

## Lead School Audit 2014 Report

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## Executive Summary

Each year Lead Schools in the Network of Excellence are asked to complete an audit of their activity to support their continued status as a Lead School. This report summarises the audit carried out between September and November 2014.

All schools involved in this survey were asked, by email, to complete the audit by the end of September 2014. A copy of the survey is reproduced as Appendix 1. The results were analysed during October 2014 and renewal certificates issued during November 2014. 259 schools were asked to complete the survey of which 58 have not yet completed their audit and will be followed through again in January 2015.

## Conclusions

- Many of the CAS Lead Schools included those schools who had responded positively to the disapplication of the ICT curriculum in 2012 and had taken steps to revise their curricula and support their staff with this transition. This helped them be Lead Schools in the first instance. They have subsequently been regarded as leads in their area by other schools.
- Where teachers are actively supporting their colleagues in other schools their own professional development is enhanced and the status of Computing in their school is enhanced. One measure is the number of pupils opting for GCSE/GCE Computer Science, several schools commented on significant increases in GCSE numbers e.g. "84 Year 10", "7 GCSE classes", "GCSE numbers have doubled", "60 Year 10", "Our numbers for GCSE have tripled this year". And for A Level on school noted: "Over 30 taking A Level this year"
- The most successful Lead Schools are those that have both a Master Teacher and an active CAS hub running from their school.
- The Lead School status is having a significant impact on both teaching staff, pupils and the subject in those schools in several ways:
  - it is enhancing the status of the Computing teacher in their school
  - it is providing career development for the Computing teachers
  - it is raising the status of the subject in the school

## Background

Lead Schools are an important component of the Network of Excellence (NoE) CPD programme run by Computing At School. When schools join the NoE they are joining the network as an institution committed to raising the standard of computing teaching in their school. When a school registers to join the NoE they can self-designate as a **Lead School**. This means that school will position itself in their local community as a school offering support and guidance to

other schools and the teaching staff within those schools. Lead School status provides, amongst other benefits:

- enhanced public recognition reflecting the teachers' expertise and commitment to Computing and Computer Science in the school curriculum;
- provides career development for staff;
- demonstrates a commitment to the subject for staff (existing and prospective), pupils, parents and governors;
- opportunity for existing staff to apply to become a CAS Master Teacher

To be a Lead School the school must fulfil the following criteria:

- To recognise that Computing as a subject is important and it is part of the school development plan
- To develop or have developed a broad and balanced computing curriculum that shows clear, planned progression where cross curricular opportunities are identified
- To support (at least one) other (NoE) registered schools in the community through sharing good practise.
- To encourage schools not currently registered for the CAS NoE to register.

In addition, it is hoped that all Lead Schools will play an active role within the CAS community by:

- Publishing classroom resources or contributing to discussions on the CAS Community Website.
- At least one teacher in a Lead school has active CAS Membership e.g. runs a Computing At School hub or offers support by presenting at CAS events, hub meetings or conferences.

Lead School status is available to any school inc. primary, secondary, middle, academy, free, independent etc.. Some local education centres for example City Learning Centres may also fulfil the role of a Lead School. Lead Schools receive no funds for the work they undertake as part of the NoE.

At the end of each academic year the Lead School is required to complete a short audit of their activities in order to renew their status for the next academic year. This report summarises the audit of all schools registered as Lead Schools up to the end of February 2014.

NB. Where a school registers as a Lead School midway through a year they will be required to complete an audit at the end of the school year following their registration.

## The audit

Questions 1 - 8 gathered the following information:

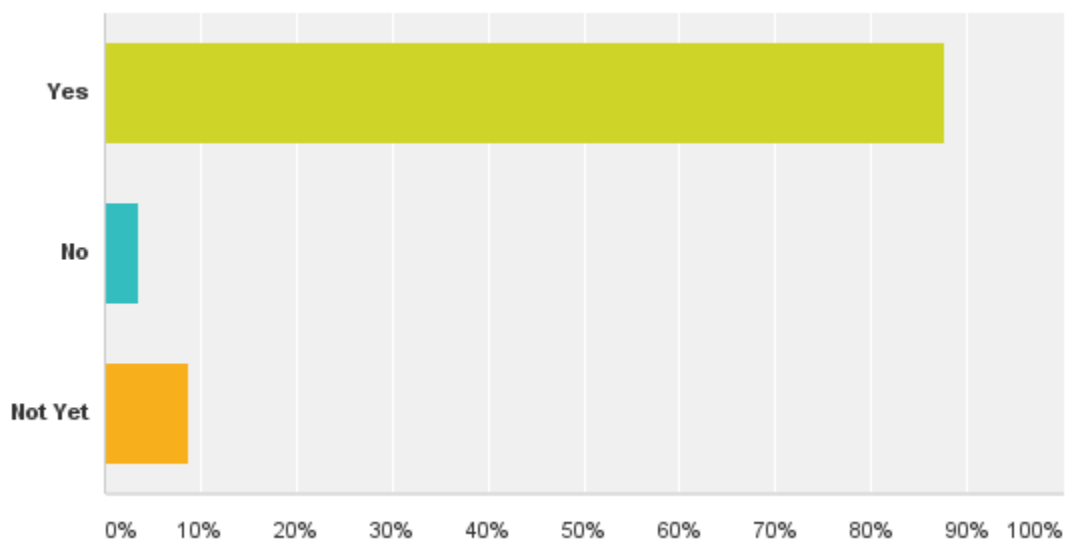
1. School Name
2. School URN
3. School Address
4. School Phone
5. Head Teacher Name
6. Head Teacher Email
7. Lead Contact Name
8. Lead Contact Email

Questions 3 and 4 were not compulsory.

### Question 9

#### Computing is in our school development plan

The aim of the question was to ascertain the importance placed on Computing by senior leadership in the school. At a time when a new subject is being introduced it is believed to be important that the curriculum managers were both aware of the change and of the need to support staff responsible for introducing the change.



This question offered three possible responses:

- Yes, (87.61%)
- No (3.54%)
- Not Yet (8.85%)

Respondents could then offer an additional comment to support their choice, 48.7% of respondents chose to do so.

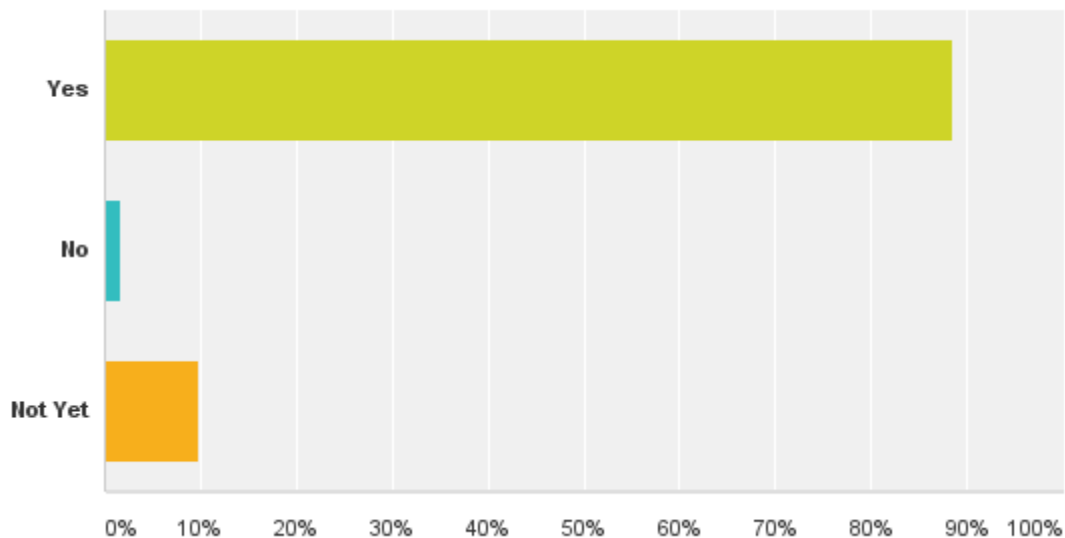
From the comments received a number of aspects emerged.

1. 20% of respondents from both primary and secondary schools have had Computing as part of their development for several years, probably since the disapplication of ICT in 2012. The inference being that this had helped them to develop new lesson ideas and approaches to the teaching of computing.
2. 5% of respondents mentioned the in house training available in their schools
3. 33% of respondents offered GCSE (13% GCE) Computer Science. This has helped with the introduction of Computing further down the school
4. 9% of respondents mentioned the role of their Master Teacher and staff involved in exam board marking and moderation tasks

## Question 10

**Our school has developed a broad and balanced computing curriculum that shows clear, planned progression where cross curricular opportunities are identified. (NB. Please include in your comment any lunchtime clubs being offered, student competitions entered and anything else in the life of the school that is raising the profile of Computing.)**

Question 10 invited respondents to expand on the opportunities provided to their pupils in both curriculum time, collaboration with other departments and also extra-curricular time.



This question offered three possible responses:

- Yes, (88.5%)
- No (1.77%)
- Not Yet (9.73%)

Respondents could then offer an additional comment to support their choice, 76.9% of respondents chose to do so. This question provided an opportunity to expand on comments given to question 9 explaining what was on offer for their pupils in both primary and secondary and sought to explain the 'broad and balanced' part of the question. Some illustrated how they had been working with other departments, inc Maths, Science and D&T. The following is a typical response which highlights a collaboration with the Japanese department!

"We are developing our curriculum regularly to take account of progression and look for cross curricular opportunities. We are currently discussing creating websites using HTML/CSS with Japanese as they enter a Japanese competition each year. Additionally, looking for links with other subjects such as maths re binary/bases, & engineering/electronics with logic gates. We run a Raspberry Pi club as well as a games club, where students get to make games using Scratch(plans to develop this further) We also ran 'hour of code' for all students & a session for parents."

Significant mentions were:

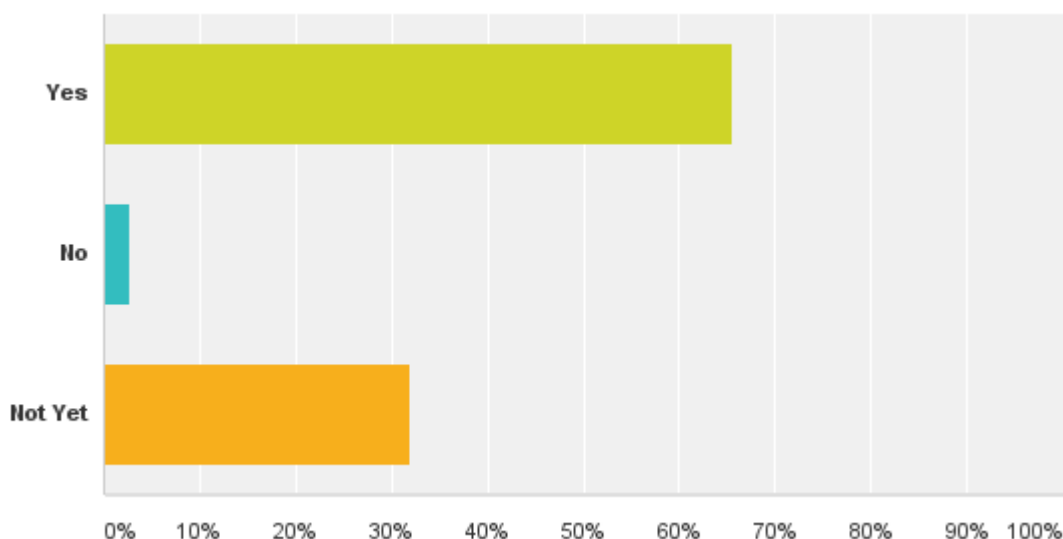
- Most, 74%, took the time to write about their extra curricular programme. For some this was extensive with clubs running most days of the week for either different age groups, interest groups or ability groups.
- Many schools ran a Digital Leaders programme to support their extra curricular activity as well as GCSE or A Level students helping out.

- 21% mentioned robots, Raspberry Pi or Arduino devices as being the focus of the club but programming, or coding, was the term most often used.
- Competitions featured heavily in 21% of the responses and probably linked to the club activities.
- 16% were running their GCSE classes after school as twilight sessions
- 6% had held special community days where, for example, pupils taught “their parents how to code”

## Question 11

**Our school supports (at least one) other NoE registered schools in our community through sharing our good practise.NB. In your comment do mention how this has taken place. Perhaps your staff meet once a term with staff from another school, perhaps they visit you, perhaps you've run some twilight courses etc..**

One of the main aims of the Lead School programme is for the school to support at least one other in their local community. What support is provided will, of course, be different from place to place but it is hoped that department staff might make themselves available to meet staff from another school, say, once a term formally or informally, to share notes, lesson ideas etc.. As the Lead School programme matures this will become a more important aspect of Lead School status. As many of the comments to previous questions infer schools are working hard to build their own curriculum and extracurricular activities to raise the profile of the subject and this means extra time is limited for outreach activity. However it is pleasing to see approximately two thirds (65.49%) of the schools taking on this role, especially supporting their local primary schools with subject knowledge, with most of the remaining third (31.86%) planning to do so soon.



This question offered three possible responses:



- Yes, (65.49%)
- No (2.65%)
- Not Yet (31.86%)

Many of the lead schools have a CAS Master teacher in their department, or one training to be a Master Teacher. Their role is to support teachers in their local community so it is expected that this would be being done or planned to be done. However, many of the schools reported staff from other schools visiting to observe lessons and meet with their departmental staff. There are a number of schools involved in other networks where they are giving support e.g. Teaching School Alliance and Local Authority. One school reported they had freed a member of staff for a half day each week to support their feeder primary.

- 30% of schools mentioned they were involved in supporting local primary schools
- 30% reported they were running, or about to start running a CAS hub, or were active members of their hub
- 11% were meeting regularly with neighbouring schools, including feeder schools and others to share good practice, lesson planning or observe lessons.

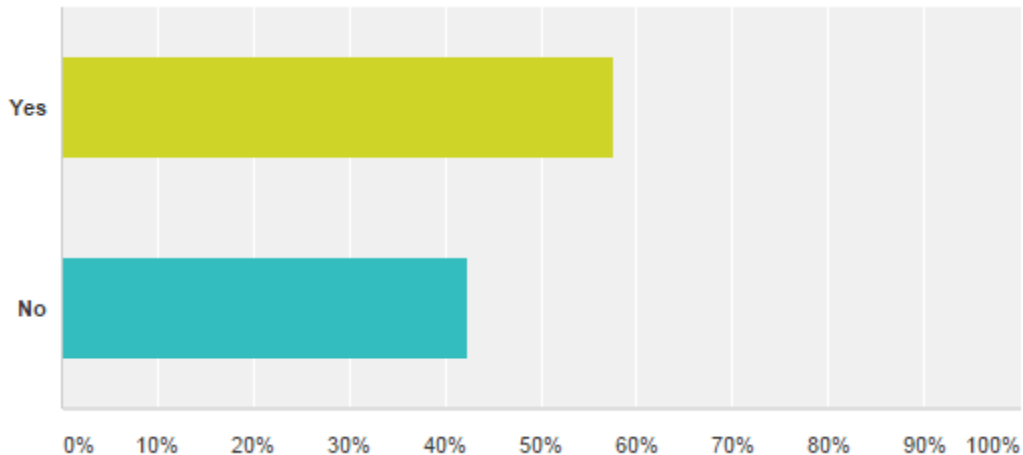
The next three questions summarised relate to the relationships between the Lead School and other schools in their community. In the survey these questions follow on from this one although the numbers are not contiguous.

## Question 16

**Has your school supported another with a different age range (e.g, primary supporting secondary, secondary supporting primary)?**

This series of questions tried to find out the range of support between school phases e.g. primaries supporting secondary and vice versa. Starting with a simple yes/no response:

- Yes (57.66%)
- No (42.34%)



Question 17 served as the option to add a comment to the previous question.

## Question 17

**Please summarise the cross-phase activity that has taken place, or is ongoing or planned, between your school and other schools in your area.**

60 respondents expanded on their response to Q16, 98% of which were responding to the 'Yes' answer.

All, 100%, mentioned their connections with primary schools. This was taking many forms e.g.:

- hosting training sessions at their secondary school for primary colleagues. Topic titles mentioned included computational thinking, python programming, Raspberry Pi, robotics, computing across the curriculum, GCSE, Scratch
- offering 'Computing Days' to pupils
- holding CAS hub meetings at their local primary school
- one to one meetings discussing implications of the curriculum
- staff being given dedicated time to work with their primary school
- providing technical support
- joint planning or resources and activities
- running extra curricular activities in the school e.g. Code Club

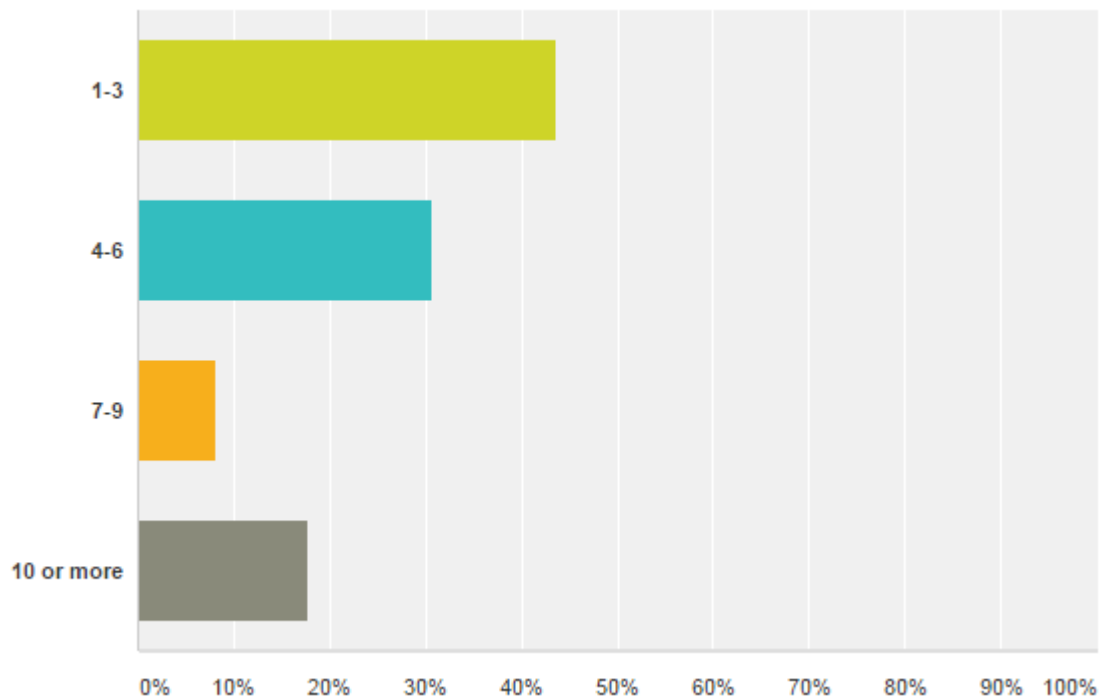
## Question 18

**Approximately how many schools are you supporting?**

Four bands were offered for this question to provide some idea of the scale of support for each Lead School

- 1-3 (43.55%)

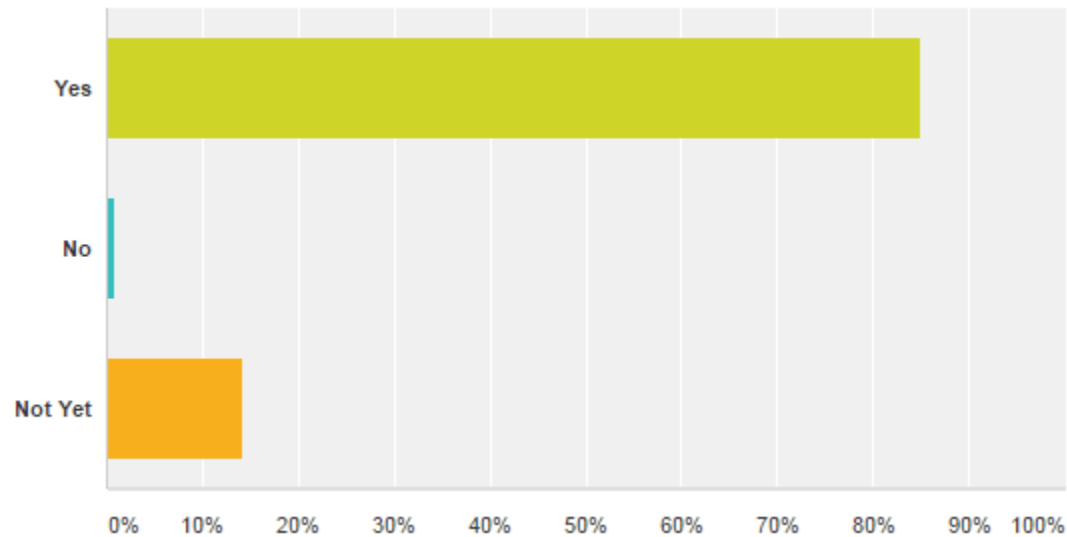
- 4-6 (30.65%)
- 7-9 (8.06%)
- 10 or more (17.74%)



## Question 12

**Our school has encouraged other schools and individuals to join CAS and the NoE.**

Lead Schools provide a point of contact for the wider CAS community for those who have not yet heard of the community and its benefits. This question serves to remind schools about encouraging others to join and participate in CAS.



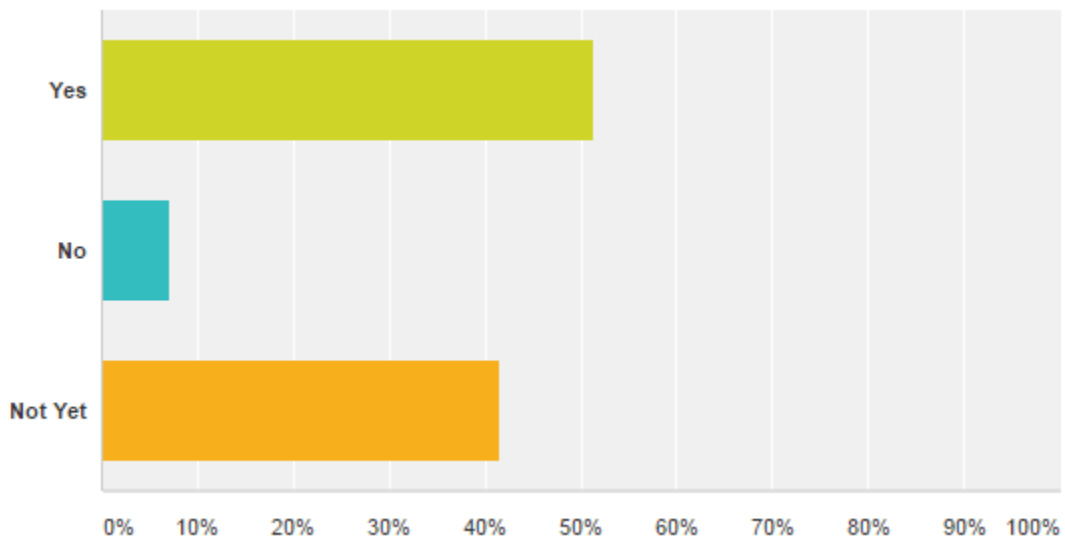
- Yes (84.96%)
- No (0.88%)
- Not Yet (14.16%)

It was pleasing to see that the majority of Lead Schools were 'advertising' CAS to their colleagues

### Question 13

#### **We have published resources or contributed to discussions on the CAS Community Forum**

Being a Lead School also means that staff will be taking an active part in the wider CAS community and being visible on the CAS Community forum is one way of doing this by sharing resources or participating in discussions.



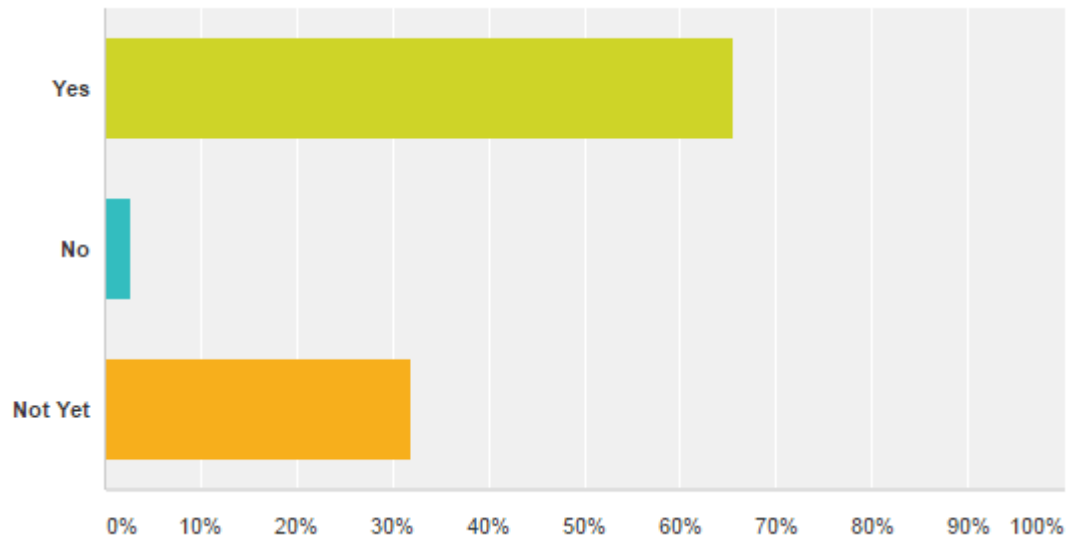
- Yes (51.33%)
- No (7.08%)
- Not Yet (41.59%)

Approx. 93% of respondents had either contributed in this way or were planning to do so. 42% offered a further comment to this question summarising what they had done or were intending to do in the future.

## Question 14

**At least one teacher in our school has active CAS Membership e.g. run a Computing At School hub or offered support by presenting at a number of CAS events e.g. hubs or conferences.**

Designed as a supplementary to question 13 this question sought to determine how many of our Lead Schools were truly taking an active lead in the CAS community by e.g. running a CAS hub. On reflection it would have been more beneficial to ask a multiple choice question providing a number of check boxes for respondents to tick re e.g. Master Teacher at this school, run a CAS hub, attended a Master Teacher training session, attended a CAS hub etc.. However, over 65% responded 'Yes' to active CAS membership.



- Yes (65.49%)
- No (2.65%)
- Not Yet (31.86%)

## Question 15

**Other: Please provide any other information you wish to submit to support your continuation as a Lead School in the Network of Excellence.**

Question 15 provided an open-ended response for respondents to mention anything else in support of their application for renewed Lead School status. 50% of respondents answered this question and provided in some cases a lot of detail. This included mentioning:

- running interviews as part of the BCS Scholarship programme
- having PGCE students
- teachers participating in the BCS Certificate
- responding to requests for help from other schools
- taking part in initiatives such as British Informatics Olympiad and Hour of Code
- Cross-curricular projects
- Hardware purchased to support teaching and learning

## Appendix 1: The Survey

## NoE Lead School Audit

### School Information

The Computing At School Network of Excellence team would like to thank you for all your efforts as a Lead School in the past academic year. To ensure the smooth running of the Network, the Network of Excellence team are required annually to:

- check that the information you provided when registering for the Network is still accurate and that you would like to continue being part of the Network;
- complete an audit of the work undertaken by our Lead Schools to award the status to schools for the following academic year.

To assist us in this process, please check the school and lead contact details carefully then complete a short audit form. The deadline to continue as a Lead School is **21st September 2014**

**\*1. School Name**

**\*2. School URN**

**3. School Address**

**4. School Phone**

**\*5. Head Teacher Name**

**\*6. Head Teacher Email**

**\*7. Lead Contact Name**

**\*8. Lead Contact Email Address**

### Activity feedback

The following criteria are used to determine Lead School status:

**Expected:**

1. Your school recognises that Computing as a subject is important, and this is part of your school development plan.



## NoE Lead School Audit

2. Your school is developing or has developed a broad and balanced computing curriculum that shows clear, planned progression where cross curricular opportunities are identified.
3. Your school supports (at least one) other NoE registered schools in your community through sharing your good practice.
4. You encourage schools not currently registered for the CAS NoE to join.

### Desirable:

5. At least one teacher in your school publishes resources or contributes to discussions on the CAS Community Website.
6. At least one teacher in your school has active CAS Membership e.g. runs a Computing At School hub or offers support by presenting at a number of CAS events e.g. hubs or conferences.

Under each of these below please provide us with a brief summary of the work that your school is currently undertaking or has completed during the academic year 2013-2014 in raising the profile and development of the subject of Computing and Computer Science. NB. See [Lead School Criteria](#) for further examples of what to include.

We are particularly interested in specific examples of the types of and frequency of activities together with an estimated amount of time you have devoted to particular schools, activities and the Network as a whole.

### \*9. Computing is in our school development plan

- ☐ Yes
- ☐ No
- ☐ Not Yet

Please comment:

### \*10. Our school has developed a broad and balanced computing curriculum that shows clear, planned progression where cross curricular opportunities are identified.

**NB. Please include in your comment any lunchtime clubs being offered, student competitions entered and anything else in the life of the school that is raising the profile of Computing.**

- ☐ Yes
- ☐ No
- ☐ Not Yet

Please comment:

## NoE Lead School Audit

**\*11. Our school supports (at least one) other NoE registered schools in our community through sharing our good practise.**

**NB. In your comment do mention how this has taken place. Perhaps your staff meet once a term with staff from another school, perhaps they visit you, perhaps you've run some twilight courses etc..**

- ☐ Yes
- ☐ No
- ☐ Not Yet

Please comment:

**\*12. Our school has encouraged other schools and individuals to join CAS and the NoE.**

- ☐ Yes
- ☐ No
- ☐ Not Yet

Please comment:

**\*13. We have published resources or contributed to discussions on the CAS Community Forum**

- ☐ Yes
- ☐ No
- ☐ Not Yet

Please comment:

## NoE Lead School Audit

**\*14. At least one teacher in our school has active CAS Membership e.g. run a Computing At School hub or offered support by presenting at a number of CAS events e.g. hubs or conferences.**

- ☐ Yes
- ☐ No
- ☐ Not Yet

Please comment:

**15. Other: Please provide any other information you wish to submit to support your continuation as a Lead School in the Network of Excellence.**

*Examples might include:*

- - Cross curricular computing opportunities are identified for all year groups and teachers feel confident to carry out these activities
- - Pupils have the opportunity to attend extra-curricular programmes
- - Increased the engagement and/or attainment of pupils of all abilities in the subject of Computing using a range of interventions
- - Respond to any requests for help from registered schools in the NoE providing advice and guidance where necessary
- - Create and publish case studies to illustrate how aspects of the new computing POS have been taught in your school
- - Run a TeachMeet on the topic of Computing
- - Conduct interviews as part of the BCS Scholarship programme

**16. Has your school supported another with a different age range (e.g, primary supporting secondary, secondary supporting primary)?**

- ☐ Yes
- ☐ No

## Cross Phase support

We have been asked by the Department for Education to gather data where secondary colleagues are actively

## NoE Lead School Audit

involved in supporting local primary schools and vice versa

**17. Please summarise the cross-phase activity that has taken place, or is ongoing or planned, between your school and other schools in your area.**

**18. Approximately how many schools are you supporting?**

- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10 or more

## References

Please can you provide up to two reference or publicly available sources of information that can be used as evidence of the impact your school has had using its Lead School status during the 2013/2014 academic year.

### 19. Evidence 1

Name	<input type="text"/>
Position	<input type="text"/>
Email	<input type="text"/>
School	<input type="text"/>
Website	<input type="text"/>

### 20. Evidence 2

Name	<input type="text"/>
Position	<input type="text"/>
Email	<input type="text"/>
School	<input type="text"/>
Website	<input type="text"/>

## Feedback

In an effort to improve the Computing At School Network of Excellence, we would value your opinion on how we all could improve the Network in the next 12 months and in the future.

### 21. Comments

## NoE Lead School Audit

### Confirmation

By completing and submitting this form to Computing At School and the Network of Excellence you are confirming that your school is registering its interest in continuing to be a Lead School in the Network of Excellence during the 2014/15 academic year.

**22. Name**

**23. Position**

**24. Email Address**

### Thank You

Thank you for completing this audit requesting continuation of Lead School status in the Network of Teaching Excellence of Computer Science

**Data protection:**

Contact information provided by CAS Master Teachers and Lead Schools will be shared with any educational establishments that have registered for the Network of Teaching Excellence for Computer Science. This information will not be sold or shared with any third party commercial organisation unless the Network Of Excellence team write to you requesting permission. For the purposes of sharing data between the Network Of Excellence team, the data is stored via a google Apps account to named individuals only. If you have any questions, please email [NOE@Computingschool.org.uk](mailto:NOE@Computingschool.org.uk)