

Painsley Catholic High School



I.C.T Development Plan

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ICT Development Plan for Painsley Catholic High School (22/1/00)

Rationale

The school needs an ICT development Plan for several reasons:

1. It will very effectively focus the individual ICT solutions for the school thereby aiding both internal and external communication.
2. It will aid financial planning.
3. It becomes part of the school improvement process.
4. It meets the LEA's ICT Development Plan requirements.
5. It meets the criteria of the DfEE set out in Connecting the Learning Society as part of the NGFL.
6. It will address new N.C Orders and Key Skills.
7. It will address the needs of the Teacher Training Initiative.
8. Pupils will enjoy improved teaching and learning.
9. Staff will be supported in their teaching and learning.
10. Administration will be improved.
11. Community use of school ICT systems will develop skills and improve relationships.

Mission Statement

To enhance the teaching and learning across the curriculum through the use of fully integrated ICT and through the contribution of well trained, skilled and motivated staff as well as the support of parents and other groups and agencies within the community.

Strategic Aims

1. Improve the teaching and learning across the curriculum via the use of ICT systems.
2. All teaching staff to meet the minimum standard for ICT proficiency set by the TTA.
3. Improve teaching and learning within the ICT Department.
4. Substantially increase the use of web based technology for administration, information distribution, archiving and teaching and learning.
5. Develop efficient methods of sharing good practice with other schools and institutions.
6. Improve the ICT profile of the school.
7. Increase the number of people using our Community Learning Centre.
8. Improve planning in all areas.
9. Access other sources of funding.

ICT Development Plan

Time Scale

New servers and hardware were purchased via lease agreement on 1/12/99 for a period of three years. Three years is also approximately the time we have left before the new ICT proficiency for serving teachers becomes applicable. It seems sensible to develop a three-year ICT Development Plan in line with these factors. A new plan will be developed in January of the year 2003. Reviews of this Development Plan will take place annually.

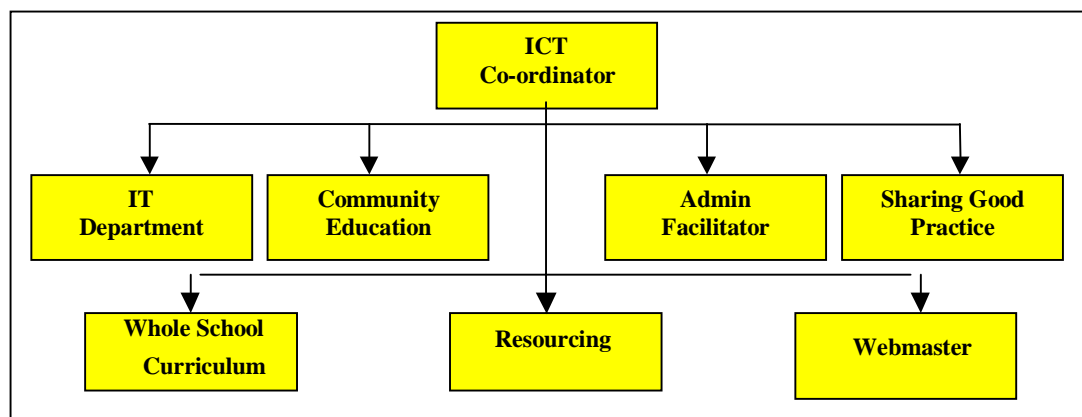
The Role of the ICT Co-ordinator

To co-ordinate the use of Information and Communications Technology at all levels in the school. The following items are keys to success:

- ◆ Facilitate – ensure that the hardware, software and systems are in place and working efficiently.
- ◆ Motivate – encourage the use of I.C.T by all staff.
- ◆ Monitor – ensure all pupils are working to their full potential and using I.C.T appropriately. Ensure all systems in place are working to their optimum.
- ◆ Develop – ensure the school can not only meet its statutory requirements but is future proofed as far as possible against unforeseen circumstance.
- ◆ Support - any ICT initiatives and R & D projects.
- ◆ Maximise - funding opportunities.

There are seven areas in which the ICT Co-ordinator plays a key role:

- ◆ The I.C.T Department
- ◆ Community Education
- ◆ School Administration
- ◆ Internet presence and School Intranet
- ◆ Whole School Learning in the Curriculum
- ◆ Sharing Good Practice
- ◆ Resourcing



ICT Development Plan

This plan will address each of these key areas separately. Each area will benefit from its own audit, action plan and monitoring and review.

Links with the School Development Plan 1999/2000

1. **ICT** is specifically mentioned as a priority in the School Development Plan. Its target is *"increased use of ICT to enhance teaching and learning throughout the curriculum."* Several actions are stated. These actions will be covered via the most suitable "ICT Area" Action Plan, specifically:
 - a) Target Science and Tech for KS4 delivery - [Whole School Curriculum](#)
 - b) Provide more computer rooms, clusters, laptops etc - [Resourcing](#)
 - c) NOF training - [Whole School Curriculum](#)
 - d) Development of staff basic ICT skills - [Whole School Curriculum](#)
 - e) R & D - [Webmaster / Community Links & Education / Sharing Good Practice](#)
 - f) Support SLN and NGFL - [Webmaster / Sharing Good Practice](#)
 - g) Expand community use - [Community links & Education](#)
2. **Quality of teaching** - ICT will have a direct impact on the quality of teaching in the school especially with the new N.C requirements for the use of ICT in each subject. It is important that new teachers to the school are provided with training in the use of our ICT systems and appraised of the benefits and opportunities offered. NOF training will provide a sound foundation upon which further development of ICT skills can proceed. Within the ICT Department systems will be devised which ensure consistently good teaching.
3. **Raising Boy's Achievement** - I suspect that there will be an impact on boy's achievement due to the use of more ICT across the curriculum. Some method of measuring the impact should be investigated. Using a word processor to draft work will be important for all pupils but especially for many boys who struggle to complete work on time.
4. **Literacy** - ICT systems can have a positive impact on the improvement of literacy skills in school. The ICT Department will incorporate literacy into its assessment procedures. The English Department is investigating the benefits of Successmaker. Pupils will be encouraged to use e-mail for communications outside of the school. Research shows that pupils take more care with spelling and grammar when writing for others without teacher intervention. It is important to recognise the changes in the way people now read. No longer is reading a document from start to finish the only way of reading. With multi-media, the Internet and CD-ROM people read across pages, jumping from paragraphs on one page to text on another page. These new literacy skills need to be discussed further within the school.

ICT Development Plan

5. **Beacon School Activities** - ICT was specifically mentioned as a strength in the bid put forward by the school for the Beacon School status award. There is therefore a need for the ICT Co-ordinator to develop methods of sharing good practice.
6. **Post-16** - Preparing our pupils for life after school will include providing them with good ICT literacy. ICT Certification of all KS4 pupils will be a positive step towards this goal. The I.T A'level at the Moorlands VI Form needs further development. Key Skills qualifications need to be investigated.
7. **Staff Development** - NOF training will need to be monitored closely as will the Start IT schemes. An audit of staff ICT capability will be carried out. The results will feed the training plans that need to be developed.
8. **Community Links** - The existing Community Learning Centre needs to be enhanced and transformed into a Lifelong Learning Centre. Further links with the larger community need to be sought. Use of the Internet will play a large part in this. Painsley will work in close partnership with the Cheadle Community Web Site project.
9. **Curriculum Development** - A review of the ICT schemes of work in line with new N.C requirements is required and an improvement in lower school delivery of I.C.T will be pursued. The delivery of ICT at KS4 needs to be improved and wider coverage achieved.
10. **Size of school** - This will have a direct impact on planning. The number of pupils expected in yearly intakes is important for maintenance of targeted pupil to computer ratios. The physical size of the school and muted building projects will have effects on cabling decisions. The effects of the new N.C on resourcing will need to be examined.
11. **Primary Liaison** - Communications between feeder schools and Painsley may be improved via the use of web technology. It is important that our primary schools are trained in its use. Pro-active liaison needs to be initiated. Cabling developments within the county will facilitate closer and closer ties.
12. **Leadership / Management** - The ICT Manager is inexperienced and will need strong support. Avenues for self-improvement as well as suitable training courses and other support systems will be investigated in order for confidence and efficiency to be improved.
13. **Assessment and Recording** - This will be a major issue within the ICT Department. Improvements to the current systems will be developed.

ICT Development Plan

Links to the Staffordshire LEA ICT Development Plan

1. **Connectivity** - Painsley will stay in line with County guidelines on cabling in particular, the school will ensure that:
 - a) admin and curriculum networks are merged into one network,
 - b) security is maintained,
 - c) all token ring cabling is replaced with UTP at a minimum speed of 100 Mb/sec,
 - d) the installation of broadband connections is a priority.
 - e) physical connection with the Moorlands VI Form takes place.
2. **Community** - Wider access to hardware in the school is encouraged and the school currently offers evening classes. Painsley intends to significantly expand this Community Learning Centre in line with the Lifelong Learning Initiative.
3. **Content** - The school will continue to contribute web-based content to the SLN. The use of the SLN and the NGFL will be promoted. NOF training is underway in the school. It is our intention that all staff will have successfully completed the programme within the allotted time.
4. **Video Conferencing** - It is intended to install video conferencing in each of the I.C.T rooms. The use of this communicative tool will be investigated and its benefit evaluated.
5. **Intranet / Internet** - Painsley is well advanced in this area but will continue to develop its Intranet and its use by staff.
6. **Training** - Training is provided through the Start-IT Project in support of NOF training.
7. **Sustainability** - Painsley will ensure that current development targets are met and are sustained. The development of an ICT Investment Plan will enable the school to budget for this. The school undertakes to meet the demands of the investment plan. NGFL monies will mostly fund current leasing costs for hardware purchased in Year 2000 / 2001, although some will be directed towards the purchase of interactive whiteboards. Part of the funding will be directed to software purchasing.

ICT Development Plan

Links to the DfEE Workplan 1999 - 2000

There are **three** central objectives underpinned by specific targets for 2002. This development plan will attempt to match these targets where applicable.

1. Ensure all young people reach 16 with the skills, attitudes and personal qualities that will give them a secure foundation for lifelong learning, work and citizenship in a rapidly changing world.
 - a) An increase in the proportion of those aged 16 who achieve one or more GCSEs at grade G, or equivalent, from 92% to 95%, and those aged 16 who achieve five or more GCSEs grades A* - C from 45% to 50% by 2002. - The ICT department will set annual targets for GCSE results which more than match DfEE targets.
 - b) The ICT department will also attempt to provide all students with transferable IT skills to a minimum standard of IT Key Skills Level 1. These key skills will help develop lifelong learning.
2. Developing in everyone a commitment to lifelong learning.
 - a) An increase in the proportion of those aged 19 achieving NVQ Level 2 or equivalent from 72% to 85% by 2002. - The school, through the ICT Department and its Community Learning Centre, will provide ICT / IT courses that will help towards the attainment of this target. In particular CLAIT, IBT II / III, ECDL and Key Skills qualifications will be offered.
 - b) Reduce non-learners by 7% by 2002 - the Community Learning Centre hopes to offer courses that will attract a wider selection of the population in the local community.
 - c) 10,000 small organisations to be recognised as Investors in People - the ICT department will actively support the schools current bid for Investors in People status. The ICT Manager will encourage, monitor and supervise the professional development of staff within the ICT department.
3. Helping people without a job into work.
 - a) The school, through the Community Learning Centre, will seek links with local employment services with a view to helping people in the local community gain ICT skills that may offer them a better opportunity of work.
 - b) The school and its Community Learning Centre will support the development of Key Skills as a vehicle towards developing a flexible, adaptable and competitive workforce in the local community.

The school and the Community Learning centre would welcome links with the University for Industry.

ICT Development Plan

Links to Government Objectives and Aims

European Social Fund (Plan for a Community Support Framework)

- ◆ **Raising standards and attainment** - the school and the Community Learning Centre will offer nationally recognised qualifications in ICT / IT and work towards improving the learning and education of people in the local community.
- ◆ **Promoting inclusion and equality of opportunity** - the Community Learning Centre will attempt to involve all groups of people in learning in the hope of improving the possibility of sustained employment.
- ◆ **Increasing access and participation** - the school will encourage a wider proportion of the local population to undertake learning by providing easy access to ICT facilities and courses through its Community Learning Centre. The school is determined to support the local community by offering ways in which to gain the education and skills that will be needed in the 21st century.
- ◆ **Enhancing employability and skills** - the Community Learning Centre and the school will promote learning that will enable individuals to develop the skills that will help them secure and retain jobs in the future. Links with local employment services will be investigated.
- ◆ **Developing a community focus** - the school will support local community efforts to manage their own regeneration by providing a quality Community Learning Centre and developing the Cheadle Community web site in partnership with local bodies. Training courses will be developed that will provide learners with the skills needed to make best use of the Cheadle Community web site.
- ◆ **Linking to the NGFL** - the school is already linked to the NGFL and offers Internet connection via its network for up to 136 users at one time. It is intended to increase this number still further by 2003.
- ◆ **All teachers to update their ICT skills** - by 2003 all teaching staff in the school will have undertaken ICT training as per guidelines set out in the NOF training programme. This training will be supplemented with other ICT training where needed.

It is important for all communities to recognise the importance to individuals and businesses of new ICT systems. Painsley will work with all organisations in the local community that are interested in the pursuance of these goals.

These are Government targets for 2002.

Sharing Good Practice

Audit

Currently there are no systems in place for sharing good practice with other schools and institutions. The school has participated in several projects and activities to this end, but there has been no recording and evaluation of outcomes. These activities include:

- a) Participating in a BBC TV program called "Getting Connected."
- b) A member of the I.T department delivering a presentation on "Creating a School Web Site" at the 1999 Staffordshire IT Conference.
- c) Ad hoc replies to e-mails from members of the education community.
- d) Visits from the VI Form in Fenton.
- e) A visit from Keele University PGCE Maths students.

The school has sufficient facilities to allow the successful running of courses, workshops and seminars. We can also disseminate information and good practise via our web site.

Aims

1. To encourage and accommodate requests for visits whenever possible.
2. Develop materials for use in workshops and short courses to be offered periodically.
3. To develop a web site whose intention is to disseminate information regarding the use of web technology.
4. Develop close ties with the teacher training departments of Keele University and Manchester Metropolitan University.
5. Respond to e-mail and other communications weekly.
6. Support the SLN and NGFL by provision of a useful web site.
7. Develop web technology expertise both within our school and our feeder primary schools.
8. Continue ICT research and development in school, particularly with respect to the Internet, Web technology, Interactive Whiteboard, and Video Conferencing.
9. Liase with centres of IT excellence and other Beacon Schools to form working partnerships.

ICT Development Plan

Priority:- Sharing Good Practice

Overall Staff responsibility:- Mr P.J. Challinor

Target:- Improve how good ICT practice at Painsley is shared in the education community.			
Action:-	Responsibility	Completion	Costs
1. Increase number on school web site mailing list to 150.	P.J. Challinor	January, 2003	-
2. Create a web site devoted to the use of web technology in schools.	P.J. Challinor	September, 2000	-
3. Allocate specific weekly time for updating discussion forums, feedback forms and replying to e-mails and suggestions.	P.J. Challinor	September 2000	2 hrs per week teaching time
4. Develop links with the Teacher Training departments (mainly IT sections) at Keele University and Manchester Metropolitan University. Arrange visits for PGCE students.	P.J. Challinor	September, 2002	-
5. Develop web technology expertise within feeder primary schools. Run a course on the use of e-mail, transfer of files and creating and maintaining a school web site. Provide access to our server and through this to user areas created for them.	P.J. Challinor / P.J. Weatherby	July, 2000	-
6. Look into visiting centres of IT excellence throughout the country in order to develop working partnerships for specific R & D projects.	P.J. Challinor	July, 2000	-
7. Support staff use of web technology in school. Provide e-mail addresses for all staff and access to their user areas remote from school.	P.J. Challinor	July, 2000	-
8. Develop the use of the Interactive Whiteboards in school.	P.J. Challinor / P.J. Weatherby / C. Winfield	ongoing	Approx 3 x £5000
9. Develop the use of Video Conferencing in school.	P.J. Challinor / Mrs J. Thomas	July , 2001	£200
10. Advertise the school's offer of help within the Staffordshire ICT Community.	P.J. Challinor	September, 2001	-

ICT Development Plan

<u>Staff Training / Development</u> Allow visits out of school for P.J. Challinor. Any course on the best use of Interactive Whiteboards or Video Conferencing for P.J. Challinor, J. Thomas, C. Winfield, C. Wooldridge and P.J. Weatherby.	<u>Costs</u> £15200
<u>Success Criteria</u> <ol style="list-style-type: none">1. I.T teachers able to use Interactive whiteboard and Video conferencing effectively and passing this knowledge onto other staff. Research in this area passed on to our staff and other schools.2. Languages Department use Video Conferencing effectively in their teaching.3. Target for school web site mailing list is met.4. All feeder primary schools have user areas on our servers, are able to access and transfer information to and from our respective schools, and have their own web sites that link in to ours.5. Working partnerships with other schools have been organised.6. A web site for disseminating information on the use of web technologies in schools has been created.7. Close links with Keele and Manchester Universities have been established.8. Response to electronic communications is quick and beneficial.9. Requests for visits to the school are common.10. All members of staff have e-mail addresses and access to their user areas remote from school.	
<u>Evaluate and Review</u> Monitoring to be carried out by ICT Co-ordinator. Review every January. Reports to S.M.T and I.C.T Working Party.	

Community Links and Education

Audit

A Cheadle Community web site has been created which, although it is structurally sound, lacks good content. It has attracted outside interest and we are now developing the site in partnership with The Staffordshire Community Council. Dr Mather, their representative, is keen for the project to do well.

The school has provided a basic computing course for the Cheadle Community for the last two years as part of the Community Learning Centre program. Presently there are two courses running in our Community Learning Centre: IBT2 taught by Lynda Pratt consisting of 16 students (made up mainly of students who took CLAIT with Lynda in the previous year) and CLAIT taught by Sue Arthur consisting of 7 students. In the first year of the program Lynda recorded a pass rate of 100%. The Community Learning Centre is currently working at a loss. The courses are only advertised through our school newsletter (although this also appears on the school web site). The courses are proving to be quite popular and I have no doubt that there is a considerably wider market for courses of this type.

One of the main problems with the Centre is the lack of suitably qualified people willing to teach the courses at the allotted times. Also advertising of courses occurs too late and also has very limited coverage.

Aims

1. Increase the market sector of the Learning Centre to include industry, commerce and a wider community that includes the disadvantaged, disabled and other persons with special needs.
2. Investigate the feasibility of distance learning and self-contained learning programs.
3. Expand the number and breadth of courses offered including IBTIII, Key Skills and ECDL qualifications.
4. Ensure quality delivery and value for money.
5. Provide a pleasant and appealing learning environment.
6. Attract suitably qualified and competent teaching staff to the learning centre.
7. Investigate the feasibility of concessions on course fees for the disadvantaged, pensioners and minors.
8. Ensure equality of opportunity and access for **all** members of the community.
9. Investigate other sources of funding for the Centre.
10. Develop links with local employment services and seek other partnerships within the community.
11. Develop the Cheadle Community Web Site into a valuable and well-used resource.
12. Provide courses that provide the skills needed to make best use of the Cheadle Community Web Site.

ICT Development Plan

Priority:- Community Links

Overall Staff responsibility:- Mr P.J. Challinor

Target:- Increase the use of the Community Learning Centre. Help members of the Cheadle Community become life long learners and be better prepared for today's job market. Create links with the local community through our web sites including the Cheadle Community Web Project.			
Action:-	Responsibility	Completion	Costs
1. Investigate the feasibility of distance learning and self-contained learning programs.	P.J. Challinor	September, 2002	-
2. Develop the Cheadle Community Web Site in partnership with Dr Mather and the Staffordshire Community Council.	P.J. Challinor / P.J. Weatherby	Review September, 2000	Self funding
3. Install interactive whiteboards and video conferencing in Rooms B1, B2 and C1.	P.J. Challinor	September, 2001	@ £16000
4. Develop a Community Learning Centre Prospectus.	P.J. Challinor	September, 2002	-
5. Offer the European Computer Drivers Licence (ECDL) as a course. Apply to become an ECDL Test Centre. Offer Key Skills qualifications or their equivalents.	P.J. Challinor	September, 2001	-
6. Investigate the provision of other computer courses.	P.J. Challinor	September, 2002	-
7. Ensure supply of suitable staff.	P.J. Challinor	As needed	
8. Support centre staff with quality materials and facilities.	P.J. Challinor	As needed.	-
9. Investigate other sources of funding and the feasibility of concessions on course fees for pensioners, minors and the disadvantaged.	P.J. Challinor	September 2000	-
10. Seek links with local employment services and other organisations within the community.	P.J. Challinor	September 2001	-
11. Widen advertising to include local newspapers, SLN, our web site, local industry and commerce circulars and magazines, and mail shots. Advertise earlier than at present.	P.J. Challinor / P.J. Weatherby	September, 2000	-
<u>Staff Training / Development</u> A course on the delivery of ECDL for P.J. Challinor, L. Pratt, S. Arthur and P.J. Weatherby.			<u>Costs</u> £16000
<u>Success Criteria</u> 1. The creation of a Cheadle Community web site, which attracts large numbers of visitors. 2. A substantial increase in the uptake of courses offered by the Community Learning Centre directly resulting in an increase in revenue for the school. A growing reputation for quality of service. Equality of opportunity for all members of the community.			
<u>Evaluate and Review</u> Monitoring to be carried out by the ICT Co-ordinator in liaison with Learning Centre staff. Review every January. Reports to S.M.T.			

ICT and School Administration

Audit

At the moment the Curriculum network is used by teaching staff for entry of examination results in to a rather basic spreadsheet that is easily damaged by accidental misuse. No other administrative procedures are carried out on this network. There is scope for much improvement. Giving staff remote access to our servers will considerably help to improve the situation.

The "admin network" is used extensively by office staff. At the moment we use SIMMS software for the main administrative tasks.

The publishing of important information on to the curriculum network could reduce much of the work currently carried out by the office e.g. class lists, timetables, calendars etc. Furthermore, certain tasks carried out by senior management may be facilitated and simplified by the creation of data management systems using MS Access e.g. tracking of staff training and courses. Current SIMMS software is written for Windows 95 which has now been superseded by Windows 98.

The two networks will become connected in the not too distant future eventually dovetailing into one network. This will enable access by all staff to very useful administrative software and data. It will be interesting to see how SIMMS deals with the new operating environment, especially linking into the RM Connect O.S. There will, of course, be security issues that need to be addressed and a hierachial system of access will need to be used. The school needs to prepare for this eventual scenario.

Aims

1. Improve the delivery of data and information to staff.
2. Devise a coherent and workable method of electronically archiving information and data.
3. Devise ICT systems, which will facilitate the transfer of information from Primary Schools to our networks.
4. Devise more efficient methods for reporting and analysis especially for entry of examination results and other types of assessment.
5. Construct data management systems and tools, which aid the day to day running and management of the school.
6. Encourage the use of internal e-mail.
7. Monitor the progress by the County towards the "single network" goal.
8. Ensure staff are sufficiently trained and prepared for the "single network" when it finally arrives.
9. Purchasing of Admin Network hardware to be linked with Curriculum Network purchasing.
10. Closer liaison between Administrative Officer and ICT Co-ordinator on ICT and administrative issues.

ICT Development Plan

Priority:- ICT and School Administration

Overall Staff responsibility:- Mr P.J. Challinor

Target:- To improve the dissemination of, and access to, information for all members of staff. To use ICT to facilitate improved administrative procedures. To enable easier analysis of data in particular for predictions and target setting. To simplify management tasks. To improve internal communication.			
Action:-	Responsibility	Completion	Costs
1. Publish important information such as class lists etc to the Intranet. Also investigate database access to pupil information.	P.J. Challinor / N. Green / Office	September 2000	-
2. Discuss archiving procedures with Andy Holt at QLS.	P.J. Challinor	June 2001	-
3. Train feeder schools in the use of e-mail, attachments, and f.t.p.	P.J. Challinor / P.J. Weatherby	June 2000	-
4. Ensure transfer of SATs results etc for Year 6 to 7 intake is completed via e-mail.	P.J. Challinor	June 2000	-
5. Implement the use of Assessment Manager in the History and ICT Departments as a prelude to more general use. Link with office staff.	P.J. Challinor / G. Irving / P. Forbes	June 2001	-
6. Look at improving current method for entering exam results (possibly by developing exam entry forms on the Intranet.)	P.J. Challinor / P. Walters	May 2000	-
7. Investigate new management / administrative software, programs and methods.	P.J. Challinor	June 2001	-
8. Install PIC software on all staff home computers to allow remote access to e-mail, user areas, intranet and shared documents areas on our servers.	P.J. Challinor / B. Woodier	Jan 2003	-
9. Reduce the amount of paper circulated by staff and SMT by encouraging the use of internal e-mail. Where practicable, circulars to be posted electronically in addition to normal means.	P.J. Challinor / SMT	March 2003	-
10. Monitor network developments towards the combined curriculum / admin goal.	P.J. Challinor	Ongoing	-
11. Link purchasing of Admin Network hardware with purchasing for the Curriculum Network. Leasing to be concurrent, wherever possible.	P.J. Challinor / P. Forbes / Headteacher	March 2000	-

ICT Development Plan

<u>Staff Training / Development</u> P.J. Challinor to have time out of school with QLS and SLN staff. All staff to be trained in the use of PIC software and any new administrative procedures.	<u>Costs</u>
<u>Success Criteria</u> Dissemination of, and access to, information for all members of staff is dramatically improved. Administrative procedures and systems are made more efficient with a saving in man-hours. Easier analysis of data in particular for predictions and target setting is facilitated. Day to day management of the school is made simpler. Internal communication is improved.	
<u>Evaluate and Review</u> Monitoring to be carried out by ICT Co-ordinator. Review every January. Reports to SMT.	

Webmaster

Audit

The following is a brief appraisal of our work in this area:

- a) Every user in our school can **publish** their web sites to our servers independent of any other person. Anyone logging onto a computer can read these sites but only the creator can edit them.
- b) We have an **Intranet** capable of delivering interactive content.
- c) We have one of the **largest school web sites** in the UK. It contains curriculum specific sites, community interest, Painsley specific information and resources for teachers and educators. We also **host** the **St. Giles** web site and the **Cheadle Community** site. St Giles and our own school sites need to be updated.
- d) We have our own **registered domain name** - www.painsley.org.uk
- e) We have set up the Intranet so that a user can easily **share documents** and post articles to others. This forestalls the need for documents to be continually placed in a central holding area, although the shared document area can still play a major role in the way we circulate information.
- f) The use of web technology is a part of the **ICT Scheme of Work** from Year 7 onwards.
- g) All the stations in the school have **Internet access** and every user has an **e-mail** address that uses the painsley.org.uk domain name.
- h) Most subject areas now have **Internet web sites** - only music, PE, English, and Technology have no content at all.
- i) Many pupils are creating their own web sites and we have posted the best of these onto the Internet. Some departments are utilising their skills to create their own web sites e.g. Art.
- j) Our web expertise has attracted outside interest.

Some weaknesses need to be addressed:

- a) We have very limited network expertise when we are considering Internet / Intranet technology.
- b) Key members of staff involved in the implementation are unable to devote their full attention and energies to the project because of other commitments in the school.
- c) There is a general ignorance amongst staff of what the Internet is capable of delivering.
- d) There is a certain resistance to change amongst some key staff (particularly where ICT is concerned).

ICT Development Plan

Aims

Our long-term aims should be:

1. To create an ICT friendly environment, where all staff and all pupils are confident and enthusiastic users of the new technology.
2. To develop a multimedia Learning Resources Centre linked via an electronic network to curriculum areas in other parts of the building and annexes, which provides full access to the Information Superhighway.
3. To develop electronic links to all parts of the local community.
4. To develop a popular web site which is able to show the school in a very positive light.
5. To share information and resources with other schools.
6. To encourage the creation of regularly updated internal web sites for all departments. Include the use of the technology in schemes of work for all possible subjects.
7. To promote the internal network as the primary school communication medium (E-mail etc).
8. To regularly update all parts of the school web site and regularly monitor discussion groups, feedback forms and e-mail.
9. To widely publicise the site.
10. To improve interactivity and content.
11. To improve aesthetics and navigation.
12. Develop school administration systems through our Intranet.
13. To introduce electronic archiving.
14. To develop the use of databases in the creation of web pages.

ICT Development Plan

Priority:- Webmaster

Overall Staff responsibility:- Mr P.J. Challinor

Target:- Increase the use of both the school Internet web site and its Intranet by pupils, parents, staff, the community and educators. Develop useful systems for communication and information delivery and to maintain these systems to avoid deterioration.			
Action:-	Responsibility	Completion	Costs
1. Install PIC software on all staff home computers to allow remote access to e-mail, user areas, intranet and shared documents areas on our servers.	P.J. Challinor / B. Woodier / Staff	Jan 2003	-
2. Investigate the practicalities and cost of a direct cable link to the Moorlands VI Form.	P.J. Challinor	Jan 2003	-
3. Develop the Cheadle Community site in partnership with Dr Maher of the Staffordshire Community Council	P.J. Challinor / P.J. Weatherby	Review Sept. 2000	Self funding
4. Revitalise the school part of our Internet site to improve its look, content and to rationalise certain parts. Publish the school prospectus electronically.	P.J. Challinor / P.J. Weatherby / N. Green / P. Forbes	June 2000	-
5. Further develop all curriculum sites most notably, History, Geography, Science, Maths, IT, MFL and RE both on the Internet and the Intranet. Encourage their use and inclusion in schemes of work.	P.J. Challinor / P.J. Weatherby / L. Elliot / J. Mistry / F. Waugh / J. Thomas	Rolling program based on Cross- Curricular Action Plan Completion by Jan 2003	Self funding
6. Reduce the amount of paper circulated by staff and SMT by encouraging the use of internal e-mail. Where practical, circulars to be posted electronically in addition to normal means.	P.J. Challinor / SMT	March 2003	-
7. Provide time for key staff to update web sites and monitor use.	SMT	-	-
8. Develop exam entry forms on the Intranet. Also database access to pupil information.	P.J. Challinor / P.J. Weatherby	September 2002	-

ICT Development Plan

9. Undergo training in the use of ODBC for creating web pages from data contained in a database.	P.J. Challinor / P.J. Weatherby	March 2001	-
10. Test the use of electronic archiving in the IT department.	P.J. Challinor / B. Woodier	September 2001	-
11. Train staff and Primary School staff in the use of web creation software and the use of the Internet. Offer the same courses to other schools (sharing good practice).	P.J. Challinor / P.J. Weatherby	November 2002	-
<u>Staff Training / Development</u> Visits to A. Holt (SLN Webmaster) for ODBC training.			<u>Costs</u>
<u>Success Criteria</u> Increased traffic to the school web site and positive comments in any feedback. Increased usage of the school intranet by all departments. A well trained staff who exhibit confidence when using the technology in their teaching. E-mail used as a primary communication tool. Strong cyber-links with primary schools.			
<u>Evaluate and Review</u> Monitoring to be carried out by ICT Co-ordinator. Review every January. Reports to SMT and ICT Working Party.			

Whole School Curriculum

Audit

There has been considerable work in this area in the past. ICT is included in the schemes of work for Science and Technology at KS4, and it goes a long way to satisfying the statutory requirements for KS4. There needs to be some modifications in the delivery of ICT in Science. Assessment and monitoring of pupils for the ICT element needs to be refined and standardised. Certification of all pupils in Year 11 was achieved in 1998/99 although only in the form of an internal certificate.

There are many subjects who use ICT in their teaching in some form throughout the school including History, MFL, Music, Geography, Art and English. However, most of these activities are ad-hoc and there is no clear picture of the use of ICT across the curriculum. Communication has been facilitated through the IT Working Party. This group needs to become more pro-active.

The new National Curriculum makes specific mention of required ICT activities in each subject area. Since the requirements are more clearly spelled out, it should ensure that the teaching or consolidation of ICT skills would be achieved within a real context.

There are many ramifications of this change in the Curriculum. Firstly, it will force all subjects to include the use of ICT in their schemes of work I hope that all departments will look for ways of using the tool effectively so that real benefits for their subject are gained rather than simply adding "bolt-on" activities. These ICT activities need to be mapped by the ICT Co-ordinator so that a clear picture of where and when resources will be needed.

This brings me to the second point. More use of ICT across the curriculum will result in a greater demand for the hardware. We have already anticipated this demand to some extent by moving from two dedicated IT rooms to five. MFL and English share an IT room. Science and Technology also share a room and have clusters of stations in their own areas. Geography and History also share an IT room. RE will have a cluster and are situated close to an IT room. This leaves Maths and Music who will need to check room availability. An effective room booking system will need to be implemented. To alleviate the pressures we should attempt to stagger ICT activities so that departments mainly require ICT facilities at different times through the academic year. We also need to consider the implications of this expansion of the use of ICT in our hardware and software purchasing plans.

Anglia MultiMedia has been chosen to be our training provider for the NOF. We have delivered a funding forecast to the LEA detailing a shortfall in monies. Anglia does not train librarians so a separate provider will need to be sought for these staff. NOF training will give staff more confidence to use ICT in their teaching and will suggest suitable activities and encourage their inclusion in schemes of work. There may be scope for many Cross Curricular links to be developed using ICT as a common string.

ICT Development Plan

Certainly Lower School ICT teaching will be based on closer ties with MFL in Year 7, History in Year 8 and Geography in Year 9.

A new audit of staff ICT competency needs to be carried out. An IT Start training course is currently being run by Father Weatherby and is proving to be very popular. Support from ICT Department will be needed even more in the short-term and this will need to be considered when timetabling.

Aims

1. Further develop the use of ICT in Science at KS4 and improve its delivery and assessment.
2. Certify all pupils at KS4 for their use of ICT.
3. Include specific links to other subjects in the Lower School ICT Schemes of Work.
4. ICT to be included in all departmental schemes of work in line with N.C requirements.
5. ICT only to be used if it facilitates the learning outcomes desired. No "bolt-on" activities.
6. Staff to become very confident in the use of ICT systems and to use ICT both in their teaching and administration.
7. Further develop ICT Support.
8. Develop a training plan for staff (to include NOF training) and monitor its implementation.
9. Map the use of ICT across the Curriculum for all Years.
10. Identify key timetabling and hardware resourcing issues.
11. Plan for an expansion in the use of ICT.
12. Ensure ICT systems are effective and efficient and that easy access is afforded.
13. Develop systems for keeping staff informed of developments in ICT.
14. ICT Working Party to become more pro-active.

ICT Development Plan

Priority:- Whole School Curriculum

Overall Staff responsibility:- Mr P.J. Challinor

Target:- All departments use ICT with confidence in their teaching when needed and in accordance with the new N.C. Access to ICT systems is optimised. There is a clear picture of how ICT is used across the curriculum.			
Action:-	Responsibility	Completion	Costs
1. Develop a module for the delivery of data logging in Science at KS4.	P.J. Challinor / F. Waugh	June 2000	£5000
2. Deliver the modelling module for Science at KS4.	P.J. Challinor / Science Dept	March 2000	-
3. Create a procedure for assessing and recording the ICT element of the above modules.	P.J. Challinor	March 2000	-
4. Include intimate links with MFL (Y7), History (Y8) and Geography (Y9) in the Lower School ICT Schemes of Work.	P.J. Challinor	September 2000	-
5. Map existing ICT usage across the curriculum.	P.J. Challinor	Jan 2001	-
6. Look at ICT Support for 2000/2001 timetable.	P.J. Challinor / P. Walters	September 2000	-
7. Improve the work of the ICT Working Party and monitor the inclusion of ICT requirements in schemes of work.	P.J. Challinor / ICT Working Party	September 2001	-
8. Carry out an audit of current Staff ICT competency.	P.J. Challinor	April 2000	-
9. Develop procedures for planning, monitoring and recording ICT training of staff.	P.J. Challinor	June 2000	-
10. ICT Notice board to be fitted in staff room.	P.J. Challinor	March 2000	-
11. Investigate systems that may encourage the use of ICT by departments e.g. special devices for SEN, interactive whiteboards, remote access to servers etc.	P.J. Challinor	Ongoing	-
12. Plan for the increased use of ICT systems in purchasing, leasing and development plans.	P.J. Challinor / Headteacher	-	-
13. Encourage departments to use the Intranet for delivery of information and linking to documents.	P.J. Challinor / ICT Working	September 2002	-

ICT Development Plan

	Party		
<u>Staff Training / Development</u>			<u>Costs</u>
NOF training for all teaching staff and librarians. IT Start training courses to support NOF training. Any courses that staff feel will help develop their use of ICT in their teaching or administration.			<u>£5000</u>
<u>Success Criteria</u>			
All teaching staff meet the minimum ICT requirements suggested by the TTA by the prescribed finish date. All departments use ICT with confidence in their teaching as per their schemes of work. Access to ICT systems is optimised. A clear picture of how ICT is used across the curriculum exists. All statutory requirements are met.			
<u>Evaluate and Review</u>			
Monitoring to be carried out by ICT Co-ordinator. Review every January. Reports to SMT and ICT Working Party.			

The ICT Department

Audit

Lower School Teaching (KS3)

Schemes of work for Years 7, 8 and 9 are in place, which meet the previous National Curriculum requirements in all areas save modelling and control. Equipment has recently been purchased to address this problem.

The schemes are mainly geared towards providing software skills and are very rigid in what should be taught and the way in which it should be delivered. Whilst there is some merit in this method for inexperienced teachers and non-specialists, it places unnecessary constraints on experienced teachers who may wish to deliver the curriculum in different ways. It reduces the chances of improvement through experimentation and can lead to stagnation. The new schemes will highlight the skills, knowledge and understanding that needs to be delivered at prescribed times although there may be specific requirements stipulated in order to ensure strong links with other departments and consistent assessment. Resource boxes for each module will be created that will act as a support for teachers who wish to use them.

The schemes need to be reworked in line with the requirements of the new N.C. Pupils need to gain a greater appreciation of Information and Communications Technology as a subject in itself. It is important that pupils see its use in real world applications and are able to consider the benefits of its use as a tool in other subjects. They must also become more efficient and rigorous in their use of ICT. The system lifecycle of analysis, design, implementation, testing and evaluation needs to become familiar to pupils, particularly in Y9. These higher level skills will require a considerable rethinking of the way in which we currently deliver ICT to the Lower School.

More time will need to be allocated for this type of work at the expense of other parts of the current scheme. Reducing the amount of word processing and DTP taught in all year groups should provide some time. Rationalising the software used will provide still more time and aid consolidation of existing skills and knowledge. Links with other subject areas will provide mutual support and provide further consolidation. A theme for each Year group to follow will be devised so that related work can be drawn together periodically in DTP reports. The theme will be negotiated with other subjects that wish to contribute, in particular, MFL in Year 7, History in Y8 and Geography in Y9. The new ICT N.C indicates links to other subjects. These links will be considered when new schemes of work are being devised.

Motivation of pupils, particularly in Years 8 and 9, needs to be improved. External certification may help. We are currently trying out the OCR Certificate of Achievement in IT. The formally assessed tasks that form the basis for this certificate will be used to aid Lower School assessment as a whole. We hope to certificate pupils at the end of Year 8, (this may help to address the *Year 8 Dip*). An important area to

ICT Development Plan

consider is ICT Key Skills. There is considerable pressure from the Government for the promotion of Key Skills. Extra funding is available (e.g. it generates more money for school Standards funds) and qualifications will be available from September 2000. Mapping our schemes of work into this area will be very beneficial in the long term.

Current procedures for Lower School do not provide a reasonable basis for accurate assessment and monitoring of pupils. It is difficult to formulate accurate NC levels for pupils at KS3 that reflect their ability. Identification of trends and monitoring of improvements is impossible. Assessment and recording needs to be formalised and centralised in order to:

- a) monitor pupil and teaching performance,
- b) to give a performance measure for any changes to schemes of work etc.
- c) to provide accurate assessment for reporting to parents, allocation of levels at KS3 and to measure improvement,
- d) to provide pupils with useful feedback on real performance.

Literacy needs to be considered when devising assessment methods. DfEE guidance will be followed.

There is also scope for pupils to achieve the European Computer Driving Licence (ECDL) at the end of Year 9. The overall objective of the ECDL programme is a general improvement in the basic knowledge of computers and a higher level of competence in computing throughout Europe. The ECDL is a European technology certificate for all European citizens suitable for people from every discipline and for people entering the job market, and for all ages from 8 to 80. It is set to become the most widely recognised qualification in the field of work-related computer use. The ECDL is awarded on the successful completion of one theoretical test and six Practical tests. The feasibility of including it into Lower School Schemes of Work needs to be further investigated.

An improvement in Lower School learning will have a direct impact on the learning at KS4.

Upper School Teaching (KS4)

More and more pupils are recognising the value of a GCSE in Information Technology. Since 1995 the number of option groups has doubled. Results have been no more than adequate, although there was a marked improvement in 1999. The scheme of work for GCSE IT is workable but there is room for much improvement. The completion of coursework on time is a big issue. Thought needs to be given on how best to resolve this problem. Teachers of the course will need to attend the NEAB project standardisation meetings. Visits to other schools who run a successful NEAB IT GCSE would also prove useful to investigate how they manage the coursework element of the course. The school has provided the Department with excellent resources. There is no reason why GCSE results for the IT Department should not match other subjects. An improvement in Lower School teaching will have a direct impact on GCSE results.

ICT Development Plan

Pupils following the GCSE in IT meet the requirements of the N.C for KS4. However, further work needs to be carried out in order for those pupils not following a GCSE I.T at KS4 to meet the statutory requirements. Action for this can be found in the [Whole School Curriculum Action Plan](#).

Differentiation and SEN

The schemes of work for all year groups do not successfully challenge the most able or aid the learning of the least able. The schemes are too rigid and do not allow for any flexibility in the delivery of the content. There is no differentiation in assessment materials and worksheets are not always appropriate. All pupils do have equality of access to resources. The department has limited access to specialist ICT devices that may help pupils with specific physical or learning difficulties.

Team Work

There are currently seven teachers delivering ICT. Considering that the total number of timetabled ICT / IT lessons is 38 for Lower School and 32 for Upper School (a total of 70 lesson over a fortnight) the number of teachers is excessive. None of the teachers are full time ICT teachers. All teachers, save one, have main allegiances to other departments. It is difficult to allocate departmental responsibilities and to develop a successful team spirit in such circumstances. Departmental meetings are rarely fruitful and close ties between colleagues are difficult to build. There is a need to drastically reduce the size of the team and especially to appoint at least one full time teacher of ICT.

Management

There is some good documentation available in the Department. However, much has changed since it was formulated. Policies need to be reviewed and procedures and systems for resourcing need to be examined. Management of technician time needs to be reviewed. An ICT Department Handbook will be created with the main purpose of informing ICT staff of the department's procedures and expectations.

Aims

1. Reduce the number of teachers in the ICT Department.
2. Hold regular departmental meetings with useful agendas.
3. Allocate responsibilities within the department.
4. Assess individual professional development needs and formulate plans to meet these needs.
5. Develop an efficient, well-motivated and effective team.
6. Meet all statutory requirements for the new N.C.
7. Improve the delivery of the ICT N.C to Lower School.
8. Improve the teaching of GCSE I.T and the results obtained.
9. Ensure consistency of teaching, assessment and recording.
10. Develop an efficient and effective system for monitoring pupil achievement and success.

ICT Development Plan

11. Develop an efficient and reliable system of recording and assessment.
12. Assessment procedures to include a mark for spelling, grammar and the use of technical language.
13. Improve the accuracy of reporting of KS3 levels.
14. Develop materials and schemes of work that enable effective delivery by teachers in the classroom.
15. Create differentiated materials for inclusion in resource packs for each module in each scheme of work.
16. Develop links in the schemes of work for the Lower School to other subjects.
17. Introduce the ECDL and become an accredited test centre.
18. Investigate the Key Skills qualifications and include Key Skills in schemes of work.
19. Ensure that all pupils leave school with a minimum of Key Skills Level 1 in IT.
20. Create a Departmental handbook for all ICT staff.

ICT Development Plan

Priority:- The ICT Department

Overall Staff responsibility:- Mr P.J. Challinor

Targets:- Lower School teaching to be improved with certification of all pupils at KS3. GCSE results improved to 78% A*-C and 100% A* - G. All statutory requirements for the new ICT N.C are met. An effective and efficient ICT team. The accuracy of reporting and assessment is improved. ECDL and Key Skills Level 1 to be awarded to all pupils before they leave the school.			
Action:-	Responsibility	Completion	Costs
1. Reduce the number of ICT teachers to no more than three.	SMT	-	-
2. Fortnightly department meetings to become the norm.	P.J. Challinor	September 2000	-
3. Allocate departmental responsibilities to all members of the team.	P.J. Challinor	September 2000	-
4. Assess individual professional development needs and formulate plans to meet these needs.	P.J. Challinor	Yearly	-
5. New assessment procedures to be implemented at KS3 which include literacy as a criteria.	P.J. Challinor	September 2000	-
6. A central database containing assessment data for all pupils to be devised.	P.J. Challinor	September 2000	-
7. Introduce a teacher observation system for all members of the department.	P.J. Challinor	September 2000	-
8. Create a timetable for GCSE coursework with completion deadlines that are definite.	P.J. Challinor	September 2000	-
9. Rework all schemes of work.	P.J. Challinor	September 2000	-
10. Create resource boxes for each module of each scheme of work that includes differentiated materials.	P.J. Challinor	September 2001	-
11. Develop links with other departments and devise tasks to fit in with respective schemes of work.	P.J. Challinor	September 2002	-
12. Visit other schools using the NEAB GCSE IT course to investigate how they manage the coursework element. Attend the standardisation meeting for project work for the course.	P.J. Challinor / C. Wooldridge	March 2001	-
12. Apply to become an ECDL accredited test centre.	P.J. Challinor	June 2001	-
13. Incorporate ICT Key Skills in schemes of work and look at Key Skills Level 1 and 2 qualifications.	P.J. Challinor	September 2000	-
14. Make the ECDL syllabus implicit in our schemes of work.	P.J. Challinor	September 2001	-
15. Investigate the use of self containing learning programs for pupils.	P.J. Challinor	September 2001	-
16. Create a departmental handbook.	P.J. Challinor	September 2001	-

ICT Development Plan

<u>Staff Training / Development</u> As indicated by professional development interviews. ICT Co-ordinator courses for P.J. Challinor. Day release for P.J. Challinor and C. Wooldridge to other schools and the NEAB Standardisation meetings.	<u>Costs</u>
<u>Success Criteria</u> Lower School teaching has been improved with external certification of all pupils at KS3 taking place. GCSE results have improved to 78% A*-C. All statutory requirements for the new ICT N.C have been met. Effective links with other subjects exist. An effective and efficient ICT team is now in place. The accuracy of reporting and assessment has been improved and pupil profiles developed by the use of a database. The school is an accredited ECDL test centre and all pupils attempt to gain the ECDL before they leave school. Key Skills are incorporated into schemes of work with routes to qualification mapped. All pupils attempt to gain a minimum of Key Skills Level 1 qualification before they leave the school.	
<u>Evaluate and Review</u> Monitoring to be carried out by ICT Co-ordinator. Review every January. Reports to SMT.	

Resourcing

Audit

No formal plans or systems for monitoring the purchasing and leasing of ICT systems in the school currently exist. The school has grown considerably over the past few years and the Governors and the SMT have recognised the need for good ICT provision. The rapid growth and need for ICT systems to keep pace has resulted in many lease agreements expiring at different times and some equipment becoming unusable on our networks. Planning has been ad-hoc. There is no clear vision for the future.

There is a clear need for an investment, purchasing / leasing plan. We need to carry out a strict audit of ICT resources (both hardware and software) and to work toward all leasing being concurrent. If all leases expire on the same date then equipment is less likely to become obsolete or to have compatibility problems. The network will run to its optimum because it will be using consistent and compatible cabling and machinery. Software needs to be rationalised and licensing checked. The less software we install on our network the better. Too much is too confusing, too costly and can lead to problems with the network. The "cleaner" our servers are, the better.

Our Development Plan must set clear goals and investment should be planned to reach these goals. The requirements of the new N.C will place greater demands on our ICT provision. We need to have the hardware and software in place to meet these demands. Other sources of funding should be investigated.

There are currently five ICT rooms in the school between them housing 78 stations. There are clusters of up to four machines in Technology, RE and Science rooms. Most classrooms have a station. Five machines are placed in the staff room, two in special needs areas, and five in the library. Heads of Year and senior management have stations in their offices. There are currently 139 networked stations all capable of accessing the Internet via two ISDN lines. The Headteacher and Admin Officer both have admin/curriculum access on their machines. 100 Mb/sec UTP cabling is used throughout the network with 100 Mb switching. A dedicated multimedia server and a proxy server are used in conjunction with 3 file servers. Printing is carried out via 7 laser printers, 3 network colour inkjets and a large number of colour inkjet printers.

Resourcing also includes room availability. A booking system for IT rooms has been used in the past. The system will be more complex with five IT rooms. Some responsibility for use of the "shared rooms" (MFL / English, Geography / History, and Science / Technology) must fall to these departments. Clearly the less these departments need to use the two main IT rooms the better. Other subjects need to have access and these should have priority. It will be important to monitor the "IT" use of these rooms in order to ascertain the level of return on investment. It will be possible to automatically record this data via software that we currently have on our system.

ICT Development Plan

Aims

1. Develop an investment plan detailing current ICT investment and planned ICT investment. The plan must include training, maintenance and other intrinsic ICT costs quite apart from the hardware and software purchasing.
2. All leases to be examined with the intention of bringing them all in line. One lease to be held for both administrative and curriculum hardware.
3. Software to be rationalised and licenses to be checked to ensure legality.
4. Install an Interactive whiteboard and video conferencing facilities in each ICT room.
5. Increase the number of computers on our network to 160 by September 2003 (dependant on usage and pupil numbers).
6. Increase the number of laptops used by staff for training purposes.
7. Provide more SEN devices such as "mouse pens", rollerballs etc.
8. SMT and Administration Officer to liase with ICT Co-ordinator on all matters of ICT provision in the school.
9. Find other sources of funding.
10. Devise a system for booking of IT rooms and for monitoring their use for IT purposes.

ICT Development Plan

Priority:- Resourcing

Overall Staff responsibility:- Mr P.J. Challinor

Targets:- Improved financial planning so that the real cost of ICT is made clear and required investment is highlighted. Clear aims for hardware provisions exist. All leasing is brought in to line. The amount of software on our servers is reduced. Interactive whiteboards and video conferencing made available in each ICT room. More laptops are available for staff training. Other sources of funding to be found.			
Action:-	Responsibility	Completion	Costs
1. Develop an Investment Plan detailing current ICT investment and planned ICT investment. The plan should highlight the real costs of ICT to the school.	P.J. Challinor / SMT	February 2000	-
2. Create a plan to bring all leasing into line by 2003.	P.J. Challinor	February 2000	-
3. Carry out a detailed audit of hardware and software.	P.J. Challinor / B. Woodier	February 2000	-
4. Rationalise the software used on the servers.	P.J. Challinor / B. Woodier	March 2000	-
5. Check that all software is correctly licensed.	B. Woodier	July 2000	-
6. One interactive whiteboard to be installed in B1.	P.J. Challinor / B. Woodier	March 2000	-
7. Interactive whiteboards and video conferencing to be installed in B2, C1 and B5.	P.J. Challinor / B. Woodier	September 2003	-
8. Purchase a further four laptops for training of staff. Replace two laptops.	P.J. Challinor / B. Woodier	September 2003	-
9. Investigate devices that will help our SEN pupils.	P.J. Challinor / V. Griffiths	July 2001	-
10. Other sources of funding to be investigated and effective bids formulated.	P.J. Challinor	Ongoing	-
11. Devise a booking system for IT rooms and a method of monitoring their use.	P.J. Challinor	March 2000	-
12. NGFL funding to be used mainly for leasing costs incurred during period when funding applies. Part of funding to be released for purchase of an interactive whiteboard and projector. Some to be allocated for software purchasing.	P. Forbes	Ongoing	Approx £20,000

ICT Development Plan

<u>Staff Training / Development</u> None required.	<u>Costs</u> £20,000
<u>Success Criteria</u> There is a marked improvement in financial planning. The current investment and planned investment is known. Clear aims for hardware provisions exist. A clear picture of current ICT capability and resourcing exists. All leasing is brought in to line. Rationalisation of software has resulted in less problems with the network hence freeing the technician for other work, also reduced licensing costs and increased expertise with specific software. Interactive whiteboards and video conferencing are available in each ICT room. More laptops are available for staff training.	
<u>Evaluate and Review</u> Monitoring to be carried out by ICT Co-ordinator. Review every January. Reports to S.M.T.	

Leasing Plan, Painsley Catholic High school

1. Stations

Hardware	Lease Expiry	1999	2000	2001	2002	2003
486	01/10/00	16	0	0	0	0
Elonex	01/03/01	13	13	0	0	0
Pent 166	01/03/02	41	41	41	41	0
Pent 266	01/03/03	20	20	20	20	0
Pent 450	01/03/03	0	85	85	85	0
Proposed						160
Total Stations		90	159	146	146	160
Total Costs						

The figure in red includes 4 admin m/cs.

Commentary: The figures in orange indicate a lease extension of one year.
By the 01/03/03 all major leasing will be in line.
note order for 37 m/cs placed on 29/2/00

2. Printing

Hardware	Lease Expiry	1999	2000	2001	2002	2003
Net Colour						
Net laser						
Inkjet						
Total Printers		0	0	0	0	0
Total Costs						

New printers will be purchased as lease expires.

3. Infrastructure

Hardware	Lease Expiry	1999	2000	2001	2002	2003
Print servers						
Router		4	4	4	0	0
Hub						
UPS	01/03/02	1	1	1	0	0
3 x UPS	01/03/03		3	3	3	0
Total Costs						

New UPSs will be purchased when lease expires.

4. Servers

Hardware	Lease Expiry	1999	2000	2001	2002	2003
PDC server	01/03/03	0	1	1	1	
BDC Server 1	01/03/03	0	1	1	1	
BDC Server 2	31/03/02	1	1	1	1	
MMD Server	01/03/03	0	1	1	1	
Proxy Server	01/03/03	0	1	1	1	
Obsolete		1	0	0	0	
Proposed						5
Total Servers		2	5	5	5	5
Total Costs						

November / March draw down dates are not clear for much of our hardware.

Year	1999	2000	2001	2002	2003
Total Lease Costs	£23,013	£41567.5 + £9955.12	£35879.62 + £9955.12	about £35,000 + £9955.12	£0

ICT Development Plan

Year: 2000

Timeline (target deadlines) Part 1

Area & Issue	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Community Education									Cheadle Comm Web			
									Widen advert for comm learn centre			
Sharing Good Practice					E-mail addresses for all staff	Training for primaries in web tech.	Visit other schools for R&D partners		Web Weaving in Schools			
						Remote access to servers.	Server access for primaries		Time for web maintenance.			
Webmaster						Improve the appear. of school site.						
Admin			Admin & curric purch.		Method for entering exam results.	SATs for Y6 emailed?			Admin info published to Intranet.			

ICT Development Plan

Year: 2000

Timeline (target deadlines) Part 2

Area & Issue	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Whole School Curriculum			Deliver Sc model. mod.	Audit of staff ICT comp.		Develop Sc Data log mod.			Strong links with MFL, Hi & Geog			
			Assess proc. Sc			Proc. For monitor training			ICT supp?			
			ICT notice board									
Resourcing		HW & SW audit	Install int. white in B1.	Ration. S/W on servers			Check licences					
		Leasing plan	Booking ICT rooms									
		Invest plan										

ICT Development Plan

Year: 2000

Timeline (target deadlines) Part 3

Area & Issue	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
ICT Department									Reg Dept meetings.			
									Dept responsibilities.			
									New assess proc at KS3.			
									Assess database.			
									Teacher observe.			
									Strict GCSE C/W timetable.			
									All KS3 schemes reworked.			