



Middlesbrough
Children Families & Learning
ICT Strategy Document
2009 - 2011

We are committed to developing a quality infrastructure with access to ICT for all our citizens. This will enhance communication, provide better information and promote life-long learning opportunities in order to improve life chances and contribute to the regeneration of the area by having an e-confident population.

The Vision

- 1 The vision for the Children Families and Learning (CF&L) Information Communication Technology (ICT) Strategy 2009-11 is to build on existing good practice and investment in ICT with the aim of improving communication and promoting cohesion.
- 2 ICT can enhance and improve opportunities to communicate using a variety of tools providing there is universal access to appropriate devices and adequate connectivity. Improvements to the corporate Wide Area Network (WAN) will benefit service provision but the potential of developing the infrastructure further will continue to be explored with the ultimate aim of having an affordable, resilient solution across the town for schools, children's services and the communities they serve.
- 3 Cohesion is vital so that the best use is made of existing and future investment thereby reducing replication and avoiding systems that don't integrate with one another.
- 4 The development of young people's skills and confidence in using ICT is a priority especially with regard to providing opportunities for them to access on-line learning opportunities within and beyond the school environment. Work on narrowing the digital divide will continue in order to improve the life chances of all young people.
- 5 ICT has the potential to reduce bureaucracy and improve working practices. Training that is targeted to benefit specific roles will ensure that there is an ICT literate workforce serving children and families through e-confident schools, children's services and their communities.
- 6 ICT can help improve information sharing between and across services, supporting our assessment of the needs of young people and ensuring that they receive the best package of help and support that we can provide in partnership with other agencies.

Feedback on the CF&L ICT Strategy 2007- 08

- 7 Comments from Senior Management Team (SMT) on the CF&L ICT Strategy 2007-08 indicated that the structure for future ICT strategies needed to be re-shaped in order to reflect the Every Child Matters (ECM) Outcomes. This has been addressed within this updated document.
- 8 Feedback on the actions was provided by MISE, the ICT stakeholder group for CF&L, and is available as Appendix 1.

Achievements

- 9 There are a number of ICT achievements to note and celebrate since the MISE review of the ICT Strategy:
- Hemlington Hall Primary won the 2008 Northern Grid Overall Excellence Award in ICT and Whinney Banks Primary was highly commended.
 - Park End Primary was highly commended in the 2008 Northern Grid Awards Personalisation category.
 - Hemlington Hall's 2008 Ofsted inspection recognises that: "Making sure that pupils are equipped particularly well with the life skills they need to be successful beyond their primary education has a high priority in the curriculum. This shows in the advanced skills that pupils gain in many aspects of ICT, from pod casting to digital media, as well as in their ability to question, reason, wish and wonder."
 - The Newlands FCJ 2008 Ofsted inspection recognises that; "They (pupils) can work well independently and with others and they are skilled in the use of information and communication technology (ICT) as a learning tool" and "The best lessons are planned carefully with reference to individual students' needs. This was seen in the teaching of ICT. Students are encouraged to carry out their own investigations and undertake independent work, using imaginative and well chosen materials."
 - Two students at Acklam Grange achieved excellent grades in their ICT qualifications and were in the top ten nationally.
 - 1,507 Middlesbrough pupils will benefit from Computers for Pupils funding.
 - Chandlers Ridge Primary School has been recommended by BECTA to be part of the prestigious ICT Register (www.ict-register.net) in recognition of the work the teachers and pupils have been doing using the Learning Platform in relation to personalised learning.
 - Continued support for and attendance at the Digital Creativity 'Oscars' events. The 2008 evenings covered a wide range of themes and skills all to a very high standard.
 - The Annual ICT Conference, sponsored in part by Mouchel, was well attended by representatives from schools and service areas. Delegates particularly enjoyed the keynote speakers, the range of workshops and the larger exhibition area.
 - National recognition for the work of the City Learning Centre (CLC) in terms of their innovative 3D work on developing a virtual school that re-

creates the new Acklam Grange School in an electronic environment so as to enhance the work of Building Schools for the Future (BSF).

- The number of primary schools accessing the school-based data technician scheme has doubled and a similar scheme is being rolled out to secondary schools.
- The appointment of an ICT Managed Service Provider for BSF schools.
- Mouchel has successfully retained their Becta accreditation for School Information Management Systems (SIMS) support.
- The implementation of an Integrated Children's System (ICS) across all aspects of social care provision for children and young people.
- Improved integration across case management systems, reducing the number of standalone systems operated across the department.

Further Action Required:

10 In the MISE review, certain actions were identified that require further work or are still to be addressed. These include:

- There should be wider use of Mgrid in CF&L service areas to enhance communication and information sharing.
- Sustainability plans for service areas and some schools need to be updated.
- The number of young people leaving school with an accredited ICT qualification remains a challenging target but is essential to address if we are to have an ICT skilled workforce in the future.
- The Service Level Agreement (SLA) for ICT training needs to be adapted to meet more specific service needs rather than just focussing on the generic packages.
- Improvements to the corporate WAN could not be synchronised in time to enable internet access for the Computers for Pupils families so an alternative solution had to be found or the funding would have been lost. Work is already underway to ensure future capital investment in the infrastructure benefits disadvantaged communities with affordable sustainable solutions that complement town-wide initiatives and so maximise the opportunity.
- Currently, Middlesbrough has approximately 20,500 Learning Platform accounts on mgrid. Of these, 11,100 are Primary School accounts, 9,000 are Secondary School accounts and 400 are for CF&L Officers.

Of the total number of accounts 3,500 are designated as teacher or staff accounts. These figures, however, are merely a guide as there are some duplicate accounts. It must also be noted that schools do not utilise the Learning Platform in the same way. So, whilst the national target for all pupils to have an on-line learning space has been met not all pupils are accessing this on-line learning opportunity to the extent we would expect. Work to support schools in addressing this will continue.

The Aims of the CF&L ICT Strategy for 2009-11

11 The aims of the CF&L ICT Strategy are outlined below and will be delivered by nominated officers in partnership with key stakeholders.

- Lead and co-ordinate the strategic vision for ICT with all stakeholders in order to implement national priorities within the local context.
- Support all schools, CF&L officers, and the wider children's services community to use ICT with confidence, competence and capability in the true spirit of workforce reform with due regard for the five ECM outcomes.
- Continue to research and develop new and emergent technologies to ensure that the quality of provision is maintained and the infrastructure sustained and supported within a safe electronic environment.
- Ensure the successful local implementation of ContactPoint to provide a basis for sharing information across all children's services on their key involvements with young people.
- Identify and facilitate opportunities to move the department's management information arrangements towards a single case management system for recording, supporting and monitoring all work with individual young people.

12 For these aims to be adopted successfully, the strategy has been shaped through consultation and shared with all key stakeholders. These include representatives from schools, the CF&L ICT champions, corporate colleagues and our strategic partners all of whom are listed in the acknowledgements.

13 MISE will monitor and evaluate progress on the actions within the strategy and give feedback as to the impact of its implementation across initiatives and services.

14 Building on the existing good practice in MISE, additional focus groups will be established in order to address specific service area needs relating to ICT.

15 Opportunities for discussing progress on realising the vision and achieving the aims are provided at MISE meetings, subject leader meetings, cluster meetings, Commissioning and Resources management team meetings and via the CF&L ICT 'champions'. Mgrid will facilitate wider consultation and enhanced discussion opportunities.

ECM 1 - Be Healthy	
<p>The Be Healthy outcome is addressed for users of ICT systems in keeping with the Becta guidance relating to such matters as wireless connectivity, the principles around setting up a work-station or a digital projector, etc... Improved data systems will ensure information relating to health issues can be accessed and shared more effectively.</p>	
Areas of progress	Areas for development
<p>Health and Safety principles are closely adhered to, particularly in relation to pupil access to ICT. For example, the design of and ICT infrastructure within BSF schools.</p> <p>Health and Safety and ICT are encompassed within the teaching and learning of Functional Skills - Using ICT Systems).</p>	<p>Data systems to improve information sharing and service planning around key health issues will be developed as a priority.</p> <p>The use of the Covalent performance management system across partners including the PCT.</p>

National Targets:

16 There are no national targets within ECM 1 with regard to ICT but schools and services will be kept updated on any additional or emerging issues. Good practice will be promoted with regard to, for example, the correct posture and keyboarding skills and, within PSHE, support will be provided for the constructive and safe use of e-leisure activities.

Local context: What have we achieved so far?

17 There is an increased awareness of Health and Safety issues with regard to using ICT and this is being incorporated specifically into the content of lessons and training materials.

18 Information sharing arrangements are developing between health agencies and the council to support the Teenage Pregnancy Strategy by identifying and reporting on the scale and spread of key risk factors across Middlesbrough.

Local Targets:

- Integrated databases for Teenage Pregnancy and for Hearing Impaired services to be developed.
- A needs assessment process for planning and targeting alcohol and substance misuse services to be established.

- On-line learning opportunities to be devised for those young people who require support relating to Health issues.

Key Actions for ECM 1 - Be Healthy

- A1 Develop an integrated database for Teenage Pregnancy Strategy referrals for information and guidance, and support services.
- A2 Develop an integrated database for the Hearing Impaired Service to support the service's case management, monitoring and reporting needs.
- A3 Develop the information sharing and reporting arrangements to support the development of a needs assessment process for planning and targeting alcohol and substance misuse services.
- A4 Establish an area for young people on mgrid dedicated to supporting them with information on health issues.
- A5 Continue to inform and advise schools and services on Health and Safety matters relating to ICT.

Success criteria

- An integrated database for the Teenage Pregnancy Strategy is established and information sharing improves as a result.
- An integrated database for the Hearing Impaired Service is established and improves the service's case management, monitoring and reporting.
- Information sharing and reporting arrangements that support the development of a needs assessment process for planning and targeting alcohol and substance misuse services are in place.
- Young people who require support relating to health issues are accessing the on-line area on mgrid.
- Schools and services are kept informed and updated on health and safety matters relating to ICT.

ECM 2 - Stay Safe	
ICT has a key part to play in ECM 2 by supporting local safeguarding arrangements and promoting E-Safety and E-Security across CF&L service areas, schools and the wider community.	
Areas of progress	Areas for development
<p>There has been a range of well attended awareness raising events aimed at pupils, staff, head teachers, governors, parents and CF&L staff with supporting information on mgrid.</p> <p>E-Mail filtering and the alert system to schools works well providing schools use the mgrid e-mail system.</p> <p>The procurement of the E-Safe (Zentek) system.</p> <p>The implementation of an Integrated Children's System to support all aspects of children's social care provision has improved the department's ability to monitor service and outcomes.</p> <p>A Children Missing from Education (CME) tracking and alert system has been developed within the department's Capita One central pupil database.</p>	<p>E-Safety resources from the Secondary National Strategy to be embedded within teaching at Key Stage 3.</p> <p>Local implementation of ContactPoint across all children's services agencies.</p> <p>Improved information sharing arrangements between community health services and CF&L.</p> <p>Appropriate resilience arrangements to be in place to support the delivery of the department's child protection responsibilities.</p> <p>Compliance with the government's next phase of requirements for the Integrated Children's System.</p> <p>Implementing an e-CAF solution to support and strengthen multi-agency arrangements for assessing the needs of children and their families under the Common Assessment Framework.</p> <p>Investigating opportunities for supporting the work of voluntary sector agencies involved in safeguarding work by providing access to ICT and management information infrastructure.</p> <p>Developing mechanisms for agencies to make referrals direct to the CME system.</p>

National Context: Government Policy

- 19 *Harnessing Technology: Next Generation Learning 2008-14* notes the growing use of technologies such as video games and the internet in the home and elsewhere and highlights the need for information and guidance on safe practice both within formal educational settings and in a wider general context.
- 20 The Byron Review Action Plan 2008 includes the following national recommendations:
- Provide guidance and support to schools on e-safety
 - Ensure that the Rose Review of the primary curriculum takes account of e-safety issues
 - Ensure that Initial Teacher Training takes account of e-safety issues
 - Ensure extended schools support children and families around e-safety and media literacy
 - Ensure school inspection frameworks support and challenge schools in improving e-safety (Ofsted)
 - Ensure that children's services are able to contribute to promoting e-safety
 - Ensure parenting practitioner training takes account of e-safety issues
- 21 A national evaluation of the Children's Trust pathfinders found that parents and young people are in favour of greater co-operation and sharing of information between different agencies and professionals, though both they and young people felt strongly that information should be secure. *Key Fact – Children and Young People's Plan Middlesbrough 2008-11*.
- 22 The government's Improving Information Sharing and Management (IISaM) programme sets out a wide range of responsibilities for local authorities in their implementation of ICS, e-CAF and ContactPoint as part of the national drive to improve safeguarding arrangements.

National Targets:

- Local Safeguarding Children's Boards (LSCBs) to have an E-Safety Strategy.
- Local implementation of ContactPoint to be achieved by October 2009.
- Achieving Phase 1c compliance for the Integrated Children's System (ICS) in line with government expectations.
- Implement the Electronic Social Care Record (ESCR).

Local context: What have we achieved so far?

- 23 Schools Management Forum agreed an increase to the centrally retained element of the Harnessing Technology grant in order to purchase the E-Safe (Zentek) centralised system to be established in all schools from early 2009. School staff, CF&L officers, teaching union reps, staff from Mouchel's school technical support team, the Information Security and Data Protection officers all attended a briefing on the benefits of the system.
- 24 The Computers for Pupils packs and events have all included an E-Safety presentation to parents and there is follow-up advice and guidance on mgrid.
- 25 Resources such as the 'Let's Fight It Together – What we can all do to prevent cyberbullying' DVD and the Know IT All CD for parents have been circulated to schools and libraries.
- 26 There is good representation from CF&L on the E-Safety group of the South Tees Local Safeguarding Children's Board (LSCB).
- 27 CF&L officers met with corporate and Mouchel colleagues to start the dialogue on addressing an agreed approach to identity management and single sign-on. Representatives from the group attended a regional event facilitated by Northern Grid.
- 28 Implementation of ICS across all areas of children's social care provision, meeting the government's requirements under Phase 1b compliance.
- 29 A ContactPoint implementation team and a multi-agency IISaM project board are in place to support and direct local implementation work.
- 30 Improved management information reporting procedures are in place to monitor and report on individual social care teams' performance in improving outcomes for the most vulnerable children.

Local Targets:

- The South Tees LSCB E-Safety strategy to be adopted by all stakeholders.
- All schools and services to have E-Safety policies and procedures in place.
- The development of an interim e-CAF solution to build on the good progress achieved in developing multi-agency CAF arrangements locally.

Key actions for ECM 2 - Staying Safe

- B1 Establish a CF&L E-Safety Forum to promote E-Safety and E-Security across services and schools.
- B2 Implement the E-Safe (Zentek) forensic monitoring solution to ensure safe and monitored use of the internet in all schools and appoint an E-Security Officer to support schools and develop effective practice in using the system.
- B3 Implement ContactPoint across all children's services agencies.
- B3 Develop an interim e-CAF solution to build on the good progress achieved in developing multi-agency CAF arrangements locally.
- B4 Ensure appropriate resilience arrangements are in place to support the delivery of the department's child protection responsibilities.

Success criteria

- All sections of CF&L and all schools with E-Safety policies and procedures embedded in their practice.
- Reports from the E-Safe (Zentek) indicate measurable behaviour changes with regard to e-safety.
- Pupil surveys show a decrease in the number of incidents of cyberbullying.
- There is a reduction in the number and severity of e-mails filtered out.
- ContactPoint is available to practitioners working across all local children's services agencies.
- Secure links to the Capita One system are established, enabling local agencies to identify Children Missing from Education and those at risk of going missing from education within the system.
- Disaster recovery arrangements are in place for child protection information.

ECM 3 – Enjoy and Achieve	
<p>ICT is fundamental to ECM 3 as it can engage pupils, enhance teaching and learning and improve attainment.</p>	
Areas of progress	Areas for development
<p>Foundation Stage pupils using digital portfolio as evidence for observational assessment to meet early learning goals.</p> <p>17 primary schools participated in the 2008 Digital Creativity awards.</p> <p>Trials into mobile devices and their effect on pupil performance have started in 2 secondary schools and one primary.</p> <p>The new Programme of Study at Key Stage (KS) 3 (including functional skills embedded at Level 1) has been rolled out to all Secondary Schools, Specials and PRUs.</p> <p>9 out of 12 centres are entered for the Functional Skills Pilot, with all eligible centres, including tertiary and higher education attending core training days.</p> <p>Increased Level 2 (L2) attainment in those entered from the KS 4 cohort.</p> <p>Over 90% of pupils entered gained an accredited ICT qualification.</p> <p>IT Diploma bid submitted for consideration in Gateway 3.</p> <p>Computers for Pupils (CFP) rolled out to 12 schools/PRUs, with 1507 devices given to pupils on a semi permanent loan basis</p>	<p>Increased pupil personalisation and engagement via appropriate resources and assessment tools on the Learning Platform.</p> <p>Best practice in the use of Assessing Pupils' Progress in KS3 & KS4 to be implemented and monitored.</p> <p>Further research into new technologies in terms of their impact on pupil engagement and attainment.</p> <p>Digital creativity to be extended in Secondary ICT to maximise the flexibility and core concepts of the revised Programmes of Study.</p> <p>ICT skills to be given purpose by embedding them within purposeful contexts, so that ICT capability is accelerated.</p> <p>Integrated assessment and tracking tools to ensure pupil progression and attainment.</p> <p>Monitor the impact of, and support the development of 14-19 reform, ensuring that pupils' progression routes through ICT qualifications are appropriate, including the movement into tertiary provision, and the extension of pupil leaving age.</p> <p>Promotion of the use of ICT to 'narrow the gap' across vulnerable groups and provision of and access to learning, actively seeking ways to support and guide colleagues to enhance provision for pupils.</p>

National Context: Government Policy

- 31 The key role of ICT within the national Primary Curriculum Review will include evaluation, support and guidance for the potential impact on learning from Foundation Stage to Key Stage 2.
- 32 The revised programmes of study for KS3 and KS4 to be implemented, with all schools attending Subject Leader Development Days.
- 33 The revised ICT framework to be implemented across KS3. Centres have joined the Functional Skills Pilot, and are actively engaged with embedding ICT functional skills within KS3 ICT teaching. The most recent unvalidated KS3 national results are 74% pupils gaining L5+ (2007).

National Targets:

- All pupils to make two levels of progress across KS3.

Local context: What have we achieved so far?

- 34 In 2008, pupil attainment at the end of KS3 was 68% L5+, and 22% L6+. There has been an increase in attainment of L2 qualifications at KS4, with 70% of the cohort entered gaining L2. Over 90% of the cohort entered at KS4 gained an ICT qualification.

Local Targets:

- 80% of pupils to attain L4 at the end of KS2.
- 75% of pupils to attain L5 or above at KS3.
- 60% of pupils to attain L2 in Functional Skills at KS4.
- Increase the number of pupils gaining a nationally accredited ICT qualification.

Key Actions for ECM 3 - Enjoy and Achieve

- C1 Promote ICT as a core capability.
- C2 Strengthen personalisation in ICT to ensure that 75% pupils attain Level 5 or above in ICT at the end of KS3, and gain Level 2 Functional Skills within KS4.
- C3 Lead schools in developing periodic assessment to ensure progression in learning.
- C4 Disseminate innovation and good practice.

- C5 Continue to engage pupils in projects that showcase enrichment activities such as the digital creativity events.

Success Criteria

- Curriculum coverage reflects balance and progression, with revised schemes of work available in secondary schools
- Increased staff confidence in developing ICT within teaching and learning, with evidence of increased Subject Leader (SL) confidence in monitoring and leading ICT within schools.
- Level 4 attainment in ICT is secure in Primary Schools, with teacher assessments transferred effectively, and used in Secondary Schools as identifiers for prior learning, and to support the tracking and target setting process.
- Key target groups, identified within schools, are tracked for progress and intervention strategies are applied for pupils who are at risk of not attaining their targets.
- Attainment in KS3 and in Functional Skills reflects the national trend with an increased L6+ focus.
- Evidence of ICT departments using Assessment for Learning (AfL) strategies within the planned curriculum, alongside Assessing Pupils' progress (APP) to focus on pupil progression and personalisation.

ECM 4 - Make a Positive Contribution

ECM 4 refers to an individual's ability to affect his/her life and community in a way which improves and enhances experience and life chances. Access to ICT enables wider engagement with a broader cross-section of the community and promotes digital citizenship skills.

Areas of progress	Areas for development
<p>Mgrid and the Learning Platform can be accessed by all staff and pupils in Middlesbrough. It is a safe route through which information can be accessed and shared collaboratively.</p> <p>All schools, to some extent, use Mgrid to share information to pupils, and staff. Some use it to share information to parents about the school or the progress of their child.</p>	<p>Greater local utilisation of the Learning Platform e.g. Sure Start, councillors, governors, CF&L officers.</p> <p>Staff understanding of the potential of ICT tools and collaborative working to enable pupils to make a positive contribution</p> <p>The ability of staff to use appropriate tools in the next generation Learning Platform.</p> <p>Staff to build in opportunities to enable pupils to demonstrate making a positive contribution.</p> <p>Greater use of the Learning Platform to allow pupils to use ICT tools to influence life choices and to work with a mentor.</p> <p>Pupils' ability to use ICT tools, including mobile devices, safely and autonomously to research share and collaborate.</p> <p>Pupils' understanding that information may be biased or unreliable and the ability to distinguish and discriminate.</p> <p>The structures and availability of national and international contacts with international students having access to collaborative projects.</p> <p>The development of an integrated database for young people's involvement with the Youth Service.</p>

35 ICT enables pupils to communicate, share and collaborate locally or over a vast geographical area. It gives access to a vast amount of information allowing pupils to research diverse topics and make informed decisions which affect them or others. Through ICT pupils are empowered to make a positive contribution to local, national and global issues from litter in the streets to global warming. Research indicates that pupils prefer to learn in groups, with friends, using computers and by doing practical things - *Harnessing Technology: Next Generation Learning*.

36 The engagement and tracking of young people 13-19 years as a preventative tool needs to be managed through an ICT solution. All agencies should be able to build their contact on a young persons 'file' to enable information to be shared. This needs to accommodate the information currently being collected through the CAF process. This is a key piece of information with vulnerable young people and currently operates outside of other systems. The national move to utilising the CCIS system for the positive activities collection could also inform a way forward for other information to be held in order to support the Targeted Youth support processes.

National Targets:

37 As part of their approach to improved parental engagement, all secondary schools are expected to make the following information available to parents via secure on-line access by September 2010:

- Attendance and behaviour (both positive and challenging)
- Progress and attainment
- Special Needs

38 All primary schools are expected to achieve this by 2014.

Local context: What have we achieved so far?

39 Several features of the current and indeed future learning platforms support collaborative working e.g. classes, MyMail, forums, chat rooms, journals and surveys. These have been used successfully to support making a positive contribution. The BSF team has created a class to inform and gather opinion on the BSF project. Local Democracy Week has a class showing how local democracy works which also invites participation. Beverley school has used the Learning Platform to support candidates for school council publicising their manifesto and for the electorate to vote. Recently, St. Clare's school used a forum in a collective story writing exercise. Spontaneously, pupils used the forum to express their delight in this 'new' form of learning.

Local Targets:

- By September 2012, all schools to have second generation Learning Platforms capable of supporting making a positive contribution; on-line reporting; teaching and learning; communication between stakeholders and engaging young people.

Key Actions for ECM 4 - Make a Positive Contribution

- D1 Ensure the re-procured Learning Platform has the tools to facilitate the making a positive contribution agenda and increasing parental engagement.
- D2 Deliver rapid, effective, roll-out of training on the new Learning Platform for all school and relevant CF&L staff.
- D3 Ensure ICT training emphasises/includes making a positive contribution and develops the use of appropriate tools for this purpose.
- D4 Ensure ICT training has a strong element of e-safety and web literacy.
- D5 Liaise with MBC colleagues to engage young people in local matters and decision making.
- D6 Research and set up local and international projects enabling pupils to make a positive contribution using ICT.
- D7 Liaise with learning mentors.
- D8 Research the use of mobile devices to facilitate digital citizenship and complement the work undertaken in the corporate mobile working pilot.
- D9 Develop the use of the on-line consultation portal for use in consulting and engaging with children and young people.

Success criteria

- A second generation Learning Platform is established.
- The Learning Platform provides opportunities for pupils to make a positive contribution.
- Surveys and visits show consistent use of the Learning Platform across the age ranges.
- MBC colleagues use the Learning Platform to liaise or consult with the school population and engage them in decision making processes.
- All relevant staff are trained to use the tools in the Learning Platform to facilitate consultation with young people.

- A resource of national and international partners and projects in which schools are able to participate is established.
- Good take up of and feedback from collaborative projects.
- Integrated Youth Service system in place and accessible across all facilities.

ECM 5 - Economic Well-Being	
<p>ICT Literacy is a key skill for the workforce and will ensure better employment opportunities for the young people of Middlesbrough thereby contributing to ECM 5 and the future economic well-being of the town.</p>	
Areas of progress	Areas for development
<p>75% of centres are entered for the Functional Skills (FS) Pilot, with all eligible centres, including tertiary and higher education attending core training days.</p> <p>Devices issued to 1507 learners across Middlesbrough as part of Computers for Pupils, also known locally as Access IT at Home.</p> <p>70% of the cohort entered obtained an ICT qualification at Level 2</p> <p>Integrated Connexions management information arrangements in place.</p> <p>'Plan-it' web-based individual learning plans have been made available to all schools.</p> <p>The Common Application Process (CAP) based on the 14-19 area wide prospectus went live in December 2008.</p>	<p>Further develop training and support for FS in ICT within all centres.</p> <p>Support for teaching, learning and the accurate assessment of FS at KS3 and KS4 to enable all pupils to gain an accredited ICT qualification.</p> <p>Increased L6+ attainment at KS3 to ensure progression to L2 qualifications including FS.</p> <p>Departments choosing ICT courses that suit the progression of pupils.</p> <p>Promotion of the use of ICT in CF&L at all levels to ensure effective communication and information / data sharing.</p> <p>Opportunities for all families to access ICT at home.</p> <p>Review options and benefits of developing an integrated database for Connexions linked to the core management information system.</p> <p>Extend the use of Plan-it and the CAP, including opportunities to use and share data which can support individual learners to access support and help them achieve their potential.</p> <p>Reach agreement on a common prospectus, CAP and ILP across Tees Valley to offer improved information and advice, incorporating Connexions information for young people and parents.</p>

National Context: Government Policy

- 40 There is a requirement, in the September Guarantee, for Year 11 and 12 students to be monitored using the Client Caseload Information System (CCIS) maintained by Connexions providers. For this to be effective, local authorities, schools, colleges, training providers, LSC area teams and Connexions must share information on these students to support the tracking of their progress, directing them towards positive destinations and reducing the number of those at risk of becoming Not in Education, Employment or Training (NEET).
- 41 Responsibility for the commissioning of post-16 learning opportunities to meet the needs of Middlesbrough residents passes from the LSC to the Local Authority in 2010. This will require Local Authorities to form sub-regional groupings. By 2010, mechanisms will need to be in place to facilitate data sharing across Local Authority boundaries and between the Local Authority and post-16 providers. In line with this, many curriculum developments including Diplomas will be developed across the Tees Valley in partnership with other Local Authorities.

National Targets:

- By 2010, mechanisms to facilitate data sharing across Local Authority boundaries and between the Local Authority and post-16 providers to be in place.

Local context: What have we achieved so far?

- 42 Integrated Connexions' management information arrangements within the department's existing structure significantly improved the quality of data available to Connexions personal advisers.
- 43 'Plan-it' web-based individual learning plans have been made available to all schools, to support learners with progression planning and target setting.
- 44 The Common Application Process (CAP), based on the 14-19 area wide prospectus, went live in December 2008, allowing learners in Year 11 to apply online for a range of post-16 provision.

Local Targets:

- Increase the number of students attaining a nationally accredited ICT qualification to improve their employment prospects.
- Establish an area with relevant content on mgrid to be accessed by the target group of students that are at risk of becoming NEET.
- Staff from all centres to attend central Functional Skills (FS) training sessions.

Key Actions for ECM 5 - Economic Well-Being

- E1 Provide a variety of opportunities for students to attain a nationally accredited ICT qualification with schools, Adult Education and Family Learning involvement in the delivery.
- E2 Further develop the CFP project by engaging with those at risk of becoming NEET via the Learning Platform.
- E3 Provide Functional Skills (FS) training sessions for staff from centres.
- E4 Ensure that all young people have the information, advice and guidance they need to make choices about their future pathway to their intended destinations.
- E5 Collect and record information about young people's plans post-16.
- E6 Aggregate the 'intended destinations' data, and share it with partners so that provision can be planned and commissioned that meets the needs of all young people.

Success Criteria

- SL Networks to have a focus on FS within ICT.
- 60% of pupils attaining functional skills in ICT at L2.
- Increased L6+ focus and attainment at KS3.
- Departments choosing ICT courses to suit the progression of pupils.
- Pupils are tracked and targeted throughout KS4 in preparation for and throughout their transition into post-16 learning.
- Pupil surveys indicate positive responses to the information and resources available to them.
- Learning Platform statistics indicate that relevant content is accessed frequently by the target group of pupils at risk of becoming NEET.

Service Delivery	
<p>The positioning of the ICT Team within Commissioning and Resources highlights the role of ICT within and across the department in terms of service delivery. Cross cutting themes and projects such as BSF, Primary Strategy for Change (PSFC), ICS, E-Caf, Mobile Working, etc... will continue to have ICT as a key element.</p>	
Areas of progress	Areas for development
<p>The MISE stakeholder group continues to be well supported and is developing its role and remit to meet the ever changing world of technology.</p> <p>ICT has had a key role in cross cutting projects such as BSF and PSFC.</p> <p>Improved leadership and management of ICT in schools.</p> <p>The quality of support for data systems and the development of applications.</p> <p>The use of tools such as the Parago asset management system to improve sustainability plans and support the attainment of financial management standards in schools (FMSIS).</p> <p>Research and development, for example, using mobile technologies, thin client, etc...</p>	<p>The review of governance arrangements to encompass the widening of the ICT Strategy.</p> <p>Improved leadership and management of ICT in CF&L services via the promotion of the effective use of ICT in the workforce.</p> <p>Building on existing good practice with regard to data systems.</p> <p>Protocols and procedures for ICT and management information systems.</p> <p>Improved connectivity across all service areas.</p> <p>Ensuring sustainability is addressed.</p> <p>Implementing the phased roll out of the platform upgrade for Capita One system modules to users across children's services.</p> <p>Exploiting opportunities for the integration of the key management information systems as the opportunity arises to reduce duplication in data management and ICT infrastructure across separate large scale database systems.</p> <p>Integrating the directory of services available across Middlesbrough to children and their families with the department's Capita One system.</p> <p>Improving information recording and the use of management information in children's social care work.</p>

- 45 The need to research and develop new technologies will continue in order, for example, to improve opportunities for the workforce in terms of new ways of working, to make savings, to enhance communication and to attract young people into employment with the Council.
- 46 Cohesion is needed in order to ensure that, where funding opportunities arise or where there is a service need, the best use is made of the existing resources and infrastructure. In order to achieve this, protocols will be developed so that managers are fully aware of what is already available before making future investments.
- 47 The CF&L portal will be migrated to the corporate website without losing the 'look and feel'. This will ensure that no information is lost between the two systems.

National Context: Government Policy

- 48 National Context has been addressed with regard to specific ECM outcome sections. Those relating to general Service Delivery are outlined below.
- 49 The need for more secure and simplified access to electronic resources has been highlighted as an area to address nationally. Identity Management and Single Sign-on systems are being researched in partnership with Mouchel and corporate colleagues as well as with Northern Grid.
- 50 Whilst Government Connect (GC) engagement is not mandatory it is the preferred common secure method of the Department for Works and Pensions (DWP), the Department for Children, Schools and Families (DCSF) and the Communities and Local Government (CLG) for the electronic transfer of data between the three departments and local authorities. From April 2009 the three departments will begin phasing out internet and postal based solutions.

National Targets:

- 75% schools using Becta's Self Review Framework (SRF) tool to benchmark their ICT strategy and its implementation with other schools.
- From January 2009, Becta is offering all English schools the opportunity to make a public commitment to providing better learning opportunities through the effective use of technology via the Next Generation Learning Charter.
- Data is currently collected on the school workforce through a variety of surveys. To ensure data is collected as efficiently as possible, the DCSF is committed to rationalising data collection, both in order to

reduce the number of existing, separate, data surveys and to make better and greater use of the data that is collected. The programme and timescale is outlined below but is subject to change depending on outcomes from the pilot:

- January 2009 – All schools from all 2008 pilot authorities; at least 10% or 10 schools from all other authorities.
- May 2009 – All schools from all 2008 pilot authorities; at least 10% or 10 schools from all other authorities.
- September 2009 – All schools in all authorities – dry run for full roll-out; at least 1100 secondary schools providing curriculum and qualification modules.
- January 2010 – First full running of the School Workforce Census.

Local context: What have we achieved so far?

51 ICT achievements across CF&L have been recognised in each of the relevant ECM outcome sections. Progress in ICT in terms of general Service Delivery is outlined below.

52 The annual SLA for ICT training courses is over subscribed indicating that ICT skills development is being addressed via the appraisal system.

53 Improved access to ICT for some service areas.

54 Improved connectivity to, for example, Study Support and Home and Hospital teaching.

Local Targets:

- 90% of schools using Becta's SRF tool proactively.
- The successful migration of the mgrid portal to the corporate website.
- School workforce return targets will correspond to the national targets.

Key Actions for Service Delivery

F1 Mouchel sponsored consultancy support to review ICT strategy and identify key workstreams for streamlining ICT systems.

F2 All sectors of CF&L identified and included in a cohesive ICT strategy incorporating local, regional and national programmes, such as, BSF, CfP, PSFC, ICS, ContactPoint, E-CAF, etc...

F3 Continue to promote the use of Becta's SRF to school leadership teams and use the LA version to identify strengths and areas for development in CF&L.

F4 Continue to address resource and sustainability issues across CF&L

F5 Ensure all services have appropriate connectivity.

Success criteria

- ICT is represented at all critical forums and referenced in all key documents.
- Agendas and minutes of meetings reflect improved cohesion with regard to ICT systems and infrastructure.
- All service areas of CF&L maintaining ICT protocols.
- The ICT Strategy is agreed by all stakeholders.
- Regular, minuted Forum meetings are attended by key stakeholders.
- 90% of schools using the SRF tools to identify their ICT strengths and areas for development against national benchmarks.
- Schools with the ICT Mark retain their status with a 10% increase in schools attaining the BECTA accreditation.
- CF&L feedback from Becta is positive regarding strategic ICT.
- The audit report is current and includes all CF&L areas.
- Best use is made of available ICT resources with improved efficiencies in working practices.
- All CF&L sections with sustainability plans.
- Coordinated procurement strategies across CF&L in line with corporate policies.
- Evidence of “best value” for CF&L ICT solutions with reduced expenditure on hardware, software, and connectivity costs.

APPENDIX 1

Feedback from MISE on the CF&L ICT Strategy 2007- 08

MISE feedback on the 2007-08 ICT Strategy noted at the Feb. 08 meeting. Key points raised as evidence of having met the aims are in **bold text**. Actions to work on are indicated in *italics*.

Aim 1 Lead and co-ordinate the strategic vision for ICT with all stakeholders in order to implement national priorities within the local context.

Success criteria

- Improved integration of ICT within local strategies and greater engagement with stakeholders – **BSF, PSFC, MCLC board**.
- An affordable, high quality Service Level Agreement in place – **monitored via monthly meetings with IT Services, MISE meetings, take up from schools**
- All stakeholders represented at the annual CF&L ICT conference – **good representation and +ve feedback from 2007 Conference especially good response to keynote from local schools re the use of mgrid**
- All schools, parents, governors, CF&L officers and the wider community accessing Mgrid for ICT news and information – **challenging target but mgrid is available to all and is promoted on Middlesbrough.gov.uk website, parents use site for school admissions, CR has interacted with Governing Bodies re BSF and written CFP article for Governors' Gazette, input at Governor Forum to be arranged, emergent use of mgrid within some CF&L service areas but more work is needed to encourage wider use across CF&L**
- All schools and CF&L services identifying strategies for sustainability in their plans using the CF&L total cost of ownership model – **sustainability visits being undertaken with recently appointed HTs taking priority, more work needed to achieve this with CF&L services**

Aim 2 Raise standards in ICT by promoting good practice in order to equip pupils with the necessary skills to become e-confident citizens.

Success Criteria

- Standards of attainment in ICT at the end of Key Stage 3, in line with national trends – **yes 07 results were 70% L5+ (an increase of 6%) 23% L6+ (an increase of 6%)**
- All young people leaving school with an accredited ICT qualification – **42% in 07 but greater take-up of accredited course is possible via on-line learning and this will continue to improve with the introduction of new curriculum, functional skills etc...**
- School Improvement Plans to include a strategy for meeting or improving on targets with regard to raised standards in ICT as well as plans for maintaining or bettering national levels with regard to

resources – **SRF info from Becta indicates schools are accessing the evaluation tools, not monitored in 07 but will be a focus for visits in 08.**

- Feedback and evaluations reflect greater confidence in the use of ICT both as a tool and as a means of accessing CPD opportunities – **less take-up of Hands on Support and introductory training sessions indicate skills are more embedded, greater focus on digital creativity and use of mgrid for teaching and learning indicates the development of ICT capability.**
- Increased evidence of community access to ICT learning **e.g. Family Learning suite set up at St. Clare's, some Extended Schools projects are using ICT as a focus for developing communities.**

Aim 3 Support all schools, CF&L officers, and the wider educational community to use ICT with confidence, competence and capability in the true spirit of workforce reform with due regard for the five ECM outcomes.

Success Criteria

- Improved take-up and positive feedback from ICT training – **training take-up often over subscribed, feedback from e.g. digital creativity workshops indicates sessions are well received, some of the sessions offered to CF&L as part of the SLA could be tailored better to meet service needs. The introduction of new systems for integrated working and information sharing, such as ContactPoint, will present further training needs for staff who need to check on which professionals are working with a particular child.**
- Evidence of good practice in the use of ICT in the workplace – **most school staff use ICT to enhance efficient working practices, mobile working is emergent in CF&L e.g. use of PDAs/Blackberries, mgrid is used by some CF&L teams.**
- Increased efficiency achieved through sharing and accessing data electronically – **curriculum admin links are in place, take up of school data technicians and positive response to their service.**
- Staff in schools and services accessing on-line CPD – **schools using mgrid for on-line learning and are accessing LSCB E-Safety resources, some CF&L teams are trialling electronic Personal Development Portfolios and the Learning Pool on-line learning resources.**

Aim 4 Continue with research and development into new and emergent technologies to ensure that the quality of provision is maintained and the infrastructure sustained and supported within a safe electronic environment.

Success Criteria

- All members of the educational community can access appropriate software and on-line resources – **the look and feel of mgrid is being**

repurposed to ensure users can access appropriate content more easily.

- All possible transactions between schools and CF&L are digital in line with the e-government strategy – **data transfer is improved via curriculum admin links to ensure e.g. PLASC and attainment data is accessed efficiently, work is underway to ensure greater cohesion with all data systems, some schools are piloting on-line purchasing.**
- All schools to have a fast, reliable, resilient and affordable high speed Internet connection with 100% of schools connected at broadband level. Additional CF&L sites to be connected to the National Education Network (NEN) where appropriate – **completed**, *however the corporate WAN review would help widen access and make better use of funding streams such as Computers for Pupils (CfP).*
- All schools and services to have access to Mgrid with appropriate training and development opportunities – **the national target for every pupil to have an on-line learning space is in place; however, not all learning spaces are being accessed.**
- All schools and CF&L departments to have appointed an E-Safety co-ordinator, have appropriate documents and policies in place and continue to raise awareness of the issues – **HT unless notified otherwise.**

APPENDIX 2

Supporting Documents/weblinks

Middlesbrough's Corporate ICT Strategy 2008-11

Middlesbrough's Children and Young People's Plan 2008 - 11

2008 -11 Children Families and Learning Plan

Northern Grid for Learning's 3 Year Strategy 2006 – 09

Middlesbrough's CF&L ICT Strategy 2007-08

South Tees LSCB E-Safety Strategy

The Byron Review:

<http://www.dcsf.gov.uk/byronreview/>

21st Century Schools: A World-Class Education for Every Child:

<http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-01044-2008.pdf>

Delivering 14-19 Reform: Next Steps:

<http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=26>

2020 Vision: Report of the Teaching and Learning in 2020 Review Group

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04255-2006>

Building Schools for the Future: key facts:

<http://www.partnershipsforschools.org.uk/about/aboutbsf.jsp>

Becta publications (<http://publications.becta.org.uk/>) include:

Harnessing Technology: Next Generation Learning 2008 – 14:

<http://publications.becta.org.uk/display.cfm?resID=37346>

Health and Safety issues relating to ICT are in the BECTA guidance:

http://schools.becta.org.uk/index.php?section=lv&&catcode=ss_lv_saf_hs_03&rid=151

DCSF:

<http://www.dcsf.gov.uk/index.htm>

TeacherNet:

<http://www.dcsf.gov.uk/index.htm>

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