

FITS case study

Turton High School
Media Arts College,
Bolton.

Improving delivery of ICT technical support

Turton is a school used to delivering good results – as evidenced by its highly favourable Ofsted report and a string of awards and accolades. The school, with specialist status in media and the performing arts, has 106 staff and 1,700 pupils studying a wide range of subjects at all levels. Over the last few years the school has invested extensively in ICT, which it sees as imperative to future curriculum delivery and maintaining its status as a specialist college.

About FITS

FITS is a set of best practice processes designed to provide a structured framework upon which to build the ICT support provision in a teaching establishment.

The FITS processes cover the four main functional areas of technical support provision:

- XXXXXXXXXX XXXXXXXXXXXX
- XXXXXXXXXX XXXXXXXXXXXX
- XXXXXXXXXX XXXXXXXXXXXX
- XXXXXXXXXX XXXXXXXXXXXX

The advice given within the Fits guidelines is neither definitive nor prescriptive and is of benefit and applicable to all schools irrespective of size or the technology in use. We recommend that the guidelines be adopted and adapted to fit each school individually, based on the school's resources and needs.

A member of the school's management team has attended a 'FITS Overview' expert workshop, where the benefits of implementing FITS processes were explained. Also, two of the technical support team have attended an 'Implementing FITS' expert workshop, where they assessed their current ICT support processes and analysed their needs to help determine the best order for the school to implement FITS processes.



Tom Kwiatkowski manages the support team that looks after the school network plus over 450 PCs, Apple Macs and laptops as well as interactive whiteboards, projectors and specialist media equipment. Tom says: "When Becta and the LEA approached us about a project to implement FITS guidelines late last year, I was very keen to see how it could improve and pupils at the school. However, the our expectations – it has been a very



Implementing FITS has been around the Incident management processes: the ICT support team has implemented fault forms and developed a relational database for recording and tracking faults. Basing these on the Becta tools, the school has developed them to meet its own requirements by simplifying the form to avoid user confusion, while adding fields to allow more sophisticated analysis of problems. After managing the network more proactively for only three months, the team has already seen a reduction in the number of calls and an



The key message we want to reinforce is that ICT services are there solely to support the school and its efficient and effective delivery of teaching and learning.

It is possible to begin by implementing any process within the framework. However, we recommend that you work through the FITS getting started processes first. Even if you currently have a means of recording and monitoring incidents, we believe that some benefit may be gained by working through the FITS getting started processes to identify whether there are some areas that you could improve on.

If you are a primary school or school that relies on an external provider for the majority of their ICT management and support, you will find that in most cases this will be all that you need to implement to make a major impact on the control and management of ICT services in your school.

Secondary schools and larger primary schools that undertake their own technical support will benefit from implementing all of the FITS processes.

Getting started with Fits is very easy. At The Fits Foundation, we maintain a register of approved trainers that can take your support staff through the Fits material and prepare them for the accreditation examination.

To locate a training provider near you and more information about the Fits accreditation, email support@thefitsfoundation.org.org, or call 01926 800121.

Our 10 main process topics



improvement in service delivery. No longer do the team members find themselves only installing and fixing equipment: they now have more time for planning and developing the network. The school intends to continue to implement and adapt FITS, with the establishment of the Service Desk process the next priority.

Both the leadership team and the ICT support staff at Turton have embraced FITS with enthusiasm and since November they have implemented a significant proportion of the processes and guidance. The school recognises that although initially there is some additional workload for support staff in implementing the FITS processes, this effort will pay dividends later by making the team more efficient and effective in the longer term.

Indeed, although primarily aimed at improving management of the ICT in schools, FITS has benefits that go beyond this – as Charlie Taylor, one of the deputy heads, explains: “The ICT technicians at Turton have always delivered good service and so I was pleased when they said they wanted to become even more professional by using FITS. What we have seen is not just an improvement in service, but the team are now actively contributing to the strategic planning and development at the school. Communications between the technicians and the users are very good and the leadership group value the contribution they are making more than ever.”

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