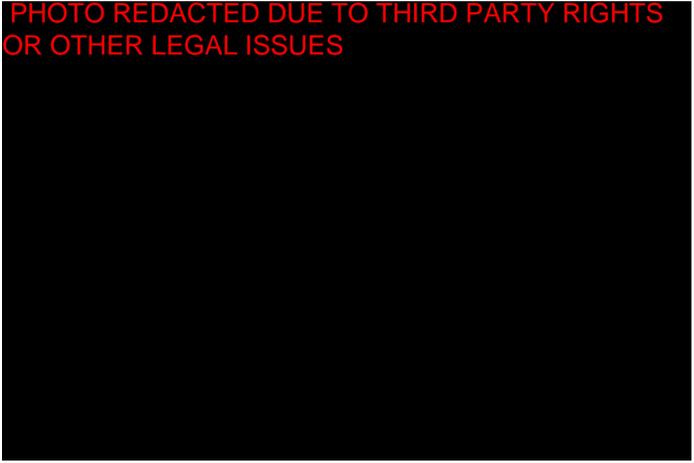
The school's innovative use of technology is central to this principle, and the senior leadership and ICT teams give very good direction for it. ICT is adopted to maximise children's success and a major strength is its use to motivate, inspire, assess, track and set targets across all subjects. In turn, this allows the school to efficiently support the frequent transition of pupils from one school to another, ensuring that there is minimal disruption to each child's learning journey.

Hornbill School has used ICT as a catalyst to bring together the two diverse cultures from which its children come, and to promote the strength of a united community. This inspirational approach not only impacts positively on standards

of children's learning, but also promotes a true learning environment for all stakeholders who support the school so enthusiastically. Children, and increasingly parents too, are skilled at podcasting, using the dual language learning platform and filming for Hornbill TV, which is broadcast on the school's comprehensive website.

The school is careful to involve all stakeholders in training to help users stay safe online. Given the frequent use of internet and Web 2.0 technologies, Hornbill's e-safety policies and processes are particularly impressive.

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Best whole school

Regional winner: South East

Horndean Infant School, Waterlooville, Hampshire

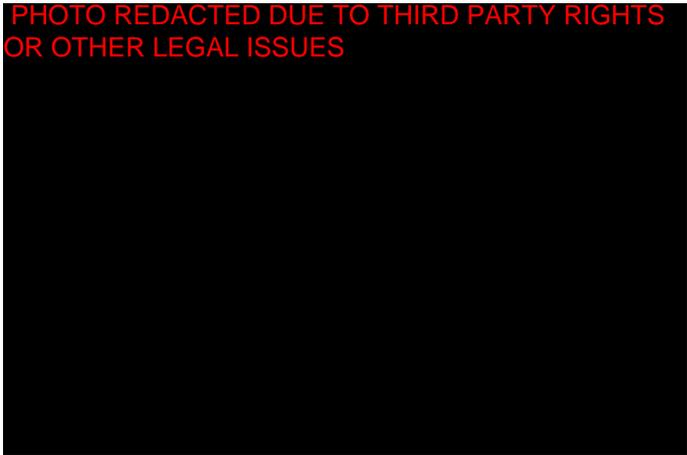
Find out more about this school at www.horndean-inf.hants.sch.uk

Horndean Infant School impressed the judges by demonstrating its advanced ICT practice which is notable for the high standards of sustainability, consistency and continuity that benefit its young pupils. The school is three-form entry with 270 on roll, serving a mixed catchment area in Hampshire. It continues to build on its learner-centred use of ICT, and skillfully uses the potential of both high- and low-level ICT equipment to enrich the learning experience. This breadth of use ranges from learning platforms and interactive whiteboards to digital voice recorders, floor robots, GPS trackers, story phones and digital microscopes, all of which are used and evaluated with a clear educational purpose.

This advanced ICT practice is made possible by the clear vision and structured leadership at Horndean. ICT is seen as an everyday teaching and learning tool that pupils can apply across the curriculum. Key features include a distributed leadership model, supported by professional development. The vision has been enthusiastically adopted by key stakeholders including parents and governors.

Horndean has also adopted a successful multi-platform approach to parental engagement. This has been accelerated significantly using a learning platform, which enhances communication across a range of areas of work, including e-safety and engagement with pupils' learning. It has led to popular initiatives such as the Access All Areas project, a joint parent and child after-school club that has given parents the opportunity to experience the full range of ICT used in the school.

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Best whole school

Highly commended: South East

The Cooper School, Bicester, Oxfordshire

Find out more about this school at www.cooper.oxon.sch.uk

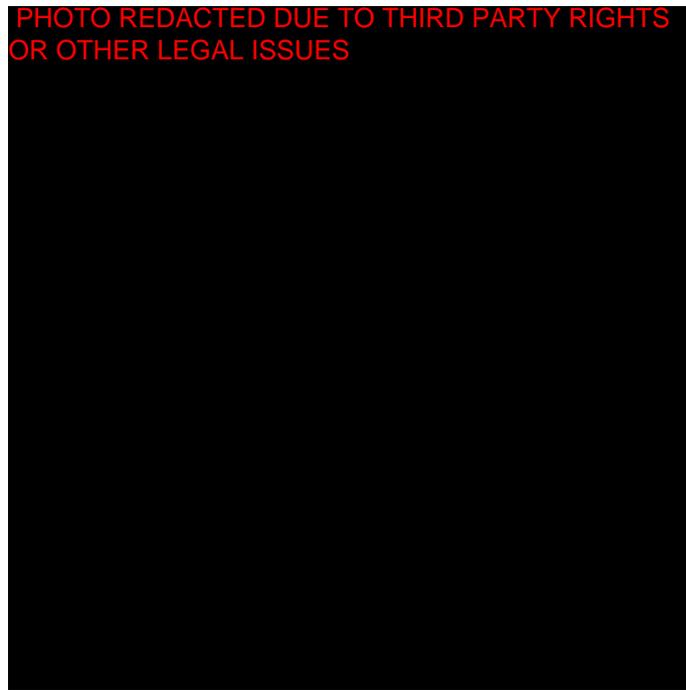
The Cooper School is an excellent school that has made a remarkable journey in its use of technology over the last few years.

Its outstanding leadership is outward-facing and charismatic and ensures that the strategic vision for ICT is developed and agreed by the whole school community. This engagement offers a springboard for clear, distributed leadership and management of ICT throughout the school, with staff empowered to explore the new possibilities for learning offered by technology.

There is a strong developmental plan for ICT at the school, which ensures that all staff and students are encouraged to reach their potential, helping the whole school to move forward.

The introduction of the Learning to Learn Centre and the New Technologies Group will help maintain this progression and will ensure that sustainability, consistency and planning remain at the heart of school life.

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Best whole school

Regional winner: South West

Selworthy School, Taunton

Find out more about this school at www.selworthy.somerset.sch.uk

Selworthy School is effectively and innovatively using ICT to ensure that all pupils are offered choice on how they learn. The school caters for children and young people from the ages of 2–19. Its pupils have needs ranging from severe autism to profound and multiple learning difficulties. Many have physical or medical conditions as well.

ICT is used to achieve this aim, enabling children and young people at all levels and of all capabilities to choose how to support their own learning. The school offers outstanding opportunities and this has a significant impact on the achievements of its learners. A wide range of sensory experiences is offered to support learning and cognitive processing and development by learners.

That ICT makes such a difference at Selworthy School is largely due to the excellent strategic and operational leadership and management of technology at all levels. There is a clear and innovative vision for ICT at the school and the culture of evaluation and reflection allows new

developments to be piloted carefully and rolled out in the most effective way for individual learners.

Selworthy shows that all learners, whatever their capabilities, can reach their potential when the time is taken to find the right tools to meet their needs.

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Best whole school

Regional winner: Wales

Ysgol Gyfun Bro Morgannwg, Barry

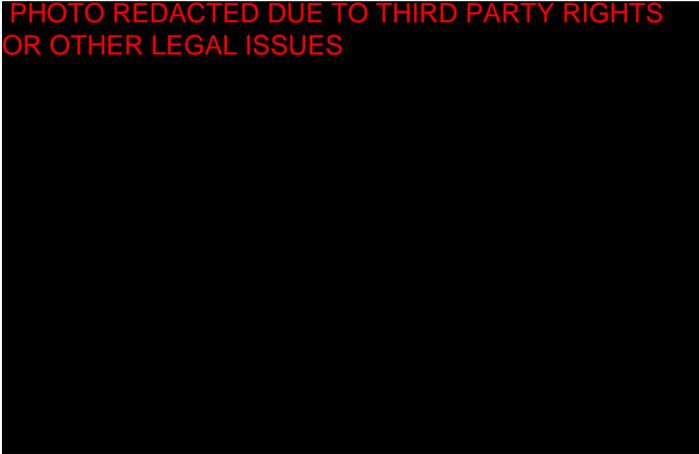
Find out more about this school at www.yfro.org.uk

Ysgol Gyfun Bro Morgannwg opened in 2000 and is the only Welsh medium secondary in the Vale of Glamorgan. It clearly demonstrated to the judges its systematic use of ICT to enhance teaching, learning and management across the school. The school is realising the benefits of putting ICT at the heart of its vision, which has led to high-quality teaching and learning in which ICT is frequently and appropriately used as a natural tool.

The distributed strategic and operational leadership at Bro Morgannwg is a major strength. Drawing on both the Welsh Assembly's ICT Strategy for Schools and Becta's school improvement process, Bro Morgannwg has developed a three-year ICT strategy tailored to the needs of pupils, staff and parents. There is input and ownership of the strategy across all subject areas and ongoing support from governors. The priority given to ICT has ensured that budget is available to cover technical support and the systematic replacement of hardware on a rolling basis.

Bro Morgannwg's approach to assessment, tracking, recording and target-setting for students using ICT is exemplary. Building on a longstanding partnership with a local company, a management information system has been developed. This has delivered major efficiency gains across all school management processes as data only ever needs to be entered once on the system. It has since been supplied to other schools and local authorities in Wales.

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Ysgol Gyfun Bro Morgannwg, Y Barri

Am fwy o wybodaeth am yr ysgol ewch i www.yfro.org.uk

Agorwyd Ysgol Gyfun Bro Morgannwg yn y flwyddyn 2000 a hi yw'r unig ysgol gyfun cyfrwng Cymraeg ym Mro Morgannwg. Dangosodd yr ysgol i'r beirniad ei defnydd systematig o TGCh i ehangu addysgu, dysgu a rheolaeth ar draws yr ysgol. Mae'r ysgol yn elwa o roi TGCh yng nghanol ei gweledigaeth, sydd wedi arwain at ddysgu ac addysgu o'r safon uchaf gyda defnydd aml ac addas a naturiol o TGCh.

Cryfder mawr ym Mro Morgannwg yw'r strategaeth ac arweiniaeth gweithredol gwasgaredig. Drwy ddilyn strategaeth TGCh Cynulliad Cenedlaethol Cymru a phroses gwella ysgolion Becta mae Bro Morgannwg wedi datblygu strategaeth tair blynedd wedi'i theilwra ar gyfer y disgyblion, staff a'r rhieni. Mae yna fewnbwn a pherchnogaeth o'r strategaeth ar draws bob pwnc gyda chefnogaeth barhaol gan y llywodraethwyr. Mae'r flaenoriaeth sydd wedi ei roi i TGCh wedi sicrhau bod cyllid ar gael ar gyfer cefnogaeth dechnegol a diweddarau caledwedd yn rheolaidd.

Mae ymdriniaeth Bro Morgannwg o asesu, tracio, cofnodi a gosod targedau ar gyfer myfyrwyr heb ei hail. Drwy adeiladu partneriaeth gyda chwmni lleol, mae'r ysgol wedi datblygu system rheoli gwybodaeth. Mae hyn wedi sicrhau cynnydd sylweddol mewn effeithiolrwydd ar draws yr ysgol drwy sicrhau bod data yn cael ei fewnbynnu un waith yn unig. Mae'r system yma wedi'i gyflenwi i ysgolion eraill ac awdurdodau addysg yng Nghymru.

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Best whole school

Regional winner: West Midlands

Trinity Church of England Primary School, Wolverhampton

Find out more about this school at www.trinity.wolverhampton.sch.uk

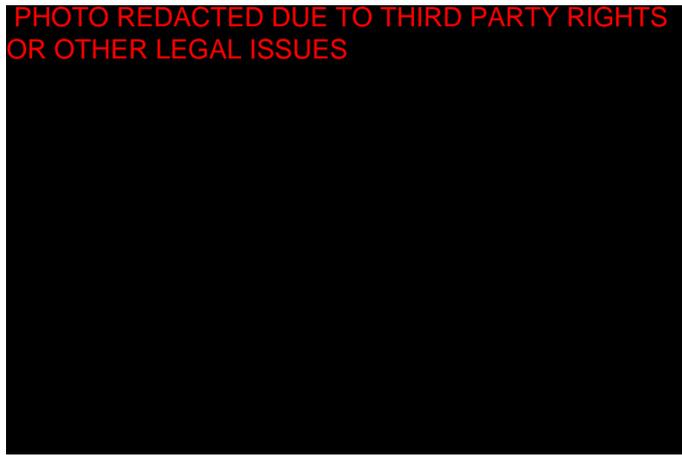
As the pupils of Trinity CE Primary School arrived at school one morning, they were greeted by fire engines, police officers, TV cameras and white-suited scientists exploring the smoking wreckage of a crash-landed UFO. But this was no huge disaster, just the beginning of the new science topic and just one example of the extraordinary creativity and partnership work evident at Trinity, with ICT at the heart of all these activities.

Based in an area of Wolverhampton with significant challenges, Trinity is completely committed to giving its pupils the very best learning experiences. The staff encourage the children to have high expectations of themselves and their school. ICT is used as a natural tool, with consistent use of a huge range of hardware and software across the whole school, including the nursery and community rooms. Children are given the opportunity to influence the way that technology is used by suggesting new activities every year. The dynamic partnerships that Trinity builds locally and nationally allow them to bring most of these ideas to fruition.

The great learning experience extends beyond the school, with older pupils offered handheld devices to continue their learning at home. The school has also developed an excellent learning platform, which is widely used by pupils and their parents.

The results of all of this work are the confident and capable children who leave Trinity fully prepared for the next stage of their lives as 21st-century learners.

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Best whole school

Regional winner: Yorkshire and the Humber

Notre Dame High School, Sheffield

Find out more about this school at www.notredame-high.co.uk

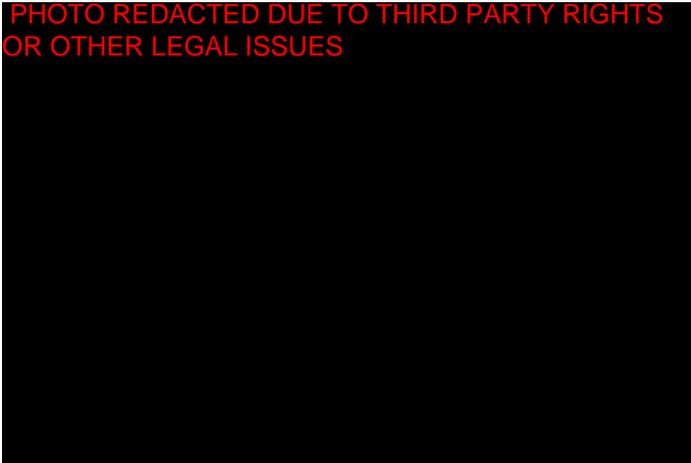
Notre Dame is a Catholic secondary school with a diverse intake, with triple specialisms in technology, humanities and leading edge. It fosters an outstanding culture of innovation in its use of ICT across the whole school community. This is at the heart of its vision, and is driving the school forward both in the cycle of continuous improvement, and in the excellent progress made by students in developing and applying their ICT skills. Notre Dame also has a good reputation for collaboration and sharing ICT practice through its various activities with national organisations.

Notre Dame's virtual school is an excellent example of its innovative use of ICT to support personalised learning. This flexible and bespoke resource has improved communication between students, staff, parents and governors and incorporates Web 2.0 technologies such as blogging, secure voting and live feeds. The content includes revision resources, teaching tips and e-safety advice. A dedicated innovation team supports these developments, and crucially empowers all teachers to share and

develop their ICT skills through formalised curriculum innovation responsibilities.

A further strength at Notre Dame is its effective and efficient use of electronic data. The school follows the data management mantra of 'enter once, use many times' and has sophisticated electronic assessment systems, including a management information system that supports data collection, collation and storage. Parents have full access to their children's data in a Real Time reporting system that exceeds the expectations on the Online Reporting targets for schools.

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Best whole school

Highly commended: Yorkshire and the Humber

Woodhouse Primary School, Brighouse

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

Woodhouse Primary School is a larger than average community primary school in Calderdale. It is showcased extensively by the local authority as an example of excellent ICT practice, and also by national bodies such as the National College of School Leadership. Woodhouse has further accelerated its exemplary use of ICT, building on the great practice that saw it win an ICT Excellence Award in the Leadership and management category in 2007.

Its vision for ICT is at the heart of continuous improvement, and is constantly updated to reflect developments in new technologies proven to enhance learning.

Proactive and knowledgeable support from governors, parents and key staff members is crucial to this shared learner-centred vision, with notable contributions from the Parents' Association, a governor with dedicated ICT responsibilities and an e-learning mentor.

There are some inspirational features, both planned and already embedded at Woodhouse, including an in-school radio station developed by

gifted and talented pupils, podcasting, video-conferencing, data-logging, piloting communication with parents via mobile phones, and the roll-out of a learning platform.

The creative use of ICT across the whole curriculum is a major strength at Woodhouse. This ensures that pupils are confident users of ICT, able to transfer their skills to different contexts. Digital video, photography and the school website are all widely used to showcase pupils' achievements.

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Learning experience award

This category rewards schools that use ICT appropriately in learning and teaching for all pupils across all areas of learning and in all subjects, and that have a carefully planned ICT curriculum, with access to a wide range of resources. It recognises schools that ensure all staff and pupils develop a good ICT capability, using applications and equipment appropriately in all areas of learning, across all subjects. It looks to identify schools that systematically record pupils' ICT capability across all subjects and make good use of technology to support assessment across the curriculum. The award is open to two phases, primary and secondary.



www.becta.org.uk/excellenceawards09winners

Learning experience

Winner: Primary

Alwoodley Primary School, Leeds

Find out more about this school at www.alwoodley.leeds.sch.uk

Alwoodley Primary School in Leeds is an excellent example of how a school can make rapid progress on its ICT journey by putting learners' needs at the heart of its practice. Starting from a low baseline six years ago, the school has followed Becta's school improvement model, based on the self-review framework, to plan and embed ICT development. Key factors in its progress have been the clarity of the learner vision with the emphasis placed on the development of pupils' creative skills, and the prioritisation of home school links. These priorities match the context of the school, which is in a mixed catchment area with a significant percentage of its children coming from areas facing real challenges.

Examples of the school's commitment to working with the community are its extensive investment in Fizz Book laptops that are loaned to pupils, and weekend and summer holiday clubs on digital photography for parents and grandparents. The creative curriculum is also under ongoing development, and features impressive practice in animation which is directly supported by a dedicated governor.

The children are outstanding ambassadors for the ICT practice at Alwoodley, able to transfer their skills naturally between all curriculum subjects, and speak articulately about their work and the benefits of technology. Their well-developed use of control and datalogging at Key Stage 1 is also noted as impressive and unusual in the national context.

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Learning experience

Runner-up: Primary

Herringthorpe Junior School, Rotherham

Find out more about this school at www.herringthorpejuniorschool.org.uk

The pupils at Herringthorpe Junior School are the beneficiaries of an imaginative and well-developed whole-school approach which uses ICT to enhance learning. Based in an area of high deprivation in Rotherham, the school is clear about the potential for ICT to enhance children's life chances, and is committed to providing its pupils with a breadth of technological skills and experiences that will increase motivation, raise aspirations and instil a commitment to learning. The success of this approach was apparent to the judges, who noted that Herringthorpe's pupils were articulate and confident users of ICT. They are also independent learners, able to make informed choices on the appropriate use of technology across the curriculum.

A comprehensive approach to e-safety is a significant strength at Herringthorpe, with training undertaken across the school by all pupils. The programme is thorough and extends to educating parents. It is delivered in partnership with the police, and covers cyber-bullying, social networking sites and even safe shopping on auction sites. Crucially, the approach emphasises safety but avoids a locked-down approach.

The distributed leadership model at Herringthorpe and teachers' creative use of ICT are further strengths. Staff have developed advanced ICT skills across all curriculum subjects through an effective internal professional development programme. The school is a strong advocate of the benefits of Becta's self-review framework as a focus for continuous improvement in ICT, and has shared best practice with a number of other schools as part of its development.

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Learning experience

Winner: Secondary

Westfield Technology College, Weymouth

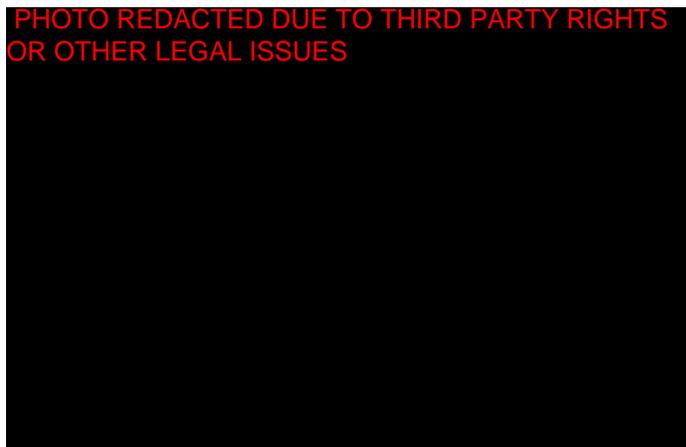
Find out more about this school at www.westfield.dorset.sch.uk

Westfield Technology College caters for pupils with moderate learning difficulties, many of whom have autism and/or complex needs, and also supports pupils in a number of mainstream schools across Dorset. It impressed the judges with many aspects of its use of ICT to support learning and teaching, but in particular with the autonomy of its pupils, which was evident in lessons across all areas of the curriculum.

The vision at Westfield emphasises the ability of ICT to support each individual learner; it is seen as a liberating and motivating tool that will help pupils achieve their maximum potential and enhance their life skills and self-esteem. Pupils are fully able to choose when to use ICT, and can switch readily between different applications to present their ideas in response to the tasks set for them. The pupils are rightly proud of the quality of work they produce, and ICT is clearly embedded across the curriculum.

A culture of creativity and innovation permeates the use of ICT at Westfield. This is supported by a professional development policy that prioritises the use of new technologies and makes links across all curriculum subjects, ensuring that the use of ICT always builds on previous learning and skills. Significant staff and pupil expertise has been nurtured in filming, photography and animation, and these skills are employed to enrich the learning experience of pupils across the school.

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Learning experience

Runner-up: Secondary

Thomas Bennett Community College, Crawley

Find out more about this school at www.thomasbennett.org.uk

Thomas Bennett Community College is based in brand new buildings and this forward-thinking and modern approach is mirrored in the enthusiasm of the leadership and management of ICT throughout the school. It has high levels of access to technology across all faculties as well as a learning platform that is available to all students.

The school is passionate about giving the best opportunities to its learners. Excellent data collection and analysis ensure that students are helped in the way that they need. Particularly impressive was the use of industry-standard software and applications as part of a vocational curriculum. This allows students who might not prosper in more traditional educational settings to make progress and gain skills that will offer them better employment opportunities. These ICT-dependent courses have made a huge contribution to raising standards and increasing learner motivation.

The school believes strongly in equipping its whole community with the skills necessary to work in the digital age and the staff are no exception. Professional development with ICT is well-attended and teachers across all faculties demonstrate a great appreciation of the ways in which the use of technology can enhance their teaching and motivate their learners.

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Leadership, management and collaboration award

This award recognises schools with leadership and vision for ICT, encouraging innovation alongside efficiency, effectiveness and best value. Schools must demonstrate an effective process of constant review and evaluation of impact and outcomes on staff and pupils alike. It is also a requirement of this award that schools are involved in collaboration locally and/or nationally, ensuring that their good practice with ICT is shared. The award is open to two phases, primary and secondary.

There was no secondary award made for this category.



www.becta.org.uk/excellenceawards09winners

Leadership, management and collaboration

Winner: Primary

Robin Hood Primary School, Wakefield

Find out more about this school at www.robinhood.leeds.sch.uk

Robin Hood Primary School has developed exemplary collaborative practice through its outstanding use of ICT. The school has forged numerous successful collaborations, ranging from its immediate constituency of parents, governors, the local authority, local community and neighbouring schools through to international partnerships with schools in Iceland, India and Africa. Many of these collaborations are facilitated via the school's website, which has many popular features including message boards, interactive teaching programmes and resources that are widely shared with other primary schools.

The school really impressed the judges with its continuous development of these collaborations, building on the practice already commended in the regional Best whole school ICT Excellence Award in 2008. Pupils now routinely email homework to school and receive guidance and feedback, whilst areas for parents enhance communication and explain teaching methods.

Underpinning this collaborative approach is strong leadership from the senior management team. This is characterised by detailed planning that

places technology at the core of everyday activities to achieve efficiency gains, and a constant focus on improving outcomes for pupils. The school is a well-developed learning community, and its pupils' use of ICT is both autonomous and discerning across a wide range of technologies.

Robin Hood Primary School can also demonstrate the impact of ICT on educational standards. Innovations such as the use of film-making software featuring sequenced clips have had a direct impact on written standards, the school moving from the 87th percentile in English in 2005 to the top 7th percentile last year.

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Leadership, management and collaboration

Runner-up: Primary

Engayne Primary School, Upminster

Find out more about this school at www.engayne.co.uk

Engayne Primary School has placed ICT at the heart of its successful practice, which focuses on achieving positive impacts for learners. Engayne began its ICT journey in 2003 following the amalgamation of the infant and junior schools and developed its practice quickly and innovatively to enhance management, teaching and curriculum delivery across the school. Its vision aligns with the national Fulfilling the Potential agenda, focusing on preparing learners for life in the 21st century and delivering ICT across the curriculum.

The judges particularly commended Engayne's strategic planning, distributed leadership, collaboration with a range of commercial providers, and the use of technology to facilitate management processes and links with other schools. Strategic planning at the school benefits from close working links with Havering Local Authority via a seconded ICT adviser. Their extensive use of video-conferencing is also central to Engayne's role as a training school and it has forged links with stakeholders ranging from museums to universities.

Its collaboration with commercial providers including 2Simple Software, Samsung, Granada Learning and Pearson Education is particularly noteworthy as it enables Engayne to pilot ICT innovations without the constraint of being committed to a single provider. Cost-savings have been negotiated and passed on to other schools involved in its communities of practice project. The school has an evaluative culture, committed to sharing research findings and trialling technologies before implementation.

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Beyond the classroom award

This category seeks to identify schools that are using ICT to break down barriers to learning outside the classroom environment, for example by encouraging the use of ICT in the home as part of family learning or by offering opportunities for pupils to access learning outside school. The award is open to two phases, primary and secondary.

There was no secondary award made for this category.



www.becta.org.uk/excellenceawards09winners

Beyond the classroom award

Winner: Primary

Anson Primary School, Brent

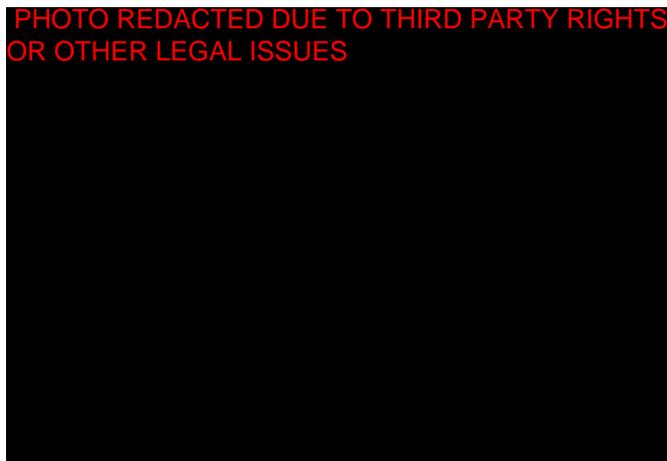
Find out more about this school at www.ansonprimaryschool.com

Anson Primary School is a pioneer of harnessing the power of ICT to extend learning beyond the classroom. This is central to the school's vision, which focuses on teaching children the life skills required for the 21st century including the constant development of technology. The school has a multicultural roll and serves a relatively deprived area in north-west London. It impresses by providing its pupils with full exposure to this technology, but always within the context of clear learning objectives.

The e-safety work at Anson was noted by the judges as an outstanding achievement. It is skillfully embedded into all aspects of the school's work, and is distinguished by the use of innovative methods, such as the Betsy Bee character, to teach children how to be safe, responsible and confident ICT users. The messages on e-safety go beyond the classroom to include programmes for parents and the wider community. The learning platform is used to convey and reinforce these messages, as are social networking sites that parents are already using.

Effective use of the learning platform is central to Anson's extended practice. This is the outcome of extensive planning and development by the senior leadership team, which prioritised wider learning opportunities in its ICT development plan. The school has an impressive track record of sharing its practice nationally and has featured in films about online reporting and parental engagement as well as showcasing e-safety and learning platform practice for the BBC, Childnet and headteacher groups.

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Support for schools award

This category aims to reward organisations that support school improvement with ICT by encouraging the systematic and innovative use of appropriate technologies to deliver learning and teaching. It also looks for efforts to communicate with the wider school community and improve administrative efficiency. Judges also seek out specific projects that have made a significant contribution to pupil achievement and/or school efficiency.



www.becta.org.uk/excellenceawards09winners

Support for schools

Joint winner

Havering Inspection and Advisory Service

Find out more about this work at www.havering.gov.uk

Havering Inspection and Advisory Service provide a comprehensive and tailored ICT support service to all of its schools. It is a key part of Havering's wider school improvement service, and draws extensively on the principle of partnership and collaboration based working.

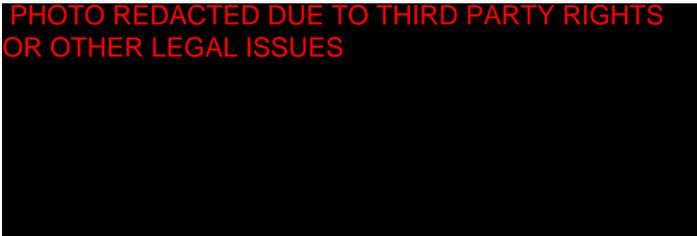
There are many great examples of this work, including successfully encouraging suppliers to offer best value and amend their products and services to better suit the schools in Havering. The team's contribution to the London Grid for Learning cannot be underestimated, both at a strategic and operational level.

Perhaps the most outstanding partnership fostered at local and national level is its work on e-safety. Havering has supported the development of national materials to support schools across the UK and beyond, and has also integrated the work of the local safeguarding children's board with its own drive to ensure children and staff remain safe online.

This includes representation by the team on the board and the implementation of excellent incident-handling procedures.

Whilst working at extremely high levels locally and nationally, the team also remains focused on supporting every school and individual learner in the local authority area. Schools benefit from excellent data services, which have been designed to ensure individual needs are picked up through the interpretation of assessment and tracking data. Through these systems, the outstanding collaborative work and the personal support that the team offers to schools, a small team is achieving an enormous amount.

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Support for schools

Joint winner

RM Education Services

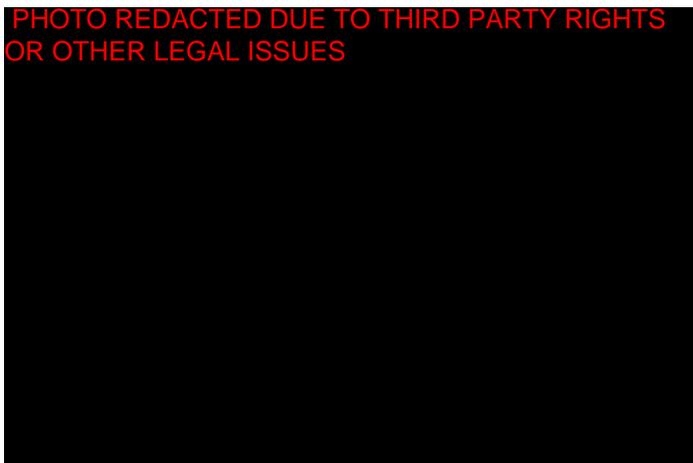
Find out more about this work at www.rm.com

RM Education Services provides a wide range of varied services to local authorities across the UK. It is largely involved in work to support schools implementing the transformation agenda. Each member of its team of highly experienced and skilled professionals is able to offer very effective and tailored advice, support and challenge to schools and local authorities on the introduction, development and use of ICT to improve learning.

As a private sector provider, RM routinely monitors its performance in all areas of its work. It endeavours to ensure that it articulates its successes as well as learning from previous projects so that all its stakeholders will benefit. This consistent evaluation has ensured that schools benefit from the learning culture that is present in the Education Services team.

RM's passion for education and the use of ICT to improve opportunities for individual learners is very clear and greatly impressed the judges. It works hard to create strategic partnerships that are right for a particular area or project and engages with everyone involved to make sure all voices are heard. Its solutions are wide-ranging and not confined to its own products, with all the efforts of the team centred on achieving the best possible outcomes for learners.

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Support for schools

Runner-up

Plymouth Local Authority

Find out more about this work at www.plymouth.gov.uk

The Curriculum team at Plymouth Local Authority strongly believes in the power of technology to transform the experiences of children and young people across its area. This passion is coupled with a commitment to evaluation and careful piloting and introduction of each new development.

Headteachers and staff greatly appreciate the hands-on support that they receive from the team as part of the school improvement process. They also express satisfaction with the help they receive, such as assistance in managing information coherently and consistently, reporting that feeds directly into inspection processes and systems for tracking pupil progress.

Pupils are equally enthusiastic about the projects that are introduced to engage and motivate them, and raise attainment. Activities such as a project using Second Life to encourage 14- and 15-year-old boys to participate in English and the online interactive Water modelling project have been very successful. The support that Plymouth has offered has been key to this work, in terms of initial and ongoing development and in the collection of data to record its positive impact.

Partnership is at the heart of work at Plymouth. It has an excellent and mutually beneficial relationship with the South West Grid for Learning and has been at the forefront of developments of the Grid's learning platform system integrator, Merlin. The team has also taken opportunities to work across all areas of children's services and supported other teams in the same local authority, using technology to better communicate messages and gather information.

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Shortlisted schools and organisations

The judges always enjoy their visits to all the shortlisted schools and organisations and this year was better than ever! Final judging decisions were made very hard by the quality of the shortlist and Becta would like to congratulate the following schools and organisations that were shortlisted for the ICT Excellence Awards 2009.

Addington High School, New Addington, Croydon
Ashton on Mersey School, Sale
Avenue Primary School, Sutton, London
Banks Lane Infant and Nursery School, Stockport
Barking Abbey School, Barking
Belmont House Special School, Londonderry
Blackpool Learning and Achievement Division, Blackpool
de Ferrers Specialist Technology College, Burton-upon-Trent
Devonshire Primary School, Blackpool
Downend School, Downend, South Gloucestershire
Edwardsville Primary School, Treharris
Fosse Way School, Radstock, Somerset
Head of Muir Primary School, Falkirk
Hindley High School, Wigan
John Davies Primary School, Sutton-in-Ashfield
Knowsley Central Primary, Huyton
Knowsley Directorate of Children & Family Services, Huyton
Lodge Park Technology College, Corby
Monkseaton High School, Whitley Bay
New Invention Infant School, Walsall
New Invention Junior School, Walsall
Ninelands Primary School, Leeds
Park Road Primary School, Sale

Parkside Pupil Referral Unit, Ipswich
Rawmarsh Ashwood Primary School, Rotherham
Royds Hall High School, Huddersfield
Sherington Primary School, Charlton, London
Shireland Collegiate Academy, Smethwick
Slim School, Hohne (Germany)
South Rise Primary School, Plumstead
St John the Baptist Primary School, Stockton-on-Tees
St Joseph's Catholic Junior School, Leyton
Thames View Infants School, Barking
The Forum School, Blandford Forum
The Herts and Essex High School, Bishop's Stortford
Thomas Deacon Academy, Peterborough
Tynewydd Primary School, Newbridge
West Park School, Derby
Westfields Junior School, Yateley
Westlands First School, Droitwich
Wildern School, Southampton
Wilsden Primary School, Bradford
Woodlands School, Plymouth
Wyndcliffe Primary School, Birmingham
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