

SELF-REVIEW

**NEXT
GENERATION
LEARNING**

Becta leading
next generation
learning

Leadership and management



1. Leadership and management

This PDF provides an overview of the leadership and management element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recommend that you use the online tool at <http://selfreview.becta.org.uk>

The online tool will:

- suggest actions to help you move forward
- provide support links to help you

It will enable you to:

- benchmark your progress against other schools
- record your judgements.

1a: ICT and the school vision

1a1: The vision

LEVEL 5

The school's overall vision takes no account of ICT.

LEVEL 4

The school's overall vision includes some reference to ICT but is unclear about the school's expectations of ICT for learning and teaching. It has been shared with staff, but is understood and embraced by only some.

LEVEL 3

The school's overall vision expresses clearly the potential for ICT to enhance learning, teaching and the organisational effectiveness and efficiency of the school. It is understood and embraced by many staff and governors.

LEVEL 2

The school's overall vision clearly identifies the distinctive contributions of ICT and their potential to enhance all aspects of the school's work. It identifies how ICT supports the school's wider aims and aspirations and is understood and embraced by most staff, governors and pupils.

LEVEL 1

The school's overall vision includes the needs of the wider school community. It is informed by developments in ICT and exemplary educational practice nationally. It is understood and embraced by all, or nearly all, staff, governors and pupils and is supported by parents/carers and the wider community.



1a2: Reviewing the vision

LEVEL 5

The school's overall vision takes no account of ICT.

LEVEL 4

The school does not have any systems to review the place of ICT within its overall vision. It has a limited awareness of the ways that current technologies or practices might influence its vision.

LEVEL 3

The school reviews the place of ICT within its overall vision in relation to current technologies and effective practices. This review is beginning to be informed by the outcomes of internal evaluations of the impact of ICT.

LEVEL 2

The school regularly reviews and revises the place of ICT within its overall vision in the light of developments in technology, effective practices within and beyond the school and the outcomes of school monitoring and evaluation.

LEVEL 1

The school frequently reviews and updates the place of ICT within its overall vision. It explores and evaluates the potential of emerging technologies, new initiatives and practices. Reviews take account of internal evaluations and changing learner practices within and beyond the school.



1b. A strategy to achieve the vision

1b1: Strategic leadership of ICT across the whole school

LEVEL 5

There is no defined leadership or coordination of ICT. Individuals act independently of each other.

LEVEL 4

The leadership of ICT has been left to one or two individuals who are not part of the senior leadership team. Lines of accountability are unclear and impact is limited.

LEVEL 3

The responsibility for the strategic leadership of ICT rests with the headteacher and the senior leadership team. Distributed and coordinated leadership of some aspects of ICT across the whole school results in identifiable impact on learning and teaching.

LEVEL 2

Proactive strategic leadership identifies, empowers and supports individuals to lead aspects of ICT. This is well coordinated across the school. This approach results in significant impact on many aspects of the school's work including learning, teaching and pupil outcomes as well as overall effectiveness and efficiency.

LEVEL 1

Strategic leadership for ICT extends to governors and external stakeholders. Empowered leadership of all aspects of ICT within and beyond the school is distributed and coordinated effectively. This approach ensures that ICT has widespread impact on all aspects of the school's work. Systems are in place to develop and sustain this quality of leadership.



1b2: The quality of the strategy

LEVEL 5

There is no whole-school strategy or planning for ICT.

LEVEL 4

The ICT strategy is poorly defined and focuses mainly on resources. Planning is uncoordinated, lacks clarity and is insufficiently related to the vision.

LEVEL 3

The ICT strategy is aligned with the vision and defines clear goals and actions to achieve it. The school identifies clear roles and responsibilities. ICT planning identifies realistic short, medium and long term targets.

LEVEL 2

The ICT strategy sets out clear priorities for realising the vision. ICT planning is well informed and fully integrated into school improvement planning, setting challenging targets across the school.

LEVEL 1

The ICT strategy is a key element of school improvement. It enables the school to innovate and realise its developing vision. ICT planning is creative, flexible and outward-looking. It sets challenging targets to extend the impact of ICT beyond the school.



1b3: Budgetary effectiveness for ICT

LEVEL 5

The school does not budget in a planned way for the long-term development and renewal of ICT.

LEVEL 4

The school has begun to plan its ICT budget more actively. Development and renewal of ICT resourcing are based on current needs but longer term sustainability is not addressed.

LEVEL 3

The school budgets carefully for ICT across the whole of its work and has begun to cost more fully the implications of its ICT strategy. The longer term renewal of ICT resources is being addressed.

LEVEL 2

Budgetary processes ensure the continuity and development of most aspects of provision in line with the school's planning for longer term sustainability. The school understands the full cost implications of its ICT strategy.

LEVEL 1

The budgetary processes within the ICT strategy ensure the development and longer term sustainability of all aspects of ICT provision. Budgeting takes account of the total cost of ownership of ICT.



1b4: Environmental impact

LEVEL 5

The school is unaware of the environmental impact of its ICT strategy.

LEVEL 4

The school has begun to examine the environmental impact of its ICT strategy.

LEVEL 3

The school understands the environmental impact of its ICT strategy and has identified some measures which could reduce this.

LEVEL 2

The school has a good understanding of the environmental impact of its ICT strategy and has taken some steps to minimise it.

LEVEL 1

The school fully understands the environmental impact of its ICT strategy and has minimised this by taking a comprehensive range of measures.



1b5: Safeguarding

LEVEL 5

The school is not fully aware of its responsibilities in providing a safe and secure ICT environment for all staff and pupils. Some policies are in place but these are not comprehensive or regularly reviewed. The lack of a coordinated approach to e-safety results in inconsistent practices.

LEVEL 4

The school is aware of its responsibilities to provide a safe and secure ICT environment for its staff and pupils. There are relevant policies in place, including an Acceptable Use Policy, which are understood and adhered to by many staff and pupils.

LEVEL 3

The school is fully aware of its responsibilities and takes appropriate action to ensure that ICT usage by all staff and pupils is responsible, safe and secure. It has a coordinated approach to the development and implementation of its e-safety policy.

LEVEL 2

E-safety is embedded within the wider school culture. Policies are comprehensive and regularly reviewed in line with developments in technology and practice. There is coordinated and robust implementation of safeguarding policies by all staff, governors and pupils within and beyond the school and practice is monitored. The school engages regularly with parents/carers to promote the e-safety of pupils beyond the school.

LEVEL 1

The school is vigilant in identifying and responding to new challenges for e-safety. Through constructive dialogue it encourages pupils, parents/carers, other stakeholders and the wider community to contribute to ongoing developments in e-safety policy and practice, and helps them to deal with e-safety challenges they encounter.



1b6: Evaluating the effectiveness of the strategy

LEVEL 5

There is little or no evaluation of the impact of the ICT strategy. The school makes no attempt to link expenditure to improvements in outcomes.

LEVEL 4

There is some monitoring of the implementation of the ICT strategy but this is based on minimal evidence and is not yet part of any planned whole-school approach. The school has begun to evaluate the effectiveness of its ICT expenditure but is not yet able to link this to improvements in outcomes.

LEVEL 3

There is regular monitoring of the implementation and effectiveness of the strategy and some links are made between ICT expenditure and outcomes. A range of evidence, from within and beyond the school, is beginning to inform strategic planning and practice.

LEVEL 2

There is regular and detailed monitoring and evaluation of the effectiveness of the strategy, including the impact of ICT expenditure. This is based on a wide range of evidence from within and beyond the school and has a strong influence on strategic planning and practice.

LEVEL 1

There is systematic and routine evaluation of impact of ICT within and beyond the school, based on extensive evidence. All ICT expenditure is subject to rigorous evaluation in terms of its impact on pupils' achievements. Evaluation informs strategic planning and practice, supports innovation and is used to demonstrate accountability to a wide range of stakeholders.



1c: Managing information

1c1: Information management strategy

LEVEL 5

The school does not have an information management strategy.

LEVEL 4

The school's information management strategy is not well defined and there are inconsistent approaches to implementation.

LEVEL 3

The school's information management strategy clearly identifies priorities, resources, roles and responsibilities. There is a consistent approach to implementation.

LEVEL 2

The school's information management strategy is widely communicated and understood by staff, governors and most parents and learners. Effective implementation is supported by a cycle of evaluation and review.

LEVEL 1

The school information management strategy is embraced by all stakeholders and fully addresses their needs. It is continuously reviewed in the light of new technologies and anticipates future needs.



1c2: The use of ICT to support assessment recording and reporting

LEVEL 5

There is no strategy for the use of ICT to support assessment, recording and reporting or to monitor and analyse pupil performance.

LEVEL 4

There is no coherent strategy for the use of ICT to support assessment, recording and reporting. There are variations in practice and little overall impact on the monitoring and analysis of pupil performance.

LEVEL 3

There is an agreed whole-school strategy for the use of ICT to record, analyse and report on pupil performance. This is implemented consistently across the school. Where appropriate the school has implemented a system for online reporting for parents/carers.

LEVEL 2

There is a coherent strategy for the use of ICT to record, analyse and report on pupil performance. This is implemented effectively to track pupils' progress, set targets and report (online where appropriate) to parents/carers and other stakeholders.

LEVEL 1

A regularly updated strategy for the use of ICT to record, analyse and report on pupil performance is integral to school improvement. Online technologies and imaginative practices enable pupils, parents/carers and other stakeholders to have access to relevant information.



1c3: Communication strategy

LEVEL 5

There is no strategy for the use of ICT to support communication.

LEVEL 4

There is no coherent strategy for the use of ICT to support communication. Practices mainly replicate traditional processes and meet the needs of only some stakeholders.

LEVEL 3

There is an agreed whole-school strategy for the effective use of ICT to support internal communication. This is understood and generally implemented by staff and governors. The school has begun to use ICT for external communication with other stakeholders.

LEVEL 2

The school strategy identifies and promotes a range of electronic approaches, including online systems, for effective and appropriate communication both within and beyond the school. These are understood and used by a range of stakeholders. The environmental benefits of electronic communication and storage are understood.

LEVEL 1

The school explores and exploits new and emerging technologies to ensure effective communication within, and beyond, the school. These are integrated effectively with other means of communication. The school promotes strongly the environmental benefits of electronic communication and storage.



1c4: Legislative requirements related to ICT

LEVEL 5

The school is not fully aware of its responsibilities with respect to Data Protection, Freedom of Information and Copyright Protection. Few procedures are in place to ensure compliance with the legislation.

LEVEL 4

The school is aware that it has responsibilities with respect to Data Protection, Freedom of Information and Copyright Protection. Some procedures, designed to ensure compliance, are in place but only a few staff understand and implement these.

LEVEL 3

The school has policies and procedures for Data Protection, Freedom of Information and Copyright Protection and these are understood and implemented by most staff and pupils.

LEVEL 2

The school has published clear guidelines for staff - and where appropriate for pupils - outlining their responsibilities in relation to Data Protection, Freedom of Information and Copyright Protection. Compliance by all staff and pupils is monitored.

LEVEL 1

The school regularly reviews and updates its procedures relating to Data Protection, Freedom of Information and Copyright Protection. There is full compliance by all staff and pupils. The school takes steps to make parents/carers aware of current legislation.



Next steps

There are five further elements in the framework. You can download them or try out the online tool at:



<http://selfreview.becta.org.uk>