

The self-review framework Leadership and management

This printed self-review framework is available to help you get an overview of the Leadership and management element. The descriptors will help you decide where you are in your ICT development and the online tool will allow you to:

- Record your judgements
- Benchmark where you are compared to other schools

The online tool will also

- Provide suggested actions to help you move forward
- Suggest support links to help you




We strongly recommend that you use the online tool rather than this paper version at www.becta.org.uk/schools/selfreviewframework




The vision for ICT


1 of 3 The vision

- Level 5** There is no expressed vision from those leading ICT.
- Level 4** The vision does not distinguish clearly between the different opportunities offered by ICT. It is limited to the potential impact of ICT on marginal aspects of the school's work or is mainly focused on the acquisition of resources.
- Level 3** The vision recognises the potential for ICT to enhance some aspects of the school's key functions, including learning and teaching. This vision is consistent with the school's overall aims.
- Level 2**  The vision clearly identifies the potential of ICT to enhance all aspects of the school's work and embraces the learning needs of all pupils. It recognises the distinctive contribution of ICT and identifies how this supports the school's wider aims and aspirations.
- Level 1** There is a vision which embraces the needs of the wider school community, is informed by the national context and anticipates future developments in practice and technology.

2 of 3 Development and ownership of the vision

- Level 5** There is no expressed vision from those leading ICT.
- Level 4** Development of the ICT vision has involved few staff and governors. The vision has been shared, but is only understood and embraced by some staff.
- Level 3** Development of the ICT vision has involved appropriate staff and governors. This vision is understood and embraced by many staff and governors.
- Level 2**  Development of the ICT vision has actively involved appropriate staff, governors and pupils. The vision is understood and embraced by most staff, governors and pupils.
- Level 1** Development of the ICT vision has actively involved appropriate staff, governors, pupils, parents/carers and other stakeholders. The vision is understood and embraced by all, or nearly all, staff, governors and pupils and is supported by parents/carers and the wider community.

3 of 3 Reviewing the vision


- Level 5** There is no expressed vision from those leading ICT.
- Level 4** The school does not have any systems to review or develop its vision for ICT. It has limited or ad hoc awareness of emerging technologies or practice which might influence a future vision for ICT.
- Level 3** The school reviews its vision in relation to emerging technologies or effective practice. The vision is not consistently informed by the outcomes of internal evaluations of the impact of ICT.
- Level 2**  The school regularly reviews and revises its vision in the light of developments in technology, knowledge of effective practice and the outcomes of school monitoring and evaluation.
- Level 1** In regularly reviewing and updating its vision for ICT, the school proactively explores the potential of emerging technologies, new initiatives and practices, and the outcomes of its own evaluations.

A strategy to achieve the ICT vision


1 of 5 Strategic leadership

- Level 5** There is no defined strategic leadership of ICT; individuals act independently of each other.
- Level 4** The strategic leadership of ICT has been left to individuals who are not part of the senior leadership team and impact is limited.
- Level 3** The responsibility for the strategic leadership of ICT rests with the headteacher and the senior leadership team, with evidence of some impact.
- Level 2**  The headteacher and the senior leadership team provide clear and proactive strategic leadership for ICT which has an identifiable impact across the school.
- Level 1** Strategic leadership for ICT includes the headteacher, senior leadership team, governors and external stakeholders and ensures that ICT has widespread impact on all aspects of the school's work.

2 of 5 Operational leadership


- Level 5** There is no clear operational leadership or co-ordination of the development of ICT capability and/or use of ICT across the school.
- Level 4** Operational leadership for the development of all aspects of ICT is unco-ordinated, inconsistent and invested in one or two individuals. Lines of responsibility and accountability are unclear.
- Level 3** There are some systems for the co-ordination and development of ICT across the whole school, resulting in some impact on the school's use of ICT.
- Level 2**  The leadership team empowers and supports others to provide operational direction at all levels and with clear accountabilities. This results in identifiable impact across the school.
- Level 1** Operational leadership for ICT is distributed and co-ordinated effectively across the whole school. There is consistency of approach which maximises the impact of ICT across the whole school and for all pupils.

3 of 5 A strategy to achieve the vision


- 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 unco-ordinated, lacks clarity and is insufficiently related to the vision.
- Level 3** The strategy is aligned with the vision and defines clear goals and actions to achieve it. ICT planning identifies realistic short, medium and long term targets, related to resources and responsibilities.
- Level 2**  The school's strategy for ICT sets out clear priorities for implementing the vision. ICT planning is well informed and fully integrated into school improvement planning, setting challenging targets across the school.
- Level 1** The strategy ensures the school can realise its ICT vision and enables innovation. ICT planning is creative, flexible and outward-looking. It sets challenging targets to extend the impact of ICT beyond the school.

A strategy to achieve the ICT vision

4 of 5 Budgetary effectiveness for ICT


- Level 5** The school does not budget in a planned way for ICT and makes no attempt to link expenditure to improvements. It sees ICT costs only in terms of hardware and software.
- Level 4** The school has begun to plan its ICT budget more actively and is aware of the wider cost implications for ICT but does not take this into account when setting budgets. The school is not yet able to link its expenditure on ICT to improvements in outcomes.
- 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 developments. It has started to identify links between expenditure and outcomes.
- Level 2**  The school evaluates and reviews its ICT budget and is aware of the full cost of its ICT strategy. ICT expenditure is linked to improvements in planned outcomes.
- Level 1** Strategic leadership for ICT includes the headteacher, senior leadership team, governors and external stakeholders and ensures that ICT has widespread impact on all aspects of the school's work.

5 of 5 Sustainability of ICT provision


- Level 5** There is no planning for the long-term development and renewal of any aspect of ICT resourcing.
- Level 4** Development and renewal of ICT resourcing are dependent on external initiatives or one-off ICT funding. However, longer term issues are not addressed.
- Level 3** The longer term development and renewal of ICT resourcing are recognised in the ICT strategy. Leadership is exploring ways to address these.
- Level 2**  The ICT strategy addresses continuity of most aspects of provision and it plans for sustainability, both financial and environmental, in the longer term.
- Level 1** The ICT strategy ensures the sustainability, both financial and environmental, of all aspects of provision and is a key element of school improvement.

The use of ICT to improve organisational effectiveness and efficiency

1 of 5 Use of management information systems


- Level 5** The use of ICT for management is not co-ordinated. Systems are not integrated and there is limited access. ICT is generally only used to replicate manual processes.
- Level 4** The school uses an assortment of ICT systems which do not share data. Access is only through the school office. ICT use is limited to isolated aspects of the school's management and much work is still done manually.
- Level 3**  Staff make use of ICT for management, administration, finance and planning as appropriate. Current systems enable staff to share resources, access data or contribute to databases.
- Level 2** ICT is used effectively to support management tasks. Appropriate access is readily available across the school and widely used by most staff to share data and resources. This has a clear impact across all management areas.
- Level 1** The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. This significantly improves the management of the school.

2 of 5 Use of pupil performance data


- Level 5** The school makes no, or limited, use of ICT to record or analyse pupil performance data.
- Level 4** Several different ICT systems are used to record and analyse pupil performance data. This is not used for target setting.
- Level 3** There is an agreed whole-school approach to the use of ICT to record and analyse pupil performance data. This is not always used consistently or effectively to track pupils' progress and set targets.
- Level 2**  Pupil performance data is available to staff as appropriate through an integrated ICT system. Data is used to set individual and whole-school targets.
- Level 1** Staff make regular and consistent use of integrated ICT systems to record and analyse pupil performance data. Pupils, parents/carers and other agencies as appropriate have electronic access to relevant data.

The use of ICT to improve organisational effectiveness and efficiency

3 of 5 Communications


- Level 5** ICT makes a minimal contribution to the school's approaches to communication.
- Level 4** The school makes only limited use of electronic systems to communicate internally and externally. These mainly replicate traditional processes and often do not meet the needs of different users.
- Level 3**  The school uses different electronic systems to communicate internally and externally. These are well understood and used by staff and other groups of users.
- Level 2** The school uses a wide range of electronic systems for effective and appropriate communication with different groups. It regularly reviews and updates systems and processes to ensure they meet the needs of users.
- Level 1** Electronic systems are widely available and ensure effective communication with staff, pupils, parents/carers, governors and others, within, and beyond, the school. They are well integrated and complement other means of communication used by the school.

4 of 5 Safeguarding

- Level 5** The school is not fully aware of its responsibilities in ensuring that ICT use by all network users is responsible, safe and secure. There are no relevant policies in place and little, if any, appropriate practice in these areas.
- Level 4** The school is aware of its responsibilities in ensuring that ICT usage by all network users is responsible, safe and secure. There are some policies in place but they are not comprehensive or recently revised. Appropriate practices are followed by some but are patchy and unco-ordinated.
- Level 3**  The school is aware of its responsibilities in ensuring that ICT usage by all network users is responsible, safe and secure. There are relevant and comprehensive policies in place which are understood and adhered to by many network users.
- Level 2** The school is fully aware of its responsibilities in ensuring that ICT usage by all network users is responsible, safe and secure. Policies are relevant and comprehensive and regularly reviewed in line with developments in technology. Policies are understood by most and practice is monitored to ensure adherence.
- Level 1** The school takes appropriate action to ensure that ICT usage by all network users both within and beyond the school is responsible, safe and secure. Policies are relevant and comprehensive and regularly reviewed in line with developments in technology and practice. Policies are understood by all and practice is monitored to ensure adherence.

The use of ICT to improve organisational effectiveness and efficiency


5 of 5 Data Protection and Freedom of Information

- Level 5** The school is not fully aware of its responsibilities with respect to meeting the legal requirements for Data Protection and Freedom of Information. Few procedures are in place to ensure compliance with the regulations.
- Level 4** The school is aware that it has responsibilities relating to meeting the legal requirements for Data Protection and Freedom of Information, but appropriate measures are taken by some staff only and few are fully aware of their responsibilities.
- Level 3** The school has policies for Data Protection and Freedom of Information and these are understood by most staff. However, there is inconsistency of practice.
- Level 2**  The school has published clear guidelines for staff relating to their responsibilities in relation to Data Protection and Freedom of Information. All, or nearly all, staff are aware of their responsibilities and apply appropriate measures rigorously when dealing with data.
- Level 1** The school regularly reviews and updates its processes relating to Data Protection and Freedom of Information. It takes appropriate action to ensure full compliance with the legal requirements. Parents/carers and others seeking information from the school are advised of the legal context in which the school works.

Monitoring and evaluation

1 of 1

Evaluating the effectiveness of the ICT strategy

- Level 5** There is little or no evaluation of the impact of ICT.
- Level 4** There is some monitoring of the implementation of the ICT strategy. Although some evaluation of impact takes place this is based on minimal evidence and is not yet part of any planned whole-school approach.
- Level 3** There is regular monitoring of the implementation of the strategy. This, together with evaluation of impact based on a range of evidence, is beginning to inform strategic planning and practice.
- Level 2**  There is regular and effective monitoring and evaluation of impact based on a wide range of evidence. This has a strong influence on strategic planning and practice, and is used to demonstrate accountability.
- Level 1** There is systematic and routine evaluation of impact of ICT within and beyond school which is based on extensive evidence. This informs strategic planning and practice, supports innovation and is used to demonstrate accountability to a wide range of stakeholders.