

Hunwick Primary School

Hunwick, Crook, Co Durham

Age range: 4 to 11 years

Number of pupils: 172

Self-review framework lead:
Sue Smith, headteacher

Self-review framework completed:
Over 10 meetings

Taking part in the self-review framework has raised staff self esteem and helped her vision in developing a true ICT culture in the school and the community as a whole, according to headteacher Sue Smith.

Sue, from Hunwick Primary School in County Durham, said the self-review framework had also helped the school to identify priorities for school improvement in ICT and, as a result, the school is now looking at providing PDAs for pupils in Year Five in her quest to develop 24-hour learning. Hunwick has also been successful in a bid for a grant to develop community access even further.

She added: "We have learned that we are well ahead of the majority of schools and that a great strength of the school is our devolved leadership approach. We have also learned that we need to develop the ICT assessment of pupils' work online and the thinking skills of pupils using technology, as well as to further develop our extended learning programme for the whole community. We want to involve more families and parents in ICT as part of that programme."

"The self-review framework has given us a baseline and great satisfaction to find out that we were on the right track. It confirmed what we thought: that we were doing well."

"We have also realised that we have to decide when not to use ICT for learning, which is a positive benefit of the self-review framework – to make choices and not feel the ICT is always the best answer."

Hunwick Primary school has 172 pupils, aged four to 11, and 18 members of staff. Sue completed the self-review framework with considerable help from her ICT co-ordinator, Damian Hassan, in consultation with teaching staff and classroom assistants. She said that the leadership team and eight members of staff gathered evidence over four staff meetings and five or six leadership meetings. For Hunwick, it was a case of building on the Naacemark evidence, which meant that they already had information and previous experience to draw on. Sources included the ICT development plan, professional development, the school improvement plan, performance management, minutes from various meetings, lesson observations and ICT presentations made to other schools

Sue advises other schools to start the process by doing an audit of staff and pupil ICT skills, together with the school's ICT resources, and then begin to look at specific elements in the self-review framework. She said: "Schools should look at the ones they are most confident in first. They should use leadership as a starting point because staff involved have to have the vision and be innovative in order to carry the process forward. That will give the process real impetus."

She also said it was important not to rush and that leaders should not be disheartened if the school wasn't high on the scale, adding: "This is a way of understanding where you are and moving forward in a structured way, planning the next stage. It's not just about achieving the ICT Mark; it's a real tool for leaders."

