

# Case Study

St Richard Gwyn Catholic High School



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## Overview

St Richard Gwyn Catholic High School engaged School ICT to support and strengthen its data management processes after recognising that its existing systems and in house arrangements were no longer meeting the school's needs. Over a three year partnership, School ICT has helped the school streamline SIMS, evolve its assessment and reporting model, improve data confidence, and significantly reduce workload and stress for senior leaders and teaching staff.

As Assistant Headteacher Louise explained, the relationship has gone far beyond basic support: **"It's not transactional... together we're proactive, forward thinking and solution focused."**

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## The Challenge

When Louise joined the school, she inherited data systems that were fragmented, inconsistent and difficult to trust. Data management was being handled in house by staff without specialist training, meaning systems like SIMS had become disorganised and inefficient.

**"SIMS was very messy... everything was just a little bit all over the place. The data in the tracker wasn't necessarily useful data."**

This placed a heavy burden on leadership time. Louise found herself checking and re checking data rather than using it strategically:

**"The time for me having to go through everything and check everything was too much. It wasn't a good use of my time."**

At the same time, Wales was undergoing a major curriculum and assessment reform, requiring the school to move away from levels and redesign its assessment and reporting approach entirely. This added further pressure to already stretched systems and staff capacity.

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## How School ICT Helped

School ICT provided St Richard Gwyn with access to dedicated, expert data managers who worked remotely, and on site when needed. This immediately gave the school confidence that its data was being handled by specialists who understood both the technical systems and the educational context.

**“I know School ICT are educational data experts and know exactly what they’re doing. Previously, I didn’t have anyone that could do that. Having a remote service suits us as Sarah is completely dedicated and focused on her data role, rather than someone on site who would be pulled into other school areas.”**

Together, the school and School ICT redesigned assessment and reporting within SIMS to align with the Curriculum for Wales. Progress is now assessed against learning objectives, supported by smaller ‘mini objectives’ and targeted next step activities that appear directly on student reports.

**“All of this has evolved because School ICT have made it work for us... and adjusted SIMS so that it’s exactly what I want.”**

The introduction of SIMS InTouch enabled reports to be shared electronically with interactive links, supporting both challenge and intervention at home. National test data, progress judgements and qualitative insights are now combined into clear, meaningful reports for parents.

School ICT also worked proactively with the school’s analytics platform to improve cohort analysis, target setting and pastoral data use. Sarah, the school’s lead data manager, regularly undertakes CPD and suggests new tools and approaches without being prompted.

**“Sarah has taken it upon herself to do that without me asking... she’s very, very forward thinking.”**

Crucially, these changes significantly reduce teacher workload. Most staff no longer need to write lengthy subject comments, as reports now pull meaningful information directly from SIMS.

**“The workload is reduced... teachers don’t have to type because it just pulls out everything that’s in SIMS.”**

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## Conclusion

The partnership with School ICT has transformed how St Richard Gwyn Catholic High School manages, analyses and uses data. Systems are streamlined, reporting is clearer, staff workload is reduced, and leaders can focus on improving outcomes rather than fixing spreadsheets.

**“For me, it really reduces stress because I’ve got that reassurance... everything feels more streamlined now.”**

So successful has the collaboration been that the school has expanded its relationship with School ICT to include additional services, confident in the quality, efficiency and expertise provided.

**“The value we get versus the cost...with the expertise we gain from School ICT, it’s a service we couldn’t be without.”**

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