



## Case studies

### 23. Horndean Infant School, Hampshire, UK

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## CONTENTS

<b>1. Context of the school</b> .....	3
<b>2. Example of practice</b> .....	3
<b>3. Impact, barriers and enablers</b> .....	4
3.1 School.....	4
ICT development plan, implementation strategy, organisational changes and attitudes .....	4
Resourcing.....	4
The curriculum and ICT .....	5
Assessment of ICT and ICT for assessment .....	5
Organisation of support.....	5
3.2 Teachers .....	6
ICT as a tool for communication and collaboration .....	6
ICT as a tool to improve the quality and efficiency of planning and administration .....	6
The pedagogical role of ICT to improve learning and teaching.....	6
ICT skills .....	6
Participation, motivation, confidence and performance.....	7
3.3 Learners.....	7
ICT skills .....	7
<b>4. References</b> .....	8

*This is one of 25 case studies produced for STEPS, the Study of the impact of technology in primary schools, to illustrate the impact of ICT, on schools, teachers and learners, and to highlight barriers and enablers to its effective use in the school. Further information can be found at <http://steps.eun.org>.*



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## 1. CONTEXT OF THE SCHOOL

Horndean Infant School has approximately 260 pupils between the ages of 4 and 7 years old. Approximately half of the pupils come from outside the catchment area from a mix of social and private housing.

The staffing comprises 15 teachers and 15 learning support staff.

The school is an ICT Focus School and has been awarded the ICT Mark.



## 2. EXAMPLE OF PRACTICE

The school has installed interactive whiteboards (IWB) in all classrooms, and the staff have learnt together how to use them to best advantage for the children. The school didn't invest in any extra software, instead deciding that they would learn how to make activities that best met their pupils' needs.

Time was set aside at each staff meeting for teachers to share an activity that they had used during the week, outlining whether it had been successful or not. It was essential to the exercise that all teachers gave honest and accurate feedback. Within a term, all staff were comfortable with creating activities, the children loved being able to interact, and the confidence of all members of the school community in using all types of ICT had increased.

In another example of practice, a digital video camera is taken home by children to video the class mascot. A three-minute clip is shown on the IWB the following day, while the child talks about the mascot's adventures. The video provides them with a prompt for speaking.



### 3. IMPACT, BARRIERS AND ENABLERS

#### 3.1 SCHOOL

#### ICT DEVELOPMENT PLAN, IMPLEMENTATION STRATEGY, ORGANISATIONAL CHANGES AND ATTITUDES

##### o Impacts and enablers

- o The Every Child Matters<sup>1</sup> policy has enabled the school to realise its potential.
- o Devolved capital funding (separate from the main school budget) has enabled the school to replace its server, purchase IWBs and data projectors, and to lease ICT equipment.
- o The headteacher sets the tone, ensuring that there is time to learn, and taking a lead: “Any initiative has to come from the top; I am not afraid to say it doesn’t work.”
- o There is an ICT policy.
- o The school has developed a home-school agreement to support e-safety.

#### RESOURCING

##### o Impacts and enablers

- o Laptops provide flexibility: 15 laptops and 30 netbooks are available, which can be connected to the wireless network.
- o Every teacher has a laptop, and there are three laptops available in each classroom.
- o The school decided to go its own way (with the support of the governors) and purchased 11 interactive whiteboards, one for each classroom, “so we could all learn together”.



<sup>1</sup> Every Child Matters is a UK government initiative to protect the well-being of children and young people from birth to 19 ([www.dcsf.gov.uk/everychildmatters](http://www.dcsf.gov.uk/everychildmatters)).

- Learning platform content is produced by the teachers in the school and posted online.
- Next steps are to explore the educational potential of Apples, GPS devices and the Nintendo Wii.

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## THE CURRICULUM AND ICT

- **Barriers**
  - No evidence.

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## ASSESSMENT OF ICT AND ICT FOR ASSESSMENT

- **Impacts and enablers**
  - Children have a portfolio and a personalised 'I can...' assessment booklet. This is used throughout their school career, and helps to identify the 'next learning step'.

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## ORGANISATION OF SUPPORT

- **Impacts, barriers and enablers**
  - In-school ICT training is provided by the headteacher ("If I can do it anyone can") and the ICT leader.
  - The SMART IWB was chosen partly because training for all was included in the contract.
  - A 30 minute session is set aside during weekly staff meetings to share ideas and problems.
  - The learning platform trainer is 'fresh out of the classroom' and provides important differentiation during training.
  - All teachers agreed to learn to use the learning platform, and all began at the same point – there was no option to opt out (music teacher could not see the point until she came across some good content).
  - It is important to have access to technicians as staff do not have time or expertise to fix hardware. A technician is contracted for two hours a week from a commercial company to fix problems and suggest new ideas, and is considered



part of the school. Teachers are expected to do little more than change a printer cartridge.

## 3.2 TEACHERS

### ICT AS A TOOL FOR COMMUNICATION AND COLLABORATION

#### ○ **Impacts and enablers**

- The school has purchased digital microphones incorporating an MP3 player and USB drive, and these are used independently by the children.
- There are school links arranged through the British Council's Connecting Classrooms scheme with Cameroon, Australia and Uganda.
- The learning platform enables parents serving on ships in the Navy (and so unable to take part in parents' evenings) to log on to the learning platform and follow their child's progress.
- Children produce content for the learning platform at home, such as poems about snow. All content is held for teacher approval.

### ICT AS A TOOL TO IMPROVE THE QUALITY AND EFFICIENCY OF PLANNING AND ADMINISTRATION

#### ○ **Impacts and enablers**

- The school uses the Becta self-review framework to identify its level of e-maturity and areas for improvement.
- ICT is a 'key improvement' in the school development plan.
- There is succession planning to prepare staff for promotion as colleagues move on.

### THE PEDAGOGICAL ROLE OF ICT TO IMPROVE LEARNING AND TEACHING

#### ○ **Enablers**

- ICT is always seen as an aid to learning not an end in itself.
- The school learning platform (Uniservity) encourages parental engagement.

### ICT SKILLS

#### ○ **Impacts, barriers and enablers**

- Opportunities to share ideas are provided at the staff meeting every week.

- The school belongs to the ICT Register, and attends termly meetings in London. This is useful for identifying useful content and new devices (for example, using Apples for video, and a matchbox sized GPS tracker that plots walks onto Google Earth).
- The school has two Advanced Skills Teachers who visit other schools, but also bring back fresh ideas.
- The school would welcome opportunities to visit schools abroad, but the cost is high.

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## PARTICIPATION, MOTIVATION, CONFIDENCE AND PERFORMANCE

- **Impacts and enablers**

- “ICT is planned into everything”.
- The headteacher belongs to the Leading Leaders network, with termly meetings in another school, including secondary schools.

## 3.3 LEARNERS

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### ICT SKILLS

- **Impacts, barriers and enablers**

- Children use and apply ICT in a learning context.
- Children come to school with “far greater ICT skills” than expected in the ICT national curriculum (for example, some can launch and close programmes). They are used as learning mentors.
- There is a home-school agreement for ICT to raise e-safety issues. Children only receive their learning platform ID and password if the parent comes to an e-safety session at school (covering phishing, how to record chat sessions on MSN, and so on.) and signs the agreement.
- Children do not have a computer in their bedroom: access tends to be in family areas.



## 4. REFERENCES

- **Sources:**
  - Interviews with teachers and observation of lessons.
- **Further information:**
  - Primary Resources.co.uk ([www.primaryresources.co.uk](http://www.primaryresources.co.uk)).

