



ICT Mark assessment report

- Page 1 -



Name of school **Hyde Park Infants School**
Post code **PL3 4RF**
School URN **113275**
Head teacher **Mrs E A Hill**
Assessor **Anthony Hunt**
Date of assessment **8 February, 2016**

Focus elements

Element 1: Leadership and Management
Element 3: Teaching and Learning
Element 6: Resources

Visit agenda

0930: Arrive at the school: meet the head teacher and the ICT manager to set the context for the visit
0945: Tour of the school to include discussions with teachers, children and support staff as appropriate
1045: Examine the evidence base with particular reference to the above elements.
1100: Interviews to include as many of the following as available/relevant
*A recently qualified teacher
*A subject manager
*Assessment manager
*Teaching support assistant
*A small cohort of children
*Parent
1200: Brief period for reflection on the visit
1215: Feedback to SMT, ICTM and (if available) governor representative including the recommendation for the ICT Mark assessment.

Commentary on assessment

Vision, leadership and organisational management

Hyde Park Infant School first gained the ICT Mark award in 2009 so this is the school's second renewal: the head teacher and IT coordinator, along with many of the staff, have remained constant throughout and this shows in the holistic educational process throughout the school (which is three-form entry). The school has recently federated with the junior school (at governor level currently although a Multiple Academy Trust is in the offing with the infant head teacher as CEO) and cross-phase links are being improved all of the time.

The IT vision reflects the school ethos of Together Everyone Achieves More (TEAM) and this is apparent as you move from class base to class base and see a consistency of approach to all facets of learning with the use of IT abundant. The school uses the Self-review Framework (SRF) as it was intended to be used: as a consistent benchmarking programme in which all teaching staff are involved fully, hence the clarity of understanding of what IT is being used, why and to what educational outcome.

This is backed up by a comprehensive training programme inspired by the IT coordinator as attested by every adult interviewed during the tour of the school. New technologies are explored as whole school initiatives and there is much peer-to-peer support provided within the school. Everywhere there is the buzz of enthusiasm for the use of IT to support learning and the children themselves, even from an early age, understand what they are doing and why. The school has retained a progression of skills' programme throughout that incorporates the demands of the computing curriculum without diminishing all of the IT areas built up over the past six years.

The school already uses programmes like Education City to take learning into the home environment and several web-based programmes and apps are used which the children can access from home. The school does not currently have a virtual learning environment but is still open to the possibility of acquiring one in the future.

E-safety has been identified as hugely important and everyone connected with the school recognises the impact this has on the children in this ever growing technological world. There is an e-safety policy, which includes pupil and staff acceptable use policies, use of social media networking sites and mobile phone policy. Online safety is included with in each key stage planning and regular updates are given via the school website with useful links for parents. E-safety policies have been devised according to guidance from SWGfL and these are reviewed annually with necessary amendments made. The children interviewed spoke very clearly about e-safety and there was ample evidence throughout the school of e-safety awareness: indeed, the IT coordinator was leading the afternoon assembly that day on e-learning issues.

Provision of ICT; quality and range

The school has developed its use of School Pupil Tracker Online (SPTO) over the past three years and, as a result, now has an integrated assessment package that individually tracks all 270 pupils whereby all information pertaining to that child (medical needs, category such as SEND, pupil premium, speech and language needs, intervention programmes) is now available in one electronic place so that they can provide a comprehensive and robust programme of support for every child. The school also used SPTO to ensure progression and data between years 2 and 3 now that the schools are federated: this has been accompanied by cross-phase meetings and training where required.

Given the difficulty of paper-based (or electronic) questionnaires for young children, the school has adopted a process called SMILE TIME wherein a set question (often on IT) is discussed in each class base on a weekly basis and the results collated: in essence this means that every child at Hyde Park Infant school is a member of the school council and has a voice.

The school has just commissioned a new web site, due to be launched soon which will enable home/school links more readily and the school has recently joined the Teachers2Parents scheme which is proving an invaluable tool for communicating with parents. Newsletters are electronically available and text and email contacts are now maintained as appropriate.

The school has invested in mobile and hand-held technology over the past three years and there is an equity of provision across every class base although the option exists for a particular year group to commandeer an entire bank of i-Pads or tablets for specific IT rich educational activities. This fluid approach works well. There are three interactive learning environments around the school, all using chrome key technology: the green screen area is particularly innovative as a recent theme on dinosaurs proved. There is an abundance of hand-held technology from Bee-Bots to metal detectors, speaking pegs to digi-scope microscopes, cameras to microphones, all being used on a regular basis. A local secondary academy provides three hours' technician support a week as well as immediate back-up if required: this contract has been reviewed recently and found to be effective, meeting the school's needs.

Demonstrating impact on learning and teaching

As stated above, the educational ethos of this school is of the highest quality: IT supports teaching and enhances learning throughout and if ever the word embedded meant anything, it is exemplified at Hyde Park Infant School. The enthusiasm shown, from the senior leadership team through to all classroom assistants, is exemplary and worthy of a greater audience, hence the recommendation for the school to consider the 3rd Millennium Learning Award. Yet the school is not standing still but continues to seek new IT avenues to explore, supported by a very IT savvy governing body. The impact on learning throughout is evident from conversations with the children but this is also backed up by positive data gathered during the year through SPTO and less formal processes.

Parental support is key to the success of the school's approach and support, both in school and from the home, and provides clear evidence that IT is making a difference. The parent interviewed runs her own IT school support business and holds three sessions a week in this school for 12 children per session called Digital Artists wherein the children examine techniques and skills using mobile technology provided by the parent as part of the programme. The school does not currently share any performance data with parents electronically but the SPTO software can enable this to be carried out should the school deem it an important addition to the excellent face-to-face programme already in existence.

One of the values of returning to schools on a three-yearly basis, whether for IT support or assessment, is to witness at first hand the developments made in the intervening period. This is particularly true of Hyde Park Infant School. Already proven to be a leading exponent of IT excellence, the head teacher ably supported by her influential IT coordinator has built upon previous levels of success to such an extent that touring the school, talking to staff and children and sharing in their educational adventure, is a thrilling experience and affords an insight into how powerful technology can be in inspiring young children to learn, and to have fun doing so. The renewal of the ICT Mark award is highly merited and one wonders where the next three years will lead.

Areas of strength/outstanding practice within the context of the Self-review Framework

- very strong and highly sustained leadership team principles established over many years
- a truly holistic approach to learning enhanced by the use of IT across the whole school
- extremely committed and confident staff, both teaching and non-teaching, all of whom embody the school ethos of Together Everyone Achieves More (TEAM) with IT
- the considerable increase in mobile and hand-held technology has been well-managed
- technical support is good and appropriate throughout
- the e-safety work is exemplary led by the ever excellent IT coordinator
- the assessment profiling of all of the children using School Pupil Tracker Online is first-rate
- the weekly use of SMILE TIME to enable all of the children to comment on a question relevant to their education which is then collated to form a genuine response by them to their school
- very impressed with the Digital Artists programme run at lunch time and after school by one of the year 1 parents
- congratulations on using the online Self-review Framework as a consistent benchmark with staff throughout the three years since the last assessment.

The future

- if appropriate, consider the benefits of adding a VLE such as Firefly
- monitor the new web site and determine its effectiveness
- consider introducing online year group blogs to showcase educational initiatives and work
- add Purple Mash to the home/school links work throughout the school
- definitely consider the 3rd Millennium Learning Award process: your school has so much to offer others, and your staff would gain from the professional development opportunity.

Assessor recommendation: **Threshold reached**

Date received **9 February, 2016**
Date agreed by Naace **10 February, 2016**