



**partnerships for schools**  
building schools for the future

This case study looks at the e-learning vision for all schools in Leeds, highlighting the consultation and training carried out before the introduction of the BSF ICT Managed Service.

Leeds was winner of the 'Innovation in ICT' category in the *Excellence in BSF Awards 2008*.

### Key project information

**Local authority:** Leeds

**Leeds ICT partnership:** Education Leeds, RM Education PLC, E4L, Leeds City Council, students and staff

**BSF Project:** Phase 1 of Leeds BSF

**BSF schools now open:** 4 - Allerton High, Pudsey Grangefield, Rodillian, Temple Moor High

## The e-learning vision for the city of Leeds: 'entitlement for all'

### Project description

The e-learning vision for Leeds, known as "Entitlement for all", is at the heart of the ICT strategy for schools city-wide, not just those engaged in the BSF programme.

It is constructed from six themes:

- an entitlement to an appropriate range of services;
- an entitlement to 24 hour access from any location;
- an entitlement to high quality, stimulating and challenging resources;
- an entitlement to a safe and supported ICT environment;
- an entitlement to technologies that free the user; and
- an entitlement to assurances that we review the journey we are on.

These building blocks shaped the approach to engagement with all partners. Education Leeds and RM have worked effectively with staff and students

from the outset of the project to bring these themes into our plans.

### Consultation and engagement

In 2007 over 300 students and school staff took part in a Leeds BSF Design Festival and were able to talk to ICT specialists, architects, interior designers and construction leaders to explain their vision and what they would like to see in their new building. Everyone had the opportunity to experiment with new technologies for learning in the form of games consoles, and a range of mobile devices. This was used as the basis for identifying the positive impact of the use of such resources on learning and to help schools and RM to make informed decisions when developing ICT solutions.

During the day staff and students views were captured using voting tablets for instant feedback. This produced interesting results that showed that although

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students were attracted to iPods and PSPs, when challenged about supporting their school work they wanted more traditional laptop style devices. When asked for comments about possible uses for the newer devices students said iPods could be used “to learn French, helps in Music, watching videos” and the PSP, “could use in drama and media studies”. This was reflected in the overall strategy with a sustainable mixed approach taking the best of the more traditional devices whilst allowing students and staff to grow into the opportunities provided by the newer equipment.

The impact of student engagement in one project with young people with autism has been instrumental in developing a different approach to the use of technology in their lessons, particularly in developing the ICT skills of the staff.

## Training and CPD opportunities

Training for all users is key to optimise the e-learning strategy and ensure that all are equipped with the skills necessary to make best use of the technology on offer. A variety of innovative training programmes have been established including RM Accelerator Camps to enhance ICT capability and achieve accreditation for students’ key ICT skills, leading to improved employment opportunities. BCS Level 2 Accelerator Camps have also been provided to nine high schools. 42% of students from Leeds schools achieved the Level 2 qualification as part of this service.

A comprehensive programme of continuing professional development (CPD) for all staff has been built into the ICT solution. This supports the vision to improve the quality of learning, develop innovative approaches to teaching and enable staff to have the confidence to respond flexibly to learners’ needs. All CPD sessions are evaluated and to date, 95% have been awarded grades 1 or 2 by staff.

Students and staff were part of the implementation team during the initial opening of the new schools. Sixth form students were trained by RM during the summer to support school staff as they made the transition to the new ICT environments. They also used PSPs to make video recordings of the opening days and the work they were engaged in.

## ICT in action

The BSF ICT solution for Leeds is in fact a range of focused solutions personalised for each school. It takes into account the very latest technologies such as the Promethean Activboard+2 whiteboards which were still in development when they were selected for Pudsey Grangefield School. To make sure that students in Leeds had opportunity to use this technology, RM, Interserve and Promethean worked together even before the final specification was complete.

Overall the solutions focus on adaptable technology that is designed to enable ICT provision in all subject areas and throughout the school. Pupils benefit from a range of technologies, Apple Macs, Eee PCs, traditional laptops and fixed PCs, ruggedised laptops, data loggers, voice recorders, cameras and anything that will promote effective teaching and learning.

This process will continue to ensure that innovative and adventurous ICT solutions provide greater flexibility for staff and students alike. Each school is will be assessed annually to ensure that the solution keeps ICT at the forefront of 21st century developments.

All schools have adaptable learning areas with ‘breakout spaces’ and lightweight partitions. This ‘anytime, anywhere’ approach gives teachers the confidence to adopt a wide range of teaching styles to promote students’ personalised and independent learning.

LCD screens positioned around each school provide up to the minute communication systems and electronic timetabling to ensure flexible and efficient use of learning spaces.

The show and tell spaces at Pudsey Grangefield School have integrated electronic recording and transmission equipment. This challenges students to exploit the technology and work collaboratively to produce and record presentations of their work to the highest standard.

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## Outcomes and next steps

The Leeds approach means that partners have not waited for the impact to spread from the investment in BSF schools before using this to invigorate ICT thinking across all schools. In fact learning from the BSF project has recently been used in tailoring solutions for primary schools, as well as for later BSF schools.

Staff and student satisfaction with the ICT solution is extremely important to the Leeds BSF programme and we have a mechanism to formally evaluate satisfaction twice a year. Online survey work is conducted with staff and students to test changes in attitude and satisfaction, alongside monitoring at the point delivery for all RM activities.

Student feedback through the BSF blog includes this comment: *'The only thing to really say is wow! In comparison to the old school, the smell, look and technology is a big upgrade! But all in all we have to say, we can't wait to be back!'*

Across Leeds, the ICT strategic partnership provides support to any school and any commercial partnership to ensure that the city wide e-learning policy is successful for all students. For example, RM's Leeds BSF brochure for buying ICT equipment is available to any Leeds school and includes other commercial partners selling their equipment to schools.

## Key contact

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## Further information

More information about schools and education services in Leeds can be found on the Education Leeds website at: [www.educationleeds.co.uk/](http://www.educationleeds.co.uk/)

Students and staff from Rodillian School in Leeds can be heard talking about the ICT Managed Service and the difference new technology is making to them in a BSF Voices film available on the PfS website at: [www.partnershipsforschools.org.uk/library/the\\_role\\_of\\_ict.jsp](http://www.partnershipsforschools.org.uk/library/the_role_of_ict.jsp)