

Roselands Primary School

High Wood Road, Hoddesdon, Hertfordshire
<http://www.roselands.herts.sch.uk>

Age range: 5 to 11 years

Number of pupils: 210

Self-review framework lead:
Jane Carson, headteacher

Self-review framework completed:
5 days over 10 months

Using Ofsted's self-evaluation framework as a basis for collecting evidence for Becta's self-review framework, Jane Carson started by gathering her entire staff for an ICT brainstorming session. Jane, who runs Roselands Primary School in Hoddesdon, said: "We took each subject in the curriculum separately and then pooled all the responses to the self-review framework statements.

"It was excellent, as it gave us a great perspective across all years. Evidence of pupils' progression then became very clear – as did the areas where we need to challenge pupils' learning.

"The other benefit of evidence referencing for the self-review framework in this way is that it becomes clear how vital it is to keep all the elements open and to continue development through all the age groups so that we don't miss out certain aspects of ICT or leave them behind from one year to another. It enabled us to make sure that everything is integrated and it also gave teachers a broad view and new ideas of how to use ICT in their area."

Jane has been ICT co-ordinator at the school for 20 years, as a teacher, deputy and now as head. Roselands caters for 210 pupils and has eight teachers – all of whom were involved in the evidence gathering during staff meetings. It took Jane about five days to put it all together for the self-review framework.

She treated the self-review framework purely as a process and not as a means to an end, and would advise other schools to do the same. She pointed out: *"Individuals shouldn't do too much of the work on their own, for it flows much faster when other people are involved.*

"Completing the self-review framework has enabled our school to move forward at the right level for pupils and staff, without going over old ground or wasting time because we aimed too high. By sharing the responsibility of going through the process, the gaps become evident to everyone – no one needs to be told where they lie."

Evidence gathered for Roselands came from the following sources: the school development plan, its Inset summary, planning and assessment sections of the ICT plan, the staff handbook, schemes of work, teachers' planning files, teachers' assessment portfolios, the head's monitoring records, displays around the school, pupils' work books, individual education plans of special education needs, plus data-handling packages for assessment such as TRACA and Pupil Achievement Tracker (PAT).

