

## Primary Curriculum ICT Audit 2008

Please complete and return the following information. We have not requested any information that is already available through PLASC.

<b>School Name</b>		<b>Date</b>	
<b>ICT Subject Leader</b> (from September 08)			
<b>Subject Leader Preferred E-mail</b>			
<b>School Web Site Address</b>			
<b>Technical Support Provider if not South Gloucestershire</b>			

### Computers as at August 2008

	<b>Number</b>
Number of computers that are located in a computer suite	
Number of computers that are part of a wireless network	
Number of teachers who have laptops with access to the Internet and SIMs	

### Classroom Teaching Resources as at August 2008

				<b>Total</b>
Number of class voting systems				
Number of class video conferencing sets				
Number of visualisers				
Type of interactive whiteboards – please circle	Promethean	Smart	Hitachi	Other

<b>Additional Resources for Curriculum Use</b>					<b>Number</b>
Digital still cameras					
Digital video camera, for example, Digital Blue					
Digital microscopes					
Programmable toys, for example, Roamers, Pip, Beebot					
Control boxes, for example, FlowGo					
Make of control boxes					
Sensing boxes (monitoring equipment)					
Please circle or write in the make	LogIT	EasySense Q	Ecolog	Log-Box	Other

### Assessment Information

	<b>Year 2</b>	<b>Year 6</b>
<b>Total Number of pupils</b>		
Number of pupils who have met or exceeded expectations		
Number of pupils who are below expectations		

Please give an indication of the number of year 2 and year 6 pupils leaving school in August 2008 who have achieved national expectations in ICT. This information will be used to gain an overview of standards across the LA and to inform assessment training and other planned support.

***Thank you for your response.***

**Audit Information**

Do you have an up to date audit of software being used across the school?	Yes	No
Do you have an up to date audit of hardware being used across the school?	Yes	No
Are you using the Becta self-review framework to evaluate your school position?	Yes	No
Are you using the Becta self-review framework to inform planning for future developments?	Yes	No

In order to help us to identify schools that would value additional support for ICT, please answer the following questions which are based around the elements of the Becta self-review framework. If you require specific support that your self-evaluation has identified which you would like to make us aware of please attach on a separate sheet.

1	2	3	4	5
Fully in place	Substantial development already undertaken	Partly in place. Further development needed.	Work begun. Significant development needed	Not yet in place

Please use the scale above to evaluate your school against the following statements.

**1. Leadership and Management** - There is shared ownership of the vision for ICT and an effective and costed ICT strategy is in place to achieve this. All staff understand their role in realising this vision and understand and implement related policies including those relating to safety. The impact of the strategy is regularly and systematically reviewed. 1 2 3 4 5

**2. Curriculum** - Planning identifies areas where ICT can support learning and teaching and pupils use ICT systematically as a tool for learning and activities are matched to their abilities. Planning identifies opportunities for pupils to extend their capability in different subjects in a way and use a range of technologies. There is a balance between use of ICT to enhance teaching and use by pupils to support their learning. 1 2 3 4 5

**3. Learning and Teaching** – There is widespread and routine use of ICT by teachers as a tool for teaching across the curriculum and teachers build on pupils’ previous experiences. Pupils have a good range of skills, are able to choose when to use ICT appropriately and can transfer their skills to new situations. 1 2 3 4 5

**4. Assessment** – Systematic assessment of performance in ICT is undertaken which provides opportunities for self and peer assessment, clear feedback about how pupils can improve their work which include individual and whole school target setting. ICT is used to enhance assessment and recording of achievement. 1 2 3 4 5

**5. Professional Development** – A wide range of professional development opportunities are provided including mentoring and sharing practice. These are informed by a systematic audit and are linked to school priorities, school resources and individual and whole school needs. The quality of CPD effectiveness is monitored. 1 2 3 4 5

**6. Extending Opportunities for Learning** – ICT is used to extend learning through building and extend partnerships and community links. Staff promote ICT use beyond the school and there is integration of these activities with those in school. General information about the curriculum is available electronically to parents. 1 2 3 4 5

**7. Resources** – The school is well-equipped with a good range of ICT resources including digital learning resources and these have a positive impact on learning and teaching. Effective technical support ensures that resources can be accessed across the school. Resource procurement is linked to the strategy and their effectiveness is monitored to inform future purchases. 1 2 3 4 5

**8. Impact on Pupil Outcomes** – Data shows that all pupils make progress and are confident to use and apply ICT across a range of contexts. ICT contributes to the development of thinking skills and creativity and has a positive impact on pupils’ motivation, attention and attitudes to learning. 1 2 3 4 5

Please complete and **return by the 21<sup>st</sup> July 2008** to Jo Briscoombe, Learning and School Effectiveness Service, Bowling Hill, Chipping Sodbury, BS37 6JX Fax Number: 01454 868967

*Thank you for your response.*

## e-Strategy (Schools) 2003 – 2007 Monitoring Outcomes – Questions for Schools

We would appreciate it if you would answer the following questions to support the monitoring of our e-education strategy. Where possible, data is being sourced from information held in the Department for Children and Young People. The following data is not currently held centrally.

Does your school make regular use of the South Gloucestershire Curriculum web site to promote learning and good practice developed in Learning Through Innovation, specialist, leading edge schools and other schools.	Once per week	Once per month	More	Not at all
Does your school make regular use of the South West Grid Regional Portal to promote learning and good practice developed in Learning Through Innovation, specialist, leading edge schools and other schools.	Once per week	Once per month	More	Not at all
Does your school SIMS system implement the DfES Common Basic Data Set standard data to hold:			Yes	No
• Core pupil data			Yes	No
• Core adult data			Yes	No
• Assessment and Performance data			Yes	No
• Attendance data			Yes	No
• Special Needs and Welfare Information			Yes	No
Does your school make use of an electronic session lesson-by-lesson register system to record attendance?			Yes	No
What proportion of your school teaching staff commonly access the SIMS system to enter or retrieve any appropriate data (e.g. Assessment data) directly (%)?				
What proportion of your school administrative staff commonly access the SIMS system to enter or retrieve any appropriate pupil data directly (%)?				
Over 95% of a school's administrative activity will be undertaken electronically. Is this true for your school?			Yes	No
(If N – Estimate %)				
No Headteacher, Secretary, Bursar or other key school administrator will use a PC more than 3 years old. Is this true for your school?			Yes	No
What proportion of your teaching staff have access to the Internet from home? (Estimate %)				
In support of workforce reform practices, and within a secure environment, all teachers will be able to access pupil data and assessment data from any classroom or work area within the school. Is this true for your school?			Yes	No
Can any of your school staff access the SIMS information securely over the Internet (say from home)?			Yes	No
Does every member of your school staff with direct access to ICT to have an individual email address to support of their work?			Yes	No
Does your school currently use a Learning Platform or Virtual Learning Environment (VLE)? E.g. South West Grid for Learning Regional Education Portal, etc) to support home working by students			Yes	No
If Y – What Learning Platform or VLE are you using?				
All schools have a computer network that is less than 3 years old. Is this true for your school?			Yes	No
Has the South West Grid for Learning Regional Portal ever been used by your school to support collaborative learning activity between your school and another?			Yes	No

***Thank you for your response.***