

Kings College for the Arts and Technology

South Way, Guildford
www.kingscollegeguildford.com

Age range: 11 to 18 years

Number of pupils: 862

Self-review framework lead:
Tony Ryan, Assistant Principal

Self-review framework completed:
Four to five days over four weeks

Assistant Principal Tony Ryan sent out a questionnaire to all 862 pupils at his college to gather evidence for Becta's self-review framework. The survey, which took students only 15 minutes to complete, highlighted how much access they had to PCs, broadband and laptops at home and how much of their ICT time at home they spent on college work.

Tony, who works at Kings College for the Arts and Technology in Guildford, said:
"It was a most valuable part of the process and helped us to understand the importance students put on ICT. We put a lot of resources onto our school portal to help students carry on working at home.

"The results were surprising – most of their ICT time at home was spent on college work, which was very gratifying."

One of five assistant principals at the school, Tony has responsibility for ICT strategy. He began the self-review framework process by going through the whole framework by himself, mapping out which level he thought the school should be at. He then took his initial findings to the senior management team.

Once they had discussed and moderated the levels, Tony then involved the school's ICT strategy group, which is made up of 22 members of staff including subject leaders. They also gave input on the levels and provided the evidence to support the decisions that had been made. The whole process took four to five days' work over a four-week period.

Sources for evidence included the school improvement plan, minutes from senior management team meetings and governors' meetings, the pupil questionnaire and schemes of work.

Tony commented: *"The self-review framework process forced me to think hard about where the evidence lay and where we will concentrate our efforts and investment in the future. For instance, the use of interactive whiteboards is crucial to the sciences, languages, ICT and maths departments, but history, geography and religious studies staff said they would prefer projectors and laptops.*

"The process also instigated a new, three-year ICT development plan a year before the old one ran out, as we realised that we needed to address how we are going to fund and direct our future ICT development."

He advised other school leaders planning to undertake the process to ensure that one person co-ordinates the process and takes time to go through each element. He added: *"It is critical to get support from the senior management team and the governors. It is especially important to bring the governors up to scratch on ICT issues, as they will be agreeing future investment in the area. You also need the student voice and as many staff as possible to be involved."*

