

# The self-review framework

## Element 1 – Leadership and management

This printed self-review framework is available to help you get an overview of the Leadership and management element. Please be aware that the online version will be systematically updated so once printed we cannot guarantee this to be the most recent version.

These descriptors are to help you decide where you are in your ICT development, the online tool also provides further functionality:

- it will benchmark where you are compared with other schools
- it provides suggested actions to help you move forward
- it suggests support links to help you


We strongly recommend you fill in the online tool rather than this paper version at [www.becta.org.uk/schools/selfreviewframework](http://www.becta.org.uk/schools/selfreviewframework)



## 1a The vision for ICT


### 1a-1

#### The vision

<b>Level 5</b>	There is no expressed vision from those leading ICT.	
<b>Level 4</b>	The vision does not distinguish clearly between the different opportunities offered by ICT. It is limited to the potential impact of ICT on marginal aspects of the school's work or is mainly focused on the acquisition of resources.	
<b>Level 3</b>	The vision recognises the potential for ICT to enhance some aspects of the school's key functions including learning and teaching. This vision is consistent with the school's aims.	
<b>Level 2</b>	An inclusive vision clearly identifies the potential of ICT for enhancing all aspects of the school's work. It recognises the distinctive contribution of ICT and identifies how this supports the school's wider aims and aspirations.	
<b>Level 1</b>	There is an innovative and inclusive vision which anticipates future developments in practice and technology.	


### 1a-2

#### Development and ownership of the vision

<b>Level 5</b>	There is no expression of a vision for ICT.	
<b>Level 4</b>	Development of the ICT vision has involved few staff and governors. The vision has been shared, but is only understood and embraced by some staff.	
<b>Level 3</b>	Development of the ICT vision has involved appropriate staff and governors. This vision is understood and embraced by many staff and governors.	
<b>Level 2</b>	Development of the ICT vision has actively involved appropriate staff, governors and pupils. The vision is understood and embraced by most staff, governors and pupils.	
<b>Level 1</b>	Development of the ICT vision has actively involved appropriate staff, governors, pupils and parents. The vision is understood and embraced by all, or nearly all, staff, governors and pupils and is supported by parents/carers and the wider community.	

### 1a-3

#### Reviewing the vision


<b>Level 5</b>	There is no expression of a vision for ICT.	
<b>Level 4</b>	The school does not have any systems to review or develop its vision for ICT. It has limited, or ad hoc awareness of emerging technologies or practice which might influence a future vision for ICT.	
<b>Level 3</b>	The school reviews its vision in relation to emerging technologies or effective practice. The vision is not consistently informed by the outcomes of internal evaluations of the impact of ICT.	
<b>Level 2</b>	The school regularly reviews and revises its vision in the light of developments in technology, knowledge of effective practice and the outcomes of school monitoring and evaluation.	
<b>Level 1</b>	The school proactively explores the potential of emerging technologies, new practices and outcomes of its own evaluations to regularly review and update its vision for ICT.	

## Element 1 – Leadership and management

### 1b A strategy to achieve the ICT vision


#### 1b-1

#### Strategic leadership

<b>Level 5</b>	There is no defined strategic leadership of ICT; individuals act independently of each other.	
<b>Level 4</b>	The strategic leadership of ICT has been left to individuals who may not be part of the SMT/leadership team.	
<b>Level 3</b>	The headteacher invests responsibility for the strategic leadership of ICT in the senior management/ leadership team.	
<b>Level 2</b>	The headteacher provides clear and pro-active strategic leadership for ICT along with members of the SMT/leadership team.	
<b>Level 1</b>	Strategic leadership for ICT includes the headteacher, senior management/leadership team and governors.	


#### 1b-2

#### Operational leadership

<b>Level 5</b>	There is no clear operational leadership or co-ordination of the development of ICT capability and/or use of ICT across the school.	
<b>Level 4</b>	Operational leadership for the development of all aspects of ICT is uncoordinated, inconsistent and invested in one or two individuals. Lines of responsibility and accountability are unclear.	
<b>Level 3</b>	There is clear operational direction, and there are systems for, and co-ordination of, the development and use of all aspects of ICT across the whole school.	
<b>Level 2</b>	The school's leadership team empowers and supports others to provide operational direction at all levels and with clear accountabilities.	
<b>Level 1</b>	Operational leadership for ICT is distributed and co-ordinated across the whole school. It is innovative in its practices and provides an effective model for other schools.	

#### 1b-3

#### A strategy to achieve the vision


<b>Level 5</b>	There is no whole-school strategy or shared priorities for ICT.	
<b>Level 4</b>	The strategy is poorly defined, with little specific direction to adopt and reflect the vision for ICT. It focuses mainly on resources.	
<b>Level 3</b>	The strategy is aligned with the vision and defines clear goals and actions to achieve these. The identified priorities are not always linked to the vision.	
<b>Level 2</b>	The school's strategy for ICT sets out clear priorities for implementing the vision and co-ordinated actions to achieve these.	
<b>Level 1</b>	There is an innovative strategy that ensures the school can realise its vision for ICT. It also enables innovation to take place to inform future priorities.	

## Element 1 – Leadership and management

### 1b A strategy to achieve the ICT vision


#### 1b-4

#### Whole-school planning for ICT

<b>Level 5</b>	The lack of a vision and strategy for ICT means that there is little or no whole-school planning for ICT.	
<b>Level 4</b>	Planning for effective ICT provision occurs in some specific areas but is unco-ordinated. The planning contains broad targets that lack clarity and are insufficiently related to the vision or achievement goals.	
<b>Level 3</b>	Planning for the provision and use of ICT is consistent with the whole-school strategy for ICT. Some aspects of ICT planning are included in whole-school improvement planning. Plans identify realistic short, medium and long term targets, related to resources and responsibilities.	
<b>Level 2</b>	ICT planning is well informed and fully integrated into whole-school planning. It sets challenging targets across the school.	
<b>Level 1</b>	ICT planning is creative, flexible and outward-looking. It sets challenging targets to extend the impact of ICT beyond the school.	


#### 1b-5

#### Budgetary effectiveness for ICT

<b>Level 5</b>	The school does not budget in a planned way for ICT and makes no attempt to link expenditure to improvements. It sees ICT costs only in terms of hardware and software.	
<b>Level 4</b>	The school has begun to plan its ICT budget more actively and is aware of the wider cost implications for ICT but does not take this into account when setting budgets. The school is not yet able to link its expenditure on ICT to improvements in outcomes.	
<b>Level 3</b>	The school budgets carefully for ICT across the whole school and has begun to cost more fully the implications of its ICT developments. It has started to identify links between expenditure and outcomes.	
<b>Level 2</b>	The school evaluates and reviews its ICT budget and is aware of the full cost of its ICT strategy. ICT expenditure is linked to improvements in planned outcomes.	
<b>Level 1</b>	The school always evaluates its expenditure on ICT and its budgeting takes account of the total cost of ownership of ICT. There are clear links between expenditure and improvements in pupils' achievements. Account is taken of these outcomes in subsequent planning for ICT.	

#### 1b-6

#### Sustainability


<b>Level 5</b>	There is no long-term thinking for sustainability.	
<b>Level 4</b>	The strategy is reactive, depending on external initiatives or one-off ICT funding. It does not address longer term issues of sustainability.	
<b>Level 3</b>	The strategy recognises longer-term issues of sustainability. Leadership is still exploring ways to address these.	
<b>Level 2</b>	The ICT strategy addresses continuity of provision and it plans for sustainability in the longer term.	
<b>Level 1</b>	The strategy ensures continuity of all aspects of provision for ICT, which is an integral part of the work of the school and a key element of school improvement.	


## Element 1 – Leadership and management

### 1c The use of ICT to improve organisational effectiveness and efficiency

#### 1c-1


#### Use of management information systems




<b>Level 5</b>	The use of ICT for management is not coordinated. Systems are not integrated and there is limited access. ICT is generally only used to replicate manual processes.	
<b>Level 4</b>	The school uses an assortment of ICT systems which do not share data. Access is only through the school office. ICT use is limited to isolated aspects of the school's management and much work is still done manually.	
<b>Level 3</b>	Staff make use of ICT for management, administration, finance and planning as appropriate. Current systems enable staff to share resources, access data or contribute to databases.	
<b>Level 2</b>	ICT is used effectively to support management tasks. Appropriate access is readily available across the school and widely used by most staff to share data and resources. This has a clear impact across all management areas.	
<b>Level 1</b>	The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. This significantly improves the management of the school.	

#### 1c-2

#### Use of performance data




<b>Level 5</b>	The school makes no, or limited, use of ICT to record or analyse assessment data.	
<b>Level 4</b>	Several different ICT systems are used to record and analyse school and performance data. This is not used for target setting.	
<b>Level 3</b>	There is an agreed whole-school approach to the use of ICT to record and analyse performance data. This is not always used consistently or effectively to track pupils' progress and set targets.	
<b>Level 2</b>	Pupil data is available to staff as appropriate through an integrated ICT system. Data is used to set individual and whole-school targets.	
<b>Level 1</b>	All, or nearly all, staff make regular and consistent use of integrated ICT systems to record and analyse performance data. Pupils, parents and carers have access to, and make use of, appropriate data.	

## Element 1 – Leadership and management

### 1c The use of ICT to improve organisational effectiveness and efficiency


#### 1c-3

#### Communications

<b>Level 5</b>	ICT makes a minimal contribution to the school's approaches to communication.	
<b>Level 4</b>	The school makes only limited use of electronic systems to communicate internally and externally. These mainly replicate traditional processes and often do not meet the needs of different users.	
<b>Level 3</b>	The school uses different electronic systems to communicate internally and externally. These are well understood and used by staff and other groups of users.	
<b>Level 2</b>	The school uses a wide range of electronic systems for effective and appropriate communication with different groups. It regularly reviews and updates systems and processes to ensure they meet the needs of users.	
<b>Level 1</b>	Electronic systems, that ensure effective communication with staff, pupils, parents/carers, governors and others, are widely available, within, and beyond, the school. They are well integrated and complement other means of communication used by the school.	

#### 1c-4

#### Security and safety


<b>Level 5</b>	The school is not fully aware of its responsibilities with respect to ensuring the health and safety, including e-safety, of staff and pupils when using ICT. There are no relevant policies in place and there is little, if any, appropriate practice in these areas.	
<b>Level 4</b>	The school is aware that it has responsibilities relating to health and safety, including e-safety, of staff and pupils when they are using ICT but appropriate measures are taken only by some staff and are patchy and unco-ordinated.	
<b>Level 3</b>	The school has policies for health and safety which include ICT use and ensuring the e-safety of staff and pupils. These are understood by most staff. There are some measures in place to deal with issues but these are not consistently applied wherever ICT is used.	
<b>Level 2</b>	The school has included all aspects of ICT use in its health and safety policy and these are fully understood and implemented by all, or nearly all, staff and pupils. They are aware of the issues relating to e-safety, are aware of their responsibilities and adopt appropriate practice when using ICT.	
<b>Level 1</b>	The school regularly reviews and updates its health and safety, including e-safety, policies. It takes appropriate action to ensure high levels of safety of all members of the school community both within, and beyond, the school. The school has involved parents and carers in its advice on health and safety, including e-safety, issues.	

## Element 1 – Leadership and management

### 1c The use of ICT to improve organisational effectiveness and efficiency


#### 1c-5

#### Data Protection and Freedom of Information

<b>Level 5</b>	The school is not fully aware of its responsibilities with respect to meeting the legal requirements for Data Protection and Freedom of Information. Few procedures are in place to ensure compliance with the regulations.
<b>Level 4</b>	The school is aware that it has responsibilities relating to meeting the legal requirements for Data Protection and Freedom of Information, but appropriate measures are taken by only some staff and few are fully aware of their responsibilities.
<b>Level 3</b>	The school has policies for Data Protection and Freedom of Information and these are understood by most staff. However, there is inconsistency of practice.
<b>Level 2</b>	The school has published clear guidelines for staff relating to their responsibilities in relation to Data Protection and Freedom of Information. All, or nearly all, staff are aware of their responsibilities and apply appropriate measures rigorously when dealing with data. 
<b>Level 1</b>	The school regularly reviews and updates its processes relating to Data Protection and Freedom of Information. It takes appropriate action to ensure full compliance with the legal requirements. Parents/carers and others seeking information from the school are advised of the legal context in which the school works.

#### 1c-6

#### Working practices


<b>Level 5</b>	The school has not embraced ICT to reform working practices. Any use is unplanned or unco-ordinated.
<b>Level 4</b>	A few working practices have been affected by the use of ICT but adoption is slow across other areas. There is no evaluation of impact of these practices on staff or pupils.
<b>Level 3</b>	The school uses a range of ICT applications to improve working practices. These have been generally adopted by staff and some impact of their use has been identified. 
<b>Level 2</b>	The school uses a wide range of ICT to improve working practices. These are adopted systematically by most staff.
<b>Level 1</b>	The school is innovative and wide ranging in its use of ICT to improve working practices. It can link improving staff effectiveness through the use of ICT to improved outcomes for pupils.

## Element 1 – Leadership and management

# 1d Monitoring and evaluation


### 1d-1

#### Monitoring and evaluating effectiveness of the strategy

<b>Level 5</b>	The school does not have a whole-school strategy for ICT.
<b>Level 4</b>	There is some monitoring of the implementation of the ICT strategy. This is usually the result of external processes or is a reaction to internal events.
<b>Level 3</b>	Regular monitoring of the implementation of the strategy at all levels informs future planning. However, this is not always objective and it is rarely used to demonstrate accountability.
<b>Level 2</b>	There is regular, effective and evidence-based evaluation of progress. The school uses this to prioritise future planning and to demonstrate its accountability. 
<b>Level 1</b>	Regular evaluation of processes and outcomes informs future thinking, planning and innovation. The school demonstrates its accountability both internally and externally to relevant partners.


### 1d-2

#### Evaluation of impact

<b>Level 5</b>	There is little or no evaluation of the impact of the use of ICT.
<b>Level 4</b>	Some evaluation of impact of ICT takes place but this is ad hoc and not part of a whole-school approach.
<b>Level 3</b>	Regular evaluation of impact of ICT takes place across the school and this is beginning to inform strategic planning. 
<b>Level 2</b>	Systematic evaluation of the impact of ICT across the school has a strong influence on the development of strategic planning.
<b>Level 1</b>	Current and developing practices in the use of ICT, within and beyond school, are systematically and routinely evaluated for their impact. The outcomes always inform strategic planning.

### 1d-3

#### Range and quality of evidence

<b>Level 5</b>	Any evaluation of the impact of ICT is subjective and not based on clear evidence about impact.
<b>Level 4</b>	A limited range of evidence is used to identify the impact of ICT, but much is subjective or anecdotal.
<b>Level 3</b>	Evidence is collected systematically in some areas and used to evaluate the impact of ICT. 
<b>Level 2</b>	A wide range of evidence is used to provide a broad picture against which to evaluate the impact of ICT.
<b>Level 1</b>	Regular and systematic analysis of a wide range of evidence from within and beyond the school is used to evaluate the impact of ICT.



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