

East SILC John Jamieson School

Hollin Hill Drive, Leeds

Age range: 2 to 19 years

Number of pupils: 103

Self-review framework lead:

John Butcher, School Technology Officer

Self-review framework completed:

Four-and-a-half days over 8 weeks

“It is important to remember that the self-review framework is a tool to support and aid the development of the use of ICT – it is not a hurdle to be overcome,” according to School Technology Officer, John Butcher.

John works at East Special Inclusive Learning Centre (SILC) John Jamieson School in Leeds, which has 103 pupils, aged two to 19 years, who have a range of learning and physical disabilities.

He advised school leaders going through the process not to be tempted to make judgements that exaggerate fact and added:

“It is important to make accurate statements which will support improvement.

“There were two of us tackling the self-review framework at John Jamieson – Colin Calvert, the

ICT co-ordinator and myself. It helped us to remain objective and we accepted the self-review framework as a tool to illustrate areas of strength and weakness and support the use of ICT. The Principal, Diane Reynard, supported us and helped complete the process.”

He also said that going through the process as a special school was no different from undertaking it as a mainstream school, nor any more complicated. However, John stressed that it was important for all participants to have thorough knowledge of how the school is organised and its documentation before they started, and to have senior leadership support and input.

The evidence needed for the self-review framework had already been collated for an Ofsted inspection and for the school’s Naacemark application. All staff had been involved in those processes and completion of the self-review framework meant that John, Colin and the deputy head, Chris Walton, were released from the timetable for one-and-a-half days each.

John said: *“The self-review framework has resulted in more confident and efficient provision, with a broader approach to evaluating the impact of ICT on pupils’ progress and attitudes; and the ICT team has a greater understanding and improved vision of how the staff and students’ needs may best be met.”*

