

# Early Years



Hannan Saleh

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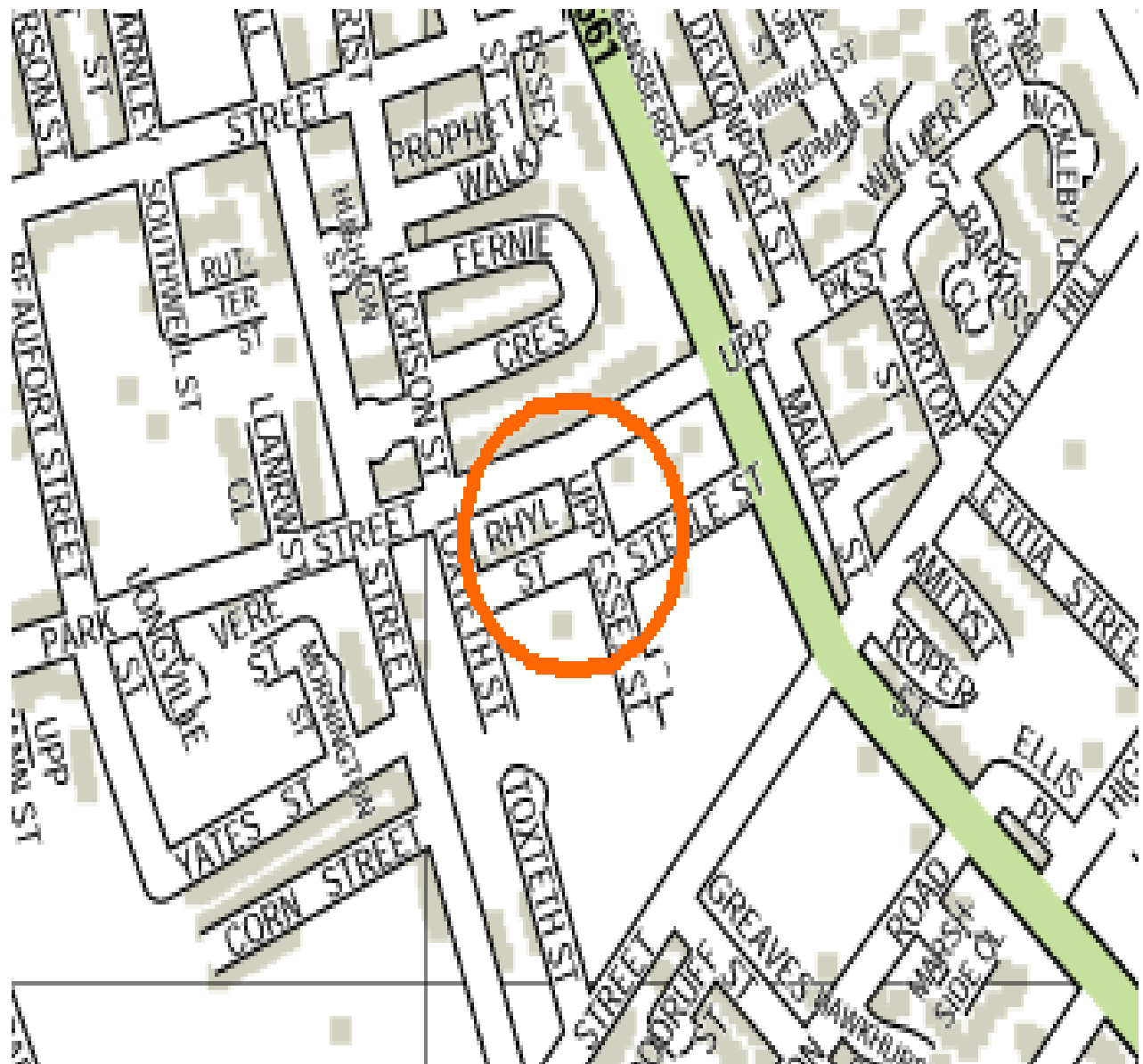
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Bibliography	

# Choice Of organisation

I have decided to do my portfolio on Beaufort Park School, for several reasons. Firstly, my brother and sister both go to the school, which means that most of the staff are familiar with me. I also know a lot of the children who attend the school. Also it is very close to where I live, as it is less than a five-minute walk, therefore, it is very convenient. Moreover, Beaufort Park once used to be called Beaufort Street and was in another building, and I used to attend this school. However, in 1998 (after I had left the school) the school moved to another location (not far from the old one), and into a brand new building. Two schools became one (Beaufort Street and Park Hill), so the school renamed itself- Beaufort Park. Therefore, I am familiar with some of the teachers that are present at the school. Consequently, I think that Beaufort Park was the best choice of school to do my portfolio on.

# Location

Map



The school is situated behind a few houses, and behind a leisure centre. The school stands alone on a small field that surrounds it. There are two small side roads for which cars can get through, but there is no large main road, which would put the children in danger. The school also has a large car park which is separated from the playground by gates, which means that even when the children are playing in the playground they are not at risk.

Directly opposite the school there is a leisure centre, which is useful for the pupils. The school takes the children swimming once a week in this leisure centre, and the children don't need a bus to get there, as it is just a two-minute walk. From about a five-minute walk away from the school, you can get to a road which is full of different stores, such as, the bakers, flower shops, supermarkets, opticians, DIY stores and many more shops. Therefore, the school is situated in a good location, with lots of amenities nearby.

I have included a photograph of the school below:

### Demography of area (Liverpool 8: Dingle) 1991:

- Unemployed of working age = 1315
  - Unemployment rate = 22.9%
  - Change in employment = 5.0%
  - Total residents = 13 629:
    - White = 96.9%
    - Black Caribbean = 0.3%
    - Black African = 0.3%
    - Black other = 0.8%
    - Chinese = 0.5%
    - Other Asian = 0.3%
    - Other = 0.7%
  - Population present aged 0-15 years = 2959
  - Qualified residents ages 18+ - as % of all residents aged 16+ :
    - Total = 6.5
    - Male = 7.0
    - Female = 6.0
- % employed:
- Male = 72.7
  - Female = 81.3
- Percentage of resident population age:
    - 0-4 = 7.8
    - 5-15 = 14.4
    - 16-24 = 12.8
    - 25-59/64 = 46.3
    - 60/65-74 = 11.8
    - 75-84 = 5.3
    - 85+ = 1.5

### From the demography:

- Beaufort Park must obviously cater for quite a few children whose parents are unemployed, as the unemployment rate is 22.9%
- Although there are quite a few unemployed parents in the area there are quite a lot of parents who are qualified residents and are employed, as the figures for male and female are above 70%.
- 14.4% (which is the second highest percentage in that category) of the population in this area are aged between 5 to 15 years old (2959 children in the area). This means that there is quite a lot of children who attend school in the area, so there should be a lot of pupils at Beaufort Park, however the school is actually quite small.
- Just under 97% of the population in the area are white, and the rest are of lots of different ethnic groups. This means that most of the pupils who attend Beaufort Park are white, but the school still caters for pupils of different ethnic backgrounds.

# Aims And Objectives Of The School

Beaufort Park School claims the following:

## Standards

- They will plan children's work carefully, assess it regularly and clearly identify areas of need, according to the individual child's ability. They intend to at least achieve required levels of achievement, as laid out in agreed targets, at the end of each key stage.
- They will actively encourage, through certificates, prizes, awards and occasional reminders to parents a respect by all families and pupils for accurate time keeping and full attendance.
- They will provide a set of clear rules, which are supported by the whole school community and foster awareness of respect for themselves and others.
- They will focus on rewards for good conduct around the school, at lunchtimes and playtimes to promote polite behaviour. They expect all staff to lead by example in their own behaviour and attitudes to the whole school community.

## Quality of teaching

- They will match the needs of individuals through planning and preparing a broad and balanced curriculum using individual assessment.
- They will have clear learning intentions that are shared with the children, and provide feedback and evaluation, where possible.
- They will establish and maintain high expectations of all children in attainment and behaviour.
- They will provide a consistent approach to behaviour by using the school policy and a published code of conduct.



### Quality of pupil response

- They will ensure that children understand the teaching staff's intentions and expectations.
- They will encourage the children to be actively involved in their own learning.
- They will allow the children time for reflections, including feedback.
- They will provide a broad, balanced and purposeful curriculum that is relevant to the children's needs, both collectively and individually.

### Quality of curriculum

- They will ensure the curriculum is broad and balanced.
- They will ensure that the curriculum provides equality of access to all children.
- They will include a spiritual, moral, cultural and social dimension.
- They will include wide-ranging extra curricular provision, with parental involvement wherever possible.

### Ethos

- They will provide a caring, stimulating environment, in which the children feel secure and happy, so they develop a sense of self-esteem.
- They will promote a development of respect for the religious and moral values of other cultures, religions and ways of life.
- They will provide, whenever possible, equal opportunities, regardless of sex/race/belief/disability.
- They will promote sensitivity to the needs of others, and co-operation between individuals.

- They will promote recognition of individual and group rights and responsibilities.
- They will promote the development of courtesy, good manners and consideration.
- They will promote the development of acceptable behaviour together with special reference to the unacceptable, such as bullying.
- They will promote a culture in school where the children can respect and care for themselves, their environment and the wider world.
- They will promote an awareness of the responsibilities of being a part of the school community, which involves the children, staff, parents and the wider community in all aspects of the school life - often based on the "weekly theme"

### Efficiency

- They will follow LEA guidelines closely in all financial matters. They'll ensure that nominated individuals are responsible for money, so that it is spent wisely and always accounted for.
- They will endeavour to provide a healthy, safe and stimulating environment for its community.
- They will ensure that its material resources are well organised and stored, accessible and maintained in good condition.
- They will ensure that all children spend the LEA and OFSTED recommended time studying the elements of the national curriculum.
- Meetings will be well organised and use time efficiently.
- They will ensure that all employees' and Governors' needs are clearly met.

# Staffing Structure

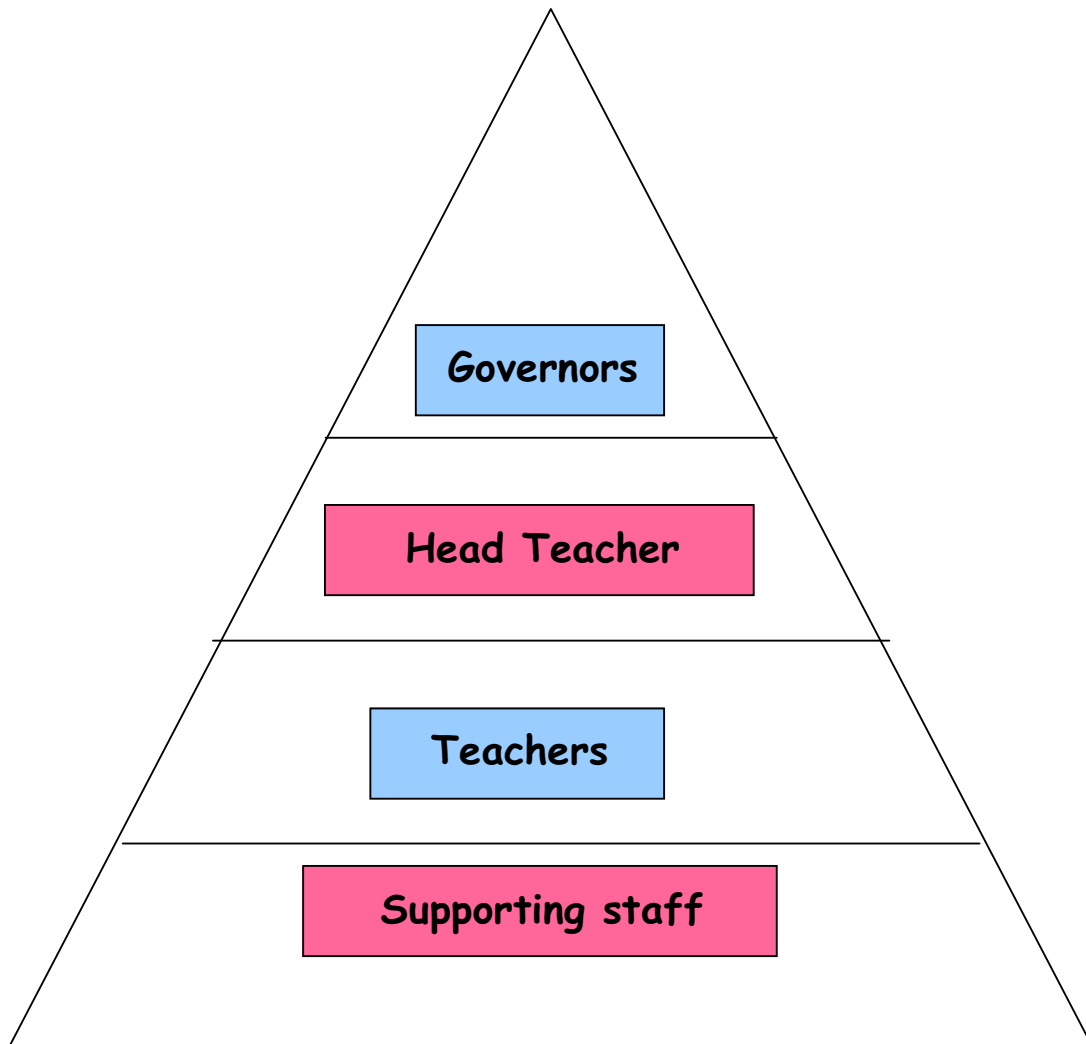
The following table lists the teachers at Beaufort Park School:

<b>Teaching Staff</b>	
Mr. S. Hetherington	Acting head teacher
Ms. H. Wynne/Ms. A. Ray	Nursery
Mrs. L. Gillott	Reception
Mrs. H. Hebden	Class 1H
Mrs. S. Shotter	Class 2S
Mrs. R. Bennett	Class 3W
Ms. A. Mullen	Class 4ML
Mrs. P. Farrow	Class 5F (Deputy head teacher)
Ms. K. Mykytyn	Class 6M
<b>Supporting Staff</b>	
Miss. J. Williams	Learning Mentor
Ms. C. Graham	Admin Officer
Mrs. J. Holmes	Clerical assistant
Mrs. A. Gandy	Nursery nurse
Mr. B. Aldag	Caretaker
Mrs. E. Shepherd	Classroom assistant
Mrs. I. Campobell	Classroom assistant
Mrs. L. Salla	Classroom and supervisory assistant
Mr. C. Moore	Classroom assistant
Mrs. L. Mushrow	Classroom assistant
Mrs. C. Millington	Classroom assistant
Mrs. R. Murphy	Supervisory assistant
Mrs. I. Roberts	Supervisory assistant
Mrs. B. Walsh	Supervisory assistant
Mrs. E. Simpson	Supervisory assistant
Ms. G. Higgins	Supervisory assistant
Mrs. P. Doyle	Cleaning staff
Miss. M. Doyle	Cleaning staff
Mrs. J. Foster	Cleaning staff
Mrs. C. Daniels	Cleaning staff

The following table lists the governors at Beaufort Park School:

Vacancy	Chair
Mrs Julie Cooney	Co-opted (Vice-chair)
Mrs. M. Whitehead	L.E.A
Vacancy	L.E.A
Mrs. P. Southern	L.E.A
Rev'd. R. Stock	L.E.A
Mr. J. Murphy	Co-opted
Mrs. J. Williams	Co-opted
Vacancy	Co-opted
Mr. L. Wilson	Co-opted
Mr. J. Millington	Parent
Ms. L. Logan	Parent
Ms. M. Robertson	Parent
Ms. D. Pritchard	Parent
Mrs. L. Gillott	Teacher
Mrs. S. Shotter	Teacher
Mrs. J. Holmes	Staff
Mr. S. Hetherington	Head teacher
Mrs. H. McCormack	Clerk

# Staff hierarchy



The hierarchy above shows that the governors at the school are the ones at the top, they have the final decision in everything that happens. Surprisingly the head teacher is below the governors, so the head can't run the school just on the basis of how he/she wants, everything must be discussed with the governors. The supporting staff are at the bottom of the hierarchy. Therefore, they don't really have any decisions made on how the school runs, they are just there to help out the teachers

# How Is The Organisation Advertised?

The school doesn't really advertise itself. People come to know about the school by word of mouth. People also find out about the school, because the school holds a lot of courses for parents to attend.

People can find out things via the school prospectus, which can be picked up at the office desk. Although the school doesn't have a website, OFSTED reports, and other small pieces of information about the school can be found on the Liverpool City Council website

I think that the school could improve the way it advertises itself, by distributing leaflets and having its own website. Also if the school had a prospectus in different languages it would help as more people would be able to read about the school, but as the school only caters a prospectus in one language (English) people who cannot speak English will not know about the school.

# Admissions Policy Of Organisation

The prospectus doesn't really have an admissions policy. It just states the admissions policy for pupils with disabilities and then says that if parents want to discuss the admissions policy and procedures they must make an appointment to see the head. I asked the head teacher about it and he said that parents who are interested in bringing the children to the school must make an appointment to see him, and then they will discuss why the child wants to attend the school, and similar matters, then a form to be filled in is given to the parents. Then once the form is filled in and sent to the school, the governors will decide whether or not a child is to be admitted. Children who already have siblings that attend the school are given a higher priority, as it is more convenient for the child to attend the same school as their siblings.

If a child is refused a place the parents have a right to appeal against the decision made. If an appeal is to be made it has to be within 21 days of the refusal.

## Arrangements for the admittance of pupils with disabilities

Beaufort Park School clearly state their committal to equality of access to all. They are determined to ensure that disabled pupils are treated in "no less favourable way than other pupils."

The school is able to cater for pupils with a wide range of disabilities. There is wheelchair access to all the rooms at Beaufort Park.

In September the school is going to become a school for children with disabilities, as well as a mainstream school, therefore, lots of children with disabilities will be admitted.

# Problems gaining access

Gaining access to Beaufort Park School is quite easy. Beaufort Park says that they keep very little information on the children who attend the school. However, if any parent wishes to see any records or documents they are able to contact the Head Teacher.

The school regularly sends home monthly newsletters, which contains school events, holiday dates and general information. Any copies (if lost) can be picked up at the office.

## **Beaufort Park's information system:**

- Ensures that the information is straightforward and accurate
- Ensures that everyone has access to the information, in a form that is appropriate.
- Is regularly reviewed and up-dated.

## **Opening hours**

The school bell goes at 9.55am. However, the school has recently opened a breakfast club that starts at 8.00am. Parents can drop their children off at this time, and a teacher will always be present while the children eat breakfast.

The school day finishes at 3.15pm, but the school now holds after school clubs that last for an hour. The reason that the school has opened a breakfast club and other after school clubs, is so parents have more time to pick up their children. Many parents asked for these clubs to be put on, because they were at work at 3.15pm and so were unable to pick up their children, but by having after school clubs the parents were able to be at the school and collect their children at 4.15pm, as the timing is more appropriate, also by having a breakfast club at 8.00am the parents can drop off their children earlier, in order to get to work on time.



## Security

Since the school day begins at 9.55am, unless children start at 8.00am and attend the breakfast club, any children that arrive before 9.55am are not the responsibility of the teachers. Parents are responsible for the children who arrive before the school bell goes. However, if a parent needs to get to work, she/he can arrange with the class teacher to drop off their child before this time.

Also children cannot be picked up by anyone under the age of 14 years. This could be a barrier to access, especially if a parent cannot pick up a child, and needs to send a younger child, under the age of 14 years.

## Location

The location in which the school is situated is quite a good one, as quite a large area of field surrounds it, and the school can easily be accessed. It is situated behind a few houses and a small leisure centre. There is a small road leading up to the school, so it isn't a dangerous place for the school children to be, as it isn't a main road. Therefore, access to the building is easy.

## Cost

Most things at the school are free, except school dinners, and parents are asked to make a small donation towards school trips. However, if anyone is having financial difficulties, the head teacher and school governors will help out. No child is excluded from activities due to finance. Therefore, there are no to access for parents with financial difficulties.

## Disability

The school has a policy regarding disabled children/children with disabilities. Also there are lifts for disabled children. Therefore, there are no problems to access due to this factor.

The school has a fair access to the services that they provide for people's need, irrespective of gender/ethnicity/disability/socio-economic group. They try very hard to treat everyone the same.

Due to the demand of working parents, the school has recently started up a breakfast club. This is good because working parents can drop their children at school earlier on, in order to get to work on time. If the school didn't have a breakfast club, then it could be a barrier, as parents would find it difficult to get their children to school and then get to work on time. Also I noticed that two children waited after school for half an hour, as their parents could not pick them up at 3.15, when school ends. So the school is very understanding, and does its best to help out. Therefore, from this aspect, there isn't a barrier to access, as they have recently improved this by opening a breakfast club, and after school clubs.

The location in which the school is situated is quite a good one, as quite a large area of field surrounds it, and the school can easily be accessed. There is a small road leading up to the school, so it isn't a dangerous place for the school children to be. Therefore, I don't think the location can be improved.

**However, there are some problems in gaining access:**

- The school doesn't have a website, and I think it would be very useful if they did. That way anybody e.g. parents can gain access to information about the school whenever needed. Also the school can advertise any after school clubs that they have and regular news about the school that can be easily accessed.
- Although the school has a prospectus, it only has English writing, and many of the children who attend the school, are of different ethnic groups, and this could be a problem, as some of the parents may not be able to read/speak English. Therefore, the school needs to cater a prospectus for people who speak different languages.
- Another problem is that the school prospectus doesn't clearly state the procedures for the admission of pupils, it just states their committal to equality of access to all, and if they want any other information they have to see the head teacher. This could cause problems, because it isn't a very fair procedure, as if the head does not

like the 'look of the pupil', he could refuse them a place. However, if the procedure involved writing a letter to the school, it would be a fairer procedure, as it would be harder to discriminate against people. Plus it could be harder for some people to arrange an appointment to see the head, as they may find it easier to just fill in a form. Therefore, this problem could be improved by having an admissions form to fill in first.

- Moreover, the school doesn't seem to be advertised very well. People only come to know about the school by word of mouth, if somebody passes it or through the Liverpool City Council. Therefore, I think that this is a barrier to access, because not many people know of the school, especially people who aren't from the area. I think the school needs to put more thought into how the school is advertised. The school could advertise itself by having a website and by distributing posters and leaflets about the school.

- Also the staff at the office only speak English, therefore if a parent wants to gain access to the school, but they can't speak English they won't be able to get in, as staff won't understand them, and they won't understand the staff. So this is a problem in gaining access.

- Plus the application form is in English, and if somebody can't speak English, they obviously won't be able to write English, so this is a barrier to access.

# How the service is organised

## How is Beaufort Park School organised?

The following table displays the number of children in each class:

	Number of pupils
Nursery	25
Reception	21
Year 1	19
Year 2	24
Year 3	25
Year 4	21
Year 5	26
Year 6	25
<b>Total</b>	<b>186</b>

## Daily routine:

- The breakfast club is open each day, between 8:15 and 8:45, and is run by the learning mentor and any volunteers. It.
- A teacher will supervise any children who are brought to the playground from 8:45
- The whistle is blown at 8:55, and school starts. Any children arriving to school after this time are considered to be late.
- Break-time is from 10:45 to 11.00am
- Early years and infants lunchtime is from 12.00 to 1.00pm
- Junior lunchtime is ten minutes later, from 12:10 to 1.00pm

- 1:55 to 2:10 is infant break
- 3:15 is the end of school.

Assemblies are held at 3:00pm from Monday to Thursdays, and on a Friday they are held at 1:00pm.

### School Uniform

The school has a uniform to help encourage a sense of pride and belonging, and to help minimise the competition of fashion and as a result bullying.

#### Normal uniform

##### **Boys**

- Pillar box red pullover/sweatshirt
- White polo shirt
- Grey trousers
- Black school shoes

##### **Girls**

- Pillar box red pullover/sweatshirt/cardigan
- White polo shirt
- Grey skirt/pinafore dress
- Grey/red tights or white socks
- Black school shoes

#### Summer uniform

##### **Boys**

- White polo shirt
- Grey school shorts
- Grey socks
- Black school shoes

## Girls

- Red striped/gingham dress
- White socks
- Red/white sandals or black school shoes

## PE and games uniform

- White t-shirt
- Red/black shorts
- Pumps (indoors)
- Trainers (outdoors)

## Nursery uniform

- Uniform is not compulsory

No jewellery is allowed, with the exception of stud type earrings and watches.



# Funding

Beaufort Park is funded by the local government, which gets its money from a set school budget. The government will also set aside some money to give to the LEA, and the LEA will decide how much money each school should get. How much money the school receives will depend upon how many children there are in the school, how many are special needs, how many can speak English etc. Beaufort Park has 186 children.

Beaufort Park also receives money from the parents. The school has a parents association group that is involved in helping to raise money for the school, by having:

- Raffles
- Own clothes day
- Discos
- Cake sales
- Field days
- Talent shows
- Plays

Since The 1988 Education Act, all schools now manage about 85% of their money. Before this act was introduced the LEA used to manage all of the school's money. However, schools are now run more like a business, as the head teacher and governors work together to distribute money to all the different areas/departments of the school. Each department will have a set budget, and the remainder of the money will be spent on improving the school. For example, the school is recently improving the playground.



# Formal and Informal Carers

## Formal carers

Formal carers are carers that are paid to care for others. The following are examples of formal carers:

- Teachers
- Nursery nurses
- Student Teachers
- Classroom assistants
- Dinner ladies

The role of the formal carers at Beaufort Park School is to provide effective care to all the pupils. They also plan/organise the lessons and are responsible for providing a structured day for pupils.

The teachers at Beaufort Park school have a stable teaching system, because they have been there for a long time. Some of the teachers have been part of the school for over ten years (as some of the teachers used to teach at the old school-Beaufort Street).

## Informal carers

Informal carers are carers that provide care, but are not paid for their work. The following are examples of informal carers:

- People on work experience
- Voluntary workers, such as parents.

Their role is to support the formal carers in their work, and they choose to do the work themselves, and are not paid.

I noticed that the school has lots of informal carers, as lots of parents are involved in the school. Parents often volunteer to help with reading and other activities within the school. Also there is a parents association group, and this group of parents bake cakes and sell them, as well as raffles in order to raise money for the school.

In the white paper 'caring for people' 1989, some recommendations were made, stating that local health and social service statutory bodies should be responsible for the support of carers. As well as this, the NHS and the Community Care Act 1990 also suggested the support for carers. Due to research showing that support across Britain was inconsistent, the Carer's Recognition and Services Act 1995 offered assessment of the carer's needs. However, although the needs may be assessed, the support that is available to the carers may be limited by the resources available. In February 1999 a Government policy, The National Carers Strategy 'caring about others' was published. This is a major breakthrough in the developing of a national support system for carers. As a result carers are now identified and supported.

### How do the formal carers interact and support the informal carers?

I noticed that the formal carers have a very good relationship with the informal carers. There is always a friendly atmosphere. There is no hierarchy for the informal and formal carers. As when the parents came to help with things such as reading the teacher treated the parent just like any other teacher. Also the teachers were very friendly towards me, and they treated me like all the other teachers.

The formal and informal carers share the same staff room. Although I sat in the staff room at break I felt a bit left out, because all the other teachers were talking about things that I couldn't really talk about, such as their children/ other teacher's birthdays. However, they did offer me a drink and biscuits, and they asked if I was getting on alright.

The formal staff give lots of support to the informal carers. While I was in the school the teacher kept asking me if I was getting on alright, and she said if you need anything tell me. She also kept saying that I could look at anything, and I didn't need to ask. She made me feel very welcome. The head teacher also made me feel very welcome, as he also came and asked me if I was enjoying the experience. All of the staff were very nice.

### What Beaufort Park's prospectus states relating to carers

The prospectus states the following:

- The junior children will be dismissed onto the yard, but the infants and early years children should be collected from the playground, as they will not be allowed to go home unaccompanied. The prospectus also says that children should be collected on time at 3:15, as it can cause staff inconvenience and children to become upset if they are left after 3:15.
- It is the parent's responsibility to ensure that their child attends school on a regular basis.
- If the child is going to be absent, then parents are advised to telephone the school
- Parents will receive invitations to visit the school for parent's evenings, plays, sports occasions etc, but the school hopes that they will be able to visit the school on a more informal basis.
- Parents should spend at least ten minutes a few times a week working with their child at home, to help improve their skills.



The Office for Standards in Education's inspectors aim to improve standards of achievement and quality of education through regular independent inspection, public reporting and informed advice. OFSTED is responsible for assessing the quality of initial teacher training.

**All OFSTED inspectors ask the following questions:**

- **What sort of school is it?**

The report will describe the school and summarise its quality and standards. It will also outline the strengths and weaknesses, and then evaluate the improvements since the last inspection.

- **How high are the standards?**

The report will present results, trends in the performance, and an analysis of the standards in the school. The inspectors will make a judgement on whether the pupils in the school are getting on as well as they should be. The children's attitudes, values and personal development will also be reported on.

- **How well are the pupils taught?**

The report will state the quality of the teaching and learning. The inspectors will also report on the curricula and other opportunities that pupils are offered. They will also report on the care of pupils and how well the school works in partnership with parents.

- **How well is the school led and managed?**

The inspectors will focus on the management of performance, and will take into account the role of the governors, plus the school's own monitoring and evaluation.

The following table sets out the criteria for most primary schools:

<b>Criteria thresholds</b>	<b>Primary schools</b>	<b>Large infant schools</b>	<b>Small, infant, nursery and special schools</b>
Composite judgements on quality, standards, efficiency and ethos:	Must all be very good or good	Must all be very good or good	Must all be very good or good (factual information supplied by LEA's will also be considered)
The trend in KS2 results must be:	In line with or better than the national rate of improvement		
The school's performance:	Must be in the top 60% when compared with all schools	In KS1 test results must be in the top 25% of all schools	
The school's performance must be:	In line with or better than similar schools in the QCA benchmark tables		

### What happens before an inspection?

The OFSTED will only notify the school of its inspection .6 -10 weeks in advance. They will ask for key data to be supplied from S1.

The information provided by the school enables the contractor to form a team of inspectors with a range of skills and experience to match the specification. The contractor will then discuss the date of the inspection with the school.

### Postponing an inspection

Only under exceptional circumstances will OFSTED consider delaying an inspection. Possible reasons may be:

- Where it has been agreed that the school is to close within 12 months of the inspection.
- Where in the term preceding inspection, a reorganisation has involved the addition of a year group/groups.
- Where during the intended period for the inspection, a large proportion of the current teaching area of the school will be inaccessible or affected due to structural damage/major building work.

### Inspection of religious education and collective worship

In any school that is not designated by the secretary of state as having a religious character, the inspection of religious education, and collective worship will be carried out under section 10 of the School Inspections Act 1996.

If a school has been entitled as having a religious character, and provides denominational religious education inspection of both religious education and collective worship, must be arranged by the governors.

### Outcomes of the inspection

Most schools' report show credit from the inspections. The reports usually identify many of their strengths, together with areas for improvement, for which the appropriate authorities can consider and incorporate in their action planning.

Towards the end of every inspection, it is necessary for the registered inspector, with the team leader to consider:

- Whether or not the school is failing or likely to fail in giving its pupils an acceptable standard of education, and therefore requires special measures.
- Whether or not the school (even if it is providing an acceptable standard of education) has serious weaknesses in one or more areas of its work.
- Whether or not the school is underachieving, although it is not identified as having serious weaknesses.

### What happens after an inspection?

After the inspection, the inspector has six weeks to complete the report and send it to the school. During that time the school should be given at least one week to consider the final draft for factual accuracy, but not to negotiate the findings.

Schools must take steps to ensure that the parents of every pupil in the school receive a copy of the report summary, within 10 days. OFSTED will place the report on the Internet within at least 40 days after receiving it.

After receiving the final report, schools have 40 days to produce an action plan, and then an extra 5 days to issue it to all parents of pupils attending that school. The action plan must be sent to OFSTED's data scanning bureau.

### Effects of OFSTED at Beaufort Park School

- Due to OFSTED the school now has to prepare itself for an inspection weeks before, and this can cause a lot of stress, as the staff try to get everything perfect.
- When an OFSTED inspector arrives the teacher being inspected can often feel on edge and may not be able to act like him/herself.
- Often when an inspector is in school the children are told to be on their best behaviour, and they may feel uncomfortable and unable to perform as well as they usually do.

- Due to the fact that teachers have weeks to prepare themselves beforehand, the children's work can often be neglected because the teachers are too busy trying to get everything ready.
- The report is made public, therefore, everyone can see it, and if the report is a bad one it could cause stress for the head and governors, especially if lots of improvements need to be made. Also if the report is bad, some parents may decide to take their children out of the school.
- The school's standards are improved as a result of the inspections



# School governors

## Who are school governors?

School governors are ordinary people (also called 'lay'), who have been nominated by the rest of the governing body, or by the LEA or elected parent governors. Anyone can be a school governor., and you don't need any qualifications.

Lay school governors are unpaid volunteers, who have an interest in schools. Head teachers, and teachers are also usually represented by governing bodies.

## The recent history of school governance

In England, school-governing bodies began their contemporary existence with the 1944 Education Act. However, the roots of the school governance can be tracked back to the nineteenth century and before.

Since the mid-1980's the duties of the school governing bodies have rapidly expanded to include responsibility for:

- A policy on sex education (due to the 1993 Act this only applies to primary schools)
- Involvement in the appointment of head teachers
- Overseeing the management of the school by the head teacher
- Making sure the national curriculum is properly taught
- Ensuring that national assessment is carried out.

### **Other responsibilities include:**

- Removing political bias from the school curriculum
- Establishing policies on charging pupils for optional activities

- Make decisions on pupil exclusions (for bad behaviour)
- Hearing appeals against admissions refusals
- The governing bodies must also make sure that religious education and collective worship takes place in accordance with legislation.

The governors are required to write a yearly report to parents at their school, and then holding an annual meeting at which the report can be discussed. Each year governors now have to vote on whether or not to proceed to ballot parents on a move to grant maintained status (GMS). This is a form of school funding where money comes directly from central government, through the funding agency for schools (FAS), and no educational authority is involved in the running of a GMS school.

Since the 1988 Education reform Act, all LEA-maintained schools have gradually adopted a system of managing their own finances, rather than having the LEA do it for them. This is known as Local Management of Schools (LMS) / site-based management. The LMS intended to give schools more freedom over their own affairs. However this freedom is not a lot considering the fact that central government has at the same time acquired a lot of authority over what schools teach and how pupils are assessed.

The LEA's power over schools has been reduced by a large proportion, due to the dual centralisation and devolution process. After the 1988 Act governors were given more responsibilities. As a consequence some governing bodies specifically try to attract governors with legal/personnel management/financial expertise, but this is not always possible.

In LEA school governors serve a four year term office. In GMS the school's term of office is usually seven years. When schools are inspected by OFSTED, the governors work will form part of the inspection.

Governors can only be removed for non-attendance (unless the school gets into severe financial difficulties).

### What help do governors get?

Information and advice is readily available from the City Council's school Governor services. They will also organise and deliver a training programme, which is paid for by the schools training grant. This is not compulsory.

There are also special courses for new governors, courses on specific topics and courses for different types of governors, such as parent governors.

Also the Department for Education and Skills (DfES) also provides guidance booklets, and other useful publications.

### Effects of governors at Beaufort Park School

- Due to having governors at the school to deal with matters, such as funding, it takes some pressure off the staff in the office. Therefore, the office staff has more time to concentrate on other things, such as attendance, making it easier for them to cope with their work.
- Governors are not paid for their work at the school, and this means that the school doesn't have to spend money on hiring staff to sort out administration. This enables the school to spend more money on other things for pupils and the school. This means that the school can improve the quality of the equipment, food, teaching and many other things, without going over the budget-they are saving some money
- The school has had to issue more letters/newsletters on the governor's work, and meetings. This means that parents now have to be told about what money is being spent on, and budgets. Also parents now receive invitations to come along to meetings/discussions.
- The head can't just decide what he wants to do on behalf of the school, he has to discuss it with the governors first, and the final decision is up to the governors. Therefore, decisions are thought through carefully, as no rash decisions are made.
- The school is more structured, as the governors plan things carefully, and are always making improvements to the school.
- Parents can become governors, therefore, if they do they have a better relationship with the school, and are involved in improving school life for their child/children.



The SATs are assessments made at the key stages of a pupils education. The national curriculum lays out a child's right to good quality education. The core subjects that are studied throughout a child's time at school are:

- Maths
- English
- Science
- ICT

Pupils are assessed against "attainment targets", which describe what national curriculum level that the pupil has reached, depending upon their achievements in each subject. There are 8 national curriculum levels, the scale is extended by the inclusion of "P-levels". "P-levels" are used to record the attainment for pupils who are achieving below level 1.

It is a statutory duty of schools to provide parents with a written report of pupils attainment in each subject.

### Key stages and assessments

A pupils time in school is broken into periods, these are known as key stages. Each of these assessments conclude with an assessment that helps to inform the next teacher/ school about that child's abilities. Stages 1, 2 and 3 are known as SATs. In England these assessments also include external set tests. However in Wales these are no longer compulsory, and there is a greater emphasis on teacher assessments.

The assessments will determine a national curriculum level for pupils in English, Maths and Science, in years 6 and 9. Also when a child first starts school, and this is known as the foundation stage. It broadly covers nursery and reception classes. There isn't a specified curriculum, but the educational content is usually based on "early learning goals"

Children aged between 5 and 7 (infants) will take a standard assessment test (SATs) for Key Stage 1.

A schools SATs results are published in league tables

## Key stage 1

Key stage 1 covers the school years 1 and 2 (age 5 and 7), along with reception. The formal national curriculum starts at the beginning of the child's 5<sup>th</sup> birthday.

The national curriculum, does not only cover the three core subjects, Maths English and Science, as it also covers the following:

- ICT
- Design and technology
- History
- Geography
- Music
- Art and Design
- PE

Children are assessed at the beginning of the summer term in year 2. These assessments are known as SATs. They consist of written tests, and teacher assessments. The children are then given a level in the three core subjects, and most pupils are expected to gain a level 2.

## Effects of SATs being introduced to Beaufort Park school

- The teachers have to stick to a set syllabus given by the National Curriculum. This means that the time spent on other subjects, that are not called core subjects, such as history, is cut back
- The children will not grow up having a broader knowledge of other subjects, as they wont have been taught them very well.
- The children's emotional development may be affected, because they could be put under stress, as they may feel that they have to gain a particular level. Also if they don't achieve the average level, they may feel like they are unintelligent.
- As a result of the SATs being introduced, children may be taught to a better standard, and they will therefore, have a better education. So compared to other pupils, the same age, from other schools they will be at a similar level.

- As each pupil gets older and moves up a class the new teacher knows how capable each pupil is, and so she/he will know what type of work to expect from the pupil.
- Parents will be given their child's results and they will then know how well their child is doing. Also, because the SATs are national, parents will be familiar with them, and will understand how important they are. This means that parents will try hard to help their child achieve the best possible grades, by ensuring that the child does their homework. By the children doing their homework, the teacher's job will be a bit easier, as the pupils will be doing work at home to improve their skills, as well as in school.
- Due to ICT being introduced into the curriculum, the school has dedicated a large suite of computers to the pupils. The suite has at least 15 computers, and a large interactive white board in the suite. Therefore, the children are able to learn how to use computers from a very early age. This will come handy in the future, as computer technology is increasing.
- SATs support has been introduced, so children who need extra help out of school time can get it, and it's free so parents don't suffer financially. Therefore, children's ability can be improved.

# Impact Of Government Policies

Government policies have had a large effect on the way the school runs. Many changes have occurred. For example the school now has more classroom assistants, whereas before there would just be one or two within the whole school. However, there is now at least one classroom assistant in each class, as well as the teacher. This has made it easier for the class teacher, and it now means that all the children get more attention and help with their work.

Moreover, due to a new policy there has been more inclusion of the special needs children. For example, in the class that I was working, there was a boy who had severe learning problems, yet he tries to join in with all the class activities, the teacher tries to include him in everything. However, before the policy was introduced he would have had a teacher to himself, and would have been excluded from the class.

Also due to government changes the funding within the school has now changed. The school used to receive a lump sum of money for all the children, and it would be the head teacher's responsibility to sort it out (this was about 16 years ago), but now there is a count that is done in February for the number of children in the school, and then £2000 is received for each child. The money is spent on their equipment, money to pay for bus journeys to the park, and for the fruit and biscuits the children consume.

**Beaufort Park School has the following policies:**

- Special needs policy
- Sex and relationships policy
- Drug education policy
- Policy for:
  - English
  - Science
- Religious education Policy
- Display policy
- Child protection policy
- Health education policy
- Homework policy
- School library policy

- PSHE and citizenship policy
- Assessment, recording and reporting policy
- Child protection guidelines
- Curriculum policy
- Target setting policy
- Gifted and talented policy
- Attendance policy
- Transport of children policy
- Medical policy, including first aid procedures
- Food policy

### Effects of the National Standards:

- There are now individual programs for special needs children, and they are monitored very carefully
- Teachers are now trying to class the top pupils as special needs so they get even more attention, as sometimes they may miss out, just because they are more able.
- For equal opportunities the teachers now try to get books that interest boys, such as non-fiction books, because they are traditionally regarded as being less able. So they are trying to improve boys' standards.
- Another big effect that is going to take place soon is that the school is going to become a special needs school in September. There will be two schools in one, as the bottom floor is going to be for children with special needs, and the top floor will remain as a normal mainstream school.

### The school meets the National standards in the following ways:

- **Booster sessions:** during these sessions the teacher sets the children a target, and this helps to develop the children's full potential.
- **Literacy hour:** due to 'The National Literacy Strategy' being introduced in September 1999, all teachers now spend at least one hour doing literacy with the children. These lessons are very



structured, the teacher is given A2 sized reading books from the DFEE, and the teacher will read them out loud with the children, and afterwards the children will write about what they have read. There are a variety of books that the children will read together, including fiction and non-fiction books. The main point of this exercise is to encourage children to read, as well as improving their literacy skills.

- **Numeracy hour:** 'The National Numeracy Strategy' was introduced in September 1998. The teacher plans an activity that will help to improve the children's numeracy skills.
- The national standards have a set curriculum for nursery and reception classes. This is known as the foundation stage. The main aim of the curriculum is to help the children to develop a knowledge of the world, and physical, intellectual and social and emotional skills.
- **English:** there are three main areas of attainment:
  - Speaking and listening
  - Reading
  - Writing, spelling and handwriting

The children have reading books which they take home to read, and they practise different types of writing and their purposes e.g. fiction, non-fiction etc. the main aim of the lessons is to provide an interest in an environment where children can sit, read and write and improve their communication skills.

- **Maths:** children need to learn a basic understanding of numeracy for everyday life. Teachers use different types of activities to help promote maths. Children will learn how to do basic calculations at first, and then go on to more complicated ones. Children are also assessed in mental arithmetic.
- **Science:** the main aim of science lessons is to help to stimulate children's curiosity and interest in the world. They are taught basic skills in observation, hypothesis and prediction. They learn basic science about the world around them.

- **RE:** the RE lessons are broadly Christian, but other religions are taught as well, such as, Hinduism, Islam and Judaism.
- **Music:** these lessons allow the children to let off steam. The children are taught the basic skills of rhythm, and they learn about all the different types of instruments.
- **Art:** the children experience a range of materials, and express their creativity.
- **ICT:** the children are encouraged to use ICT skill across the curriculum, and these lessons they are taught how to use the different types of software, and how to handle the equipment.
- **PE:** children gain a knowledge of different rhythmic patterns, as they exercise their bodies. They also use a range of equipment to help develop their balance and co-ordination, as well as, their physical skills. The lessons also help to develop their confidence. The children also go swimming in the leisure centre for some of their lessons, where they gain confidence in swimming.
- **History:** the children study photographs and objects from the past. They also learn about Egyptian pyramids, past kings and queens etc.
- **Geography:** they develop basic geographical skills of their local area. They also learn about other countries.
- **DT:** the children explore the different types of materials as they design and build things.

Due to the new Early Learning goals, and literacy and numeracy hour, the children's lessons are much more structured. Before this was introduced the teachers could choose what they wanted to teach the children, but now they receive timetables that they must stick to. For example while I was at the school for their literacy lesson the children had to find words that ended in double L, or another time they had to find words with the letter O in the middle e.g. hop. Also for maths they had to do number bombs, which is finding the missing number in a sum. The teacher told me that now due to government changes the children

have a lot more work to do, and less time to have fun. They also have to have end of term exams, at the age of just 5. Moreover, the children must learn how to use computers, so they have at least two lessons in the week, with a qualified ICT teacher, as well as their own class teacher.

The following is the timetable for November, for the class that I was working with:

<b>Monday</b>	Literacy	Break	Maths	Lunch	P.E	Break	ICT	Assembly
<b>Tuesday</b>	Literacy	Break	Maths	Lunch	Extra Literacy	Break	RE (Divali)	All
<b>Wednesday</b>	Literacy	Break	Maths	Lunch	Science	Break	Music	All
<b>Thursday</b>	Maths	Break	Literacy	Lunch	Art	Break	Art	All
<b>Friday</b>	Literacy	Break	Maths	Lunch	Assembly	Break	Free time	Free time

This routine fits into the *national standards and Early Learning Goals*, because the children are mainly having literacy and numeracy hour. They hardly have any free time to play, not as much as children of that age used to. Also although the children are mainly studying literacy and maths they are studying other subjects too, so they are maintaining a balance. Plus they are treating computers as a proper lesson. Also the teacher is sticking to the timetable that she has been given by the education authorities. The timetable changes slightly every term, so that other areas of the curriculum can be studied as well.

# Fair Funding

## How is the Beaufort Park School funded?

Beaufort Park is a statutory school; therefore, the central government, LEA and DFE fund it. The school tries to keep all costs to parents as low as possible. However, it is the policy of the school to ask the parents/guardians for voluntary contributions to cover the costs of educational visits. Any parent that is facing financial difficulties is advised to speak to the head, as the child shouldn't be barred from a school activity on financial grounds. If the child is absent during the trip, then they will receive a full refund.

Parents also have to pay for their child's dinner, but if the parent receives benefits they don't have to pay. The meals cost £1.50 per day, costing £7.50 per week. However, the school has a breakfast club everyday, and the children can have as much toast and jam and juice as they wish, free of charge.

Parents and friends within 'Beaufort Park Friends Association' organise fund-raising events to help subsidise some school events. They are involved in field days, raffles and nativity plays -making costumes etc.

Fair Funding sets the agenda for the financial relationship that operates between schools and the LEA.

The school funding has been based on a system known as Local Management of Schools (LMS), since 1990. Most schools are given about 85% of their budget to organise themselves. This was the result of the 1988 Act, because before this the schools had to ask for the money whenever they needed it, but now schools have been given a lot of independence over their budgets. Schools now need to organise their yearly budgets themselves, so schools are almost run like a business.

## What is Formula Funding?

The key aspects of the LMS are Formula Funding. Formula Funding is designed to bring about a fair allocation of resources between schools, based on objectively measured needs, instead of past spending patterns. For example, if a school demands £500 000 one year to pay for the infant department of the school, and then demands for the same amount

the next year and the next. However, the number of pupils, in that school decreases, the school will not necessarily receive £500 000 that next year, it would be historical to ask for the same amount again, so the school will receive a sensible amount of money that is needed for that year.

Therefore, schools with the same features and the same number of pupils receive the same financial resources under the LEA's Formula. For example if two schools were in the same area, and they had the same number of pupils within the school, they would receive roughly the same amount of money to fund the school.

**The Fair Funding scheme has seven principles, upon which it is based:**

- **Standards:** Fair Funding tries to help schools and the LEA to raise education standards.
- **Transparency:** the Fair Funding system is much simpler to understand and it makes decisions on financing clearer and more comprehensive.
- **Fairness:** the Fair Funding ensures that fair and equal treatment is given to all schools.
- **Accountability:** this is very important, the Fair Funding makes the divide between the LEA and the school's responsibilities apparent, in order that schools and the LEA can be held responsible for their performance in spending public money.
- **Value for money:** Fair Funding helps to ensure that the LEA and Schools achieve value for money, rather than wasting it. This is assessed.
- **Self management:** Fair Funding builds on the familiarity of the LMS by allowing schools to expand their capacity for self government further, via an increased allocation of responsibility and funding.

- **Opportunity:** Fair Funding is not a threat to schools, but is an opportunity. It is there to help schools cope with their responsibilities.

### Stages in Fair Funding

The fair funding system works in the following four stages:

- **Stage one:** just before the start of the new financial year, which is around the 31<sup>st</sup> March, the LEA come to a decision on how much money that they intend to spend on schools. This is called the Local Schools Budget (LSB).
- **Stage two:** the authorities are can hold back funding, so that they can supply centrally for a number of tightly defined LEA responsibilities, and these responsibilities have five main categories:
  - Strategic
  - School improvements
  - Special educational needs
  - Access
  - Grant-supported expenditure

Via this stage the LEA will make a decision on how much of the money they will need to save for the responsibilities listed above. The government must make sure that most of the obtainable funding is given to the schools.

- **Stage three:** after some of the funding being subtracted, and kept aside for the LEA responsibilities, the rest of the Local School Budget is given to schools by the use of a formula. The rest of this money from the LSB is known as Individual Schools Budget(ISB). Once the money is given to the schools, teachers can spend it on whatever they like, as long as it is for use within the school. However, if something costs more than £500, for example, a statue, then the teacher of that department, and the head teacher must both agree upon it, before the money is spent.
- **Stage four:** every year the LEA is required to produce a statement which states the budget for each school, and the amount that was

kept aside. This document must also state the formula that was used to calculate the budgets. Therefore, a statement containing a detailed calculation for each school is produced. These statements produced are called Budget and Outturn statements, and they need to be checked by an 'outsider.' The LEA is also required to send copies of these statements to each school. The LEA must also produce schemes for financing schools, which state the financial arrangements that will occur between the school and the LEA. Fair funding have regulations , which set rules on the governing formula, and they identify the LSB, they also provide a list of things that have to be covered in the financial schemes. These regulations must also include the fact that the LEA must discuss with schools the formula and schemes that are to be used. Delegation

**Schools are now having to take on wider responsibilities:**

- Maintenance and repairs of the school building
- Ancillary services
- Insurance
- Staff costs: such as, staff absences, but does not include maternity/paternity leave, or jury service.
- Provision of central support service

# How does Beaufort Park School Interact with other Services?

Beaufort Park School interacts with many services, as well as community services:

- **Doctor/dentist/optician:** the doctor, optician and dentist will phone up the school and make an arrangement to come and do a basic check up on the children. They will only do about two check ups on each child throughout their whole school life. If anything is wrong with the child, the doctor/dentist/optician will write a letter to the parents and inform them, and then if an appointment is needed one is made.
- **Speech therapist:** if a teacher notices that a child has speaking difficulties, then he/she will speak to the parents, and also ring up the speech therapist. The speech therapist will then come to the school and assess the child, and if it is moderate then he/she will come to the school once a weekly/monthly basis to work with the child, but if it is more severe he/she will make appointments for the child outside the school.
- **Secondary school:** Beaufort Park interacts with the secondary school Shorefields, which is the schools feeder school. Beaufort Park School will pass on information to Shorefields School on a regular basis, regarding all the pupils who are due to be transferred there. The sort of information that they will pass on are:
  - Family details
  - Contact details
  - Attendance
  - Punctuality
  - Exam results

Shorefields School will then organise taster days for the pupils of



Beaufort Park. The secondary school often works twelve months in advance by introducing the current year 5 pupils to the feeder school, through a scheme called "Way Of Life."

- **Foreign language Teacher:** the school has a French language teacher who visits the junior classes about once every week. The school rings up the teacher and arranges times for her to come and teach the children French.
- **Sports groups:** the school interacts with Liverpool and Everton football clubs. The clubs often send the school free -signed posters, and books. Also the clubs bring professional trainers into the school for the children, but the children have to pay for these services. The school also co-ordinated with the company Addidas, as they sponsor it, and receive free notebooks and magazines.
- **Theatres:** the school gets visits from theatre companies once a year, and the children make donations towards it. The school rings up and arranges for the play to be shown at the school, usually sometime near Christmas.
- **Music teachers:** there is a man that comes and teaches children to play the guitar every so often, but he does it voluntarily.
- **Special needs carer:** a special needs carer is sent by the OFSTED to come and check up on people. Also if the school feel that somebody is special needs, they call OFSTED, and they'll then send somebody to come and assess the child. Depending on that child's needs they will either send in a special needs carer once or twice every week to work with that child, or in more extreme cases they will send the child to a special needs school.
- **Nurse:** the school has a school nurse. But they don't have her in school all the time, if they need her they'll give her a ring. They often phone her and ask her to give advice/speeches to parents about head lice.

# Charged and Free Services

If Beaufort Park were a private school then everything would have to be paid for by the parents of the pupils. However, the school is statutory, and therefore, is funded by the DFEE. Although the school is funded by the DFEE, parents still have to pay for some of the things at the school. For example some parents have to pay for their child's dinner. If the parents receive benefits, then they do not have to pay for the school dinners, instead they receive free school dinners, but parents who are working and can afford to do so, must pay for their child's school dinner.

All of the parents at Beaufort Park must pay for their child's uniform, but if they are having financial difficulties the school will try to help out. The school also sells uniforms, which have the school's logo on, including an outdoor jacket. Parents can choose whether they buy the uniform from the school or from a retail shop. As the school sells the uniform, it will sell them for more than they buy it for, and the profit will go to the school.

The law forbids charges in these organisations for most activities which take place in school time, and if the school governors wish to charge for some of the services they offer, they must have a charging policy. However, it is okay for head teachers to ask for voluntary contributions from parents in order to fund activities taking place, if the cost cannot be met by the school's budget. If a parent fails to make a contribution, their child will not be excluded from the activity. Beaufort Park School does ask parents for contributions towards theatre visits, school trips and some after school clubs, such as cooking club.

Beaufort Park has a charging and remissions policy. It is the policy of the school to ask parents/guardians for voluntary contributions to cover the cost of educational visits. The school will give a refund to children who are absent from the trips.

The school gives the pupils free fruit at break, and the children receive free milk and biscuits. Also the school does provide some free out of school trips for its pupils. All of the equipment at the school is also free. Plus the school has a breakfast club, which is free, and many of the

after school clubs are free. The children also go swimming once a week and this is a free service.

The juniors at Beaufort Park School have a trip for a week holiday, and for this trip they are asked to pay for their travel and accommodation. If parents can't afford to pay the full amount, the school will help out.

The children don't need to pay for sports equipment, as they use the school's equipment.

The school doesn't have any one-to-one music lessons for the children, but there is an after school recorders group, and the children don't have to pay for the lessons.

# How can access be improved?

Although the information is handled very well I think that there could be a few slight improvements. Firstly, the school doesn't have a website, and I think it would be very useful if they did. That way anybody e.g. parents can gain access to information about the school whenever needed. Also the school can advertise any after school clubs that they have and regular news about the school that can be easily accessed. Overall, parents would know more about what was going on in the school. Therefore, access to information about the school would be easier to gain.

Although the school has a prospectus, it only has English writing, and many of the children who attend the school, are of different ethnic groups, and this could be a problem, as some of the parents may not be able to read/speak English. Therefore, the school needs to cater a prospectus for people who speak different languages, in order to improve access for parents who cannot speak English.

Another problem is that the school prospectus doesn't clearly state the procedures for the admission of pupils, it just states their committal to equality of access to all, and if they want any other information they have to see the head teacher. This could cause problems, because it isn't a very fair procedure, as if the head does not like the 'look of the pupil', he could refuse them a place. However, if the procedure involved writing a letter to the school, it would be a fairer procedure, as it would be harder to discriminate against people. Plus it could be harder for some people to arrange an appointment to see the head, as they may find it easier to just fill in a form. Therefore, this problem could be improved by having an admissions form to fill in first.

Also children with siblings are given a higher priority, and this could be a barrier to access to those who don't have siblings who attend the school. Therefore, this needs to be made fairer, in order to improve access to those who do not have siblings.

As well as this, the application form for admissions is in English, and if somebody cannot speak English they won't know how to fill in the

form. So to improve access the school needs to cater application forms in several different languages, as well as English.

Moreover, the school doesn't seem to be advertised very well. People only come to know about the school by word of mouth, if somebody passes it or through the Liverpool City Council. Therefore, I think that this is a barrier to access, because not many people know of the school, especially people who aren't from the area. I think the school needs to put more thought into how the school is advertised. The school could advertise itself by having a website and by distributing posters and leaflets about the school. This would improve access.

Also the staff at the office can only speak English, and lots of children who attend the school are of different ethnic groups, therefore if one of the parents can't speak English they won't be able to communicate with the staff. So the school could improve access from this point of view by having a member of staff who can speak several different languages.

# How Beaufort Park School's service has developed over time

Due to an OFSTED report that was produced in February 2002 the school has developed many aspects of the service it provides to the pupils and the parents.

On the 11<sup>th</sup> to the 14<sup>th</sup> February 2002, an inspector called Mr AC Matthews was the first to inspect the school. It was the first inspection that the school had received, because the school had only opened in the year 2000.

## The inspector made the following comments in the report that was produced:

- The school is smaller than other primary schools, and it hasn't grown, as was originally planned.
- The school has experienced difficulties in finding supply teachers, when the schoolteachers are absent.
- Pupil's attainment on entry to the school is well below the average.

## How good is the school:

- The school has some very good features, and has made some good improvements since opening 2 years ago.

## How the school has improved since the last inspection:

This was the first inspection, but since the school opened, the results at the end of year 2 have remained below the National Standards, and at the end of year 6 statistics show that the results have mainly declined, due to the staffing difficulties the school has experienced

### **What could be improved?**

- *The standards in English, maths and ICT through all the school, and RE and history in years 1 and 2.*

#### **How has Beaufort Park developed this since the inspection?**

*The school now tries to have end of term assessments, and provide additional support to pupils who are struggling in maths and English. The school has provided the lower years with more history and RE lessons, and has also tried to introduce more activities relating to RE and history. Also all the children now have more ICT lessons, and is considered to be just as important as other lessons. So the children are using computers at least twice a week.*

- *The schools use of information obtained from tests and assessments, as they do not inform target setting/future curriculum planning sufficiently well.*

#### **How has Beaufort Park developed this over the two years after the inspection?**

*The school has developed its service from this aspect, by ensuring that all the pupils have tests in maths and English at the end of every term. Then the results are analysed. If the children are struggling they are put into a group (ELS) that receives more help to improve their abilities, and the improvements are now carefully monitored.*

- *The schools relationship with parents.*

#### **How has Beaufort Park developed this since the inspection?**

*The school now interacts with the parents a lot more. The school invites the parents in every so often for wine and cheese evenings. Parents are also invited in on technology days, where they help their child to make something. The parents also receive a lot more newsletters, which tell the parents about everything that is going on within the school. Also the school has now organised lots of courses that are held in the school for the parents, for example there are computer courses, cooking courses and sewing courses. Also if the teachers or parents have any worries about a child, then an appointment is made for the parent to see the teacher, and then something is arranged. Then a couple of weeks later a follow up appointment is held.*

- *Leadership of the foundation staff/ the head was not very good at leadership, as he spent too much time sorting out staff absences.*

**How has Beaufort Park developed this since the inspection?**

*About a year after the inspection took place, the head teacher was replaced by another, and the new head teacher was told that he had a year to improve the school. Since then the leadership of the foundation has improved, and so have the standards. Also as a result of the new head teacher, and the fact that he had a year to improve the school, the school is now going to become a special needs school, as well, as a mainstream school.*

- *The schools attendance wasn't very good*

**How has Beaufort Park developed this since the inspection?**

*The school has tried many methods to improve the schools attendance, and since then the attendance has improved. The school has started to give each child a sheet which has five circles, and everyday each child that arrives on time gets to collect a sticker and stick it onto the circles. If the children have been in everyday then they will have filled up the sheet, and at the end of the week they receive a certificate and a small prize. Also they have developed a 'first day telephoning' service, so if a child does not come into school, the school will ring home and ask why. Furthermore, the school has opened a breakfast club, which starts from 8 o'clock, and this does not only benefit the working parents, as they can get to work on time, but the school also benefits, as the attendance rates have improved due to the breakfast club opening.*

- *The ICT wasn't satisfactory, because the teachers didn't have much knowledge on how to operate the computers.*

**How has Beaufort Park developed this since the inspection?**

*As well as giving the children more ICT lessons, the teachers have had training in computers, and are now more aware of how to use a computer. Also for some of the computer lessons, when the children are being introduced to doing something new, the school has a proper ICT teacher, as well as the class teachers, to work with the children.*



## How Beaufort Park's inspection differs from a Childminder's inspection

The inspection carried out by OFSTED at Beaufort Park is different to that of a childminder's inspection. I have already explained how the OFSTED will inspect a school in this portfolio, previously, and I will now explain the inspection that takes place at a childminders.

Since October 2001 OFSTED have become responsible for the registration and inspection of day care and childminding, as previously they were regulated by local authorities, which set their own criteria and procedures. OFSTED check that childminders meet the national standards, and as a result parents can be confident in the standard of childcare wherever they live.

### **What do the National Standards consist of?**

The national standards represent a baseline of quality below, which no provider may fall. The national standards are a set of 'outcomes' that providers should aim to achieve, and OFSTED will expect the childminders to demonstrate how they achieve each of the standards. As well as meeting the National Standards, childminders are expected to meet a set of regulations.

### **How do OFSTED check that childminders meet the national standards?**

OFSTED will carry out five main regulatory functions in order to ensure that childminders meet the National Standards:

- 1) Registration; childminders must be registered with OFSTED. The registration will include a criminal records check, a health check and an inspection of the premises before the childminder begins to care for children. Other people who will have contact with the children must also be checked.
- 2) Inspection: After registration OFSTED will continue to regularly inspect the childminder, in order to ensure that the people and

premises continue to provide the children with a suitable standard of care, in line with the national standards.

- 3) Investigation: an OFSTED investigation of a childminder can be set off by many actions, including complaints made by parents/other members of the public. OFSTED will consider all complaints made, and investigate the childminder to ensure that they are continuing to meet the National standards.
- 4) Enforcement: OFSTED will use the information gathered during an inspection or investigation to take action, and ensure that the childminder meets the National Standards. This can often mean setting conditions for the childminder to meet. If the matter is serious, the childminders registration may be cancelled.
- 5) OFSTED also uses the information gathered to advise the secretary of state for Education and Skills and local authorities on childcare issues.

### **What happens during an OFSTED inspection of a childminder?**

An OFSTED childcare inspector will visit the home of the childminder, and check the childminder against the 14 National Standards for day care and childminding. After the inspection OFSTED will issue the childminder with a report.

A childminder's inspection is quite similar to Beaufort Parks School's inspection. However, I think that the school's inspection is more complicated, as there are more things to assess, and therefore more standards to meet. A childminder will only be assessed on the care that he/she provides, and whether the premises are safe. However, schools are also assessed on the school's exam results, improvements, attitudes of teachers, the atmosphere, the behaviour of the children, and many other things. Therefore, a school's inspection is probably more complicated than a childminder's.

# How public clients have influenced

## Beaufort Park School

The parents of pupils at Beaufort Park have influenced the service it provides in many ways. The following are examples of what the school offers:

- Due to the demand of the parents of pupils, Beaufort Park School has recently opened a breakfast club at 8.00am. This was done because some of the parents found it difficult to get their children to school and then get to work on time. However, now working parents can drop their children off at school at an earlier time, allowing themselves to get to work on time. The breakfast club is also a free service.
- Some parents have not been able to pick their children up from school at 3.15, because of their work. So the school has provided the children and parents with many after school clubs. They have a:
  - Football club
  - Recorders club
  - Cooking club
  - Netball club
  - Art club
  - Computers club

All of these clubs are held once a week after school, and they last 1 hour. This has not only been done so that children can pursue a hobby, but also to give parents more time to collect their children. Most of these clubs are free, with the exception of a couple, where you pay about fifty pence, and this goes towards the materials used.

- Some children at the school have special needs, and the school has sent letters to the parents explaining this. It also offers the parents advice and asks them if they would like their child to receive extra help. So the school has offered additional support to

some of its pupils. Therefore, some pupils, and parents who asked for additional support, have influenced this aspect of the school's service.

- Beaufort Park has also improved the service it provides, by giving parents a chance to join courses. The school holds several different courses, such as computer, sewing and foreign language courses. So it doesn't just aim to help improve the skills of its pupils, but to also offer people lessons to learn new skills. This has been the result of some of the parents asking the school if they could provide such services.
- The parents have also influenced the school to hold wine and cheese evenings. This is a social gathering of all the teachers and parents are invited during the evening to come along. This has been done so that the parents feel more comfortable with the school, and so they can get to know the teachers better.
- The school also has a parent's association group, and the parents involved help to raise money for the school by baking and selling cakes and raffles. This was due to parents volunteering to help with school finances.
- Also the school has technology days every so often, and parents are invited to go and work with their children, in activities that involve making things. This was done so parents could be more involved in their child's school life.
- The school has SATs support for children who want extra help with revision for Sats, this was due to parents and pupils asking for more revision lessons. The children use websites to do more revision, as well as the teacher giving them revision guides and more work in preparation for the SATs examinations. These lessons are usually held before school starts or after school, and last for about one hour.

Therefore, the school has made quite a few changes to suit the parents.

# The ways in which Beaufort Park monitors changes in government

Often the school will have to make changes to the way it does certain things, due to new government policies. All schools are always making changes to the service that it provides. The following are examples of how Beaufort Park School has had to alter the service it provides due to government policies:

- When the school receive an inspection from the OFSTED and a report is written, the school will read the report, and analyse it. They will evaluate and separate out all the positive and negative points. As a result, the school will possibly alter the service that it provides to parents and pupils. For example, from the last report that the school received, the school made improvements, and some changes to the negative points in the report. The report said that the school didn't interact well with the parents, so the school made a note of this and it changed the ways in which it communicates with the parents. To alter the service and improve it, the school began to liase with parents more. The school now holds wine and cheese evenings for the parents, also many courses are held for the parents who want to improve/learn new skills, and there are a lot more parent evenings, and days when parents are invited into the school. Therefore, as a result of this point made in the OFSTED report the school, has altered its methods of communication with the parents, and the school now has a very good relationship with parents. Another example, is that the report said that computers weren't used by pupils enough, and the teachers weren't good with computers. The school changed this, by training all the teachers how to use computers, installing a computer suite, and giving all the children proper computer lessons, with a qualified teacher.

Therefore, Beaufort Park often changes the way it does certain things, as a result of OFSTED reports.

- Due to so much concern about children's diets, and obesity in the media, the government has recently introduced a food policy. As a result the school has had to alter the food it provides for the

children. Before this policy was introduced, children were allowed to bring sweets into school for playtime, but now the school has had to change this, so the children are no longer allowed to bring sweets, instead the school provides the children with fruit at break, free of charge.

As well as this, the school has cut back on salt in school dinners, and the school dinners are a lot more healthier than they used to be, for example, chips aren't served everyday, and puddings are not always cakes, as there are now more fruit salads, and other healthy puddings available.

Furthermore, the children are now drinking a lot more water than they used to. Every child has a full bottle of water on their desk everyday, and that's all they drink during the day. Plus there are a lot more water machines around the school now.

Therefore, due to this fairly new food policy from the government the school has had to alter the food service it provides, and it also has to monitor this from time to time.

- The government has also had an influence on exercise in schools. Due to concerns that children aren't as fit as they used to be, the school has had to change its service a bit. The school has always had PE lessons, but the school has tried to make them more interesting, by giving pupils the chance to do different activities in PE, for example, in one term the children may go swimming, and in another term they may do dance etc. the school has also opened lots of after school sports clubs that will interest the children, and help them to keep active and healthy. There is one sports club open every day of the week, which include:
  - Football club
  - Rounders club
  - Netball club
  - Dance club
  - Tennis club

Therefore, the school has altered the service slightly, by opening , more sports clubs, and giving the children a chance to do allsorts of different sports, in order to help keep them fit.

- The introduction of SATs have had a big impact on the service that the school provides. Due to the introduction of the SATs and literacy and numeracy hour, teachers have had to cut back on a lot

of other areas of the curriculum. The lessons are now also a lot more structured, as the teachers have had to follow a strict syllabus.

Also the school have had to monitor pupil's results, by comparing them to other schools, and then discussing the results, and improvements to make in the future.

Also the teachers have had to have more staff meetings to discuss the SATs, and teachers have also had to be sent on more training courses (the LEA send them), and have then had to give feedback to other staff. The school has also had to make sure that copies of everything (e.g. results/exam dates) are available to parents, so they know what is happening and can't say that they didn't know.

The school now has more consultations (the head with the governors, and then the governors with the staff). There are also a lot more exercises for the teachers to get involved in.

In conclusion, Beaufort Park School has had to change a lot of things due to new policies constantly being introduced, by the government.



# How Beaufort Park relates to the work of other organisations

Inter-agency-co-ordination is when to separate organisations/agency work together in some way. Beaufort Park uses inter-agency-co-ordination, as it often co-ordinates with other services, such as the medical services, in two ways:

- If the school sees a problem in a child then they will ring up that particular service linked with the problem.
- The service may ring up the school on their own account to come and do a regular check up on the children, or if a child has a specific problem, and they need to come to the school once a week to help the child, then they will make an arrangement with the school.

The school will work in the following way, if it needs to relate to the work of another organisation:

For example, if a teacher noticed that a child had quite severe learning difficulties, then she/he would watch this for a small amount of time, and if no progress had been made, the teacher would make an appointment for the parents. Once the parents had made an appointment with the teacher, the teacher would discuss what she had noticed about the child, and she/he would ask the parents what they thought was the best thing to do. After listening to their views, the teacher would suggest that they keep watching the problem for a couple of weeks, and see if there is an improvement, and the teacher would give the parents a review date. On this date the child's speech problem would be discussed again to see if there was any improvement, and if both the parents and teacher had not seen any improvement, then the teacher would consult the LEA. The LEA would monitor the child, and then make a statement is made, so that the child is given extra help. The child could be diagnosed as being special needs, also, they may discover, that the child also has other problems, such as hearing difficulties, so the special needs authority would co-ordinate with a doctor as well. If the child was special needs, then it would depend on how severe it was. If the child didn't have



severe special needs, then he/she would carry on going to the mainstream school (Beaufort Park) as usual, and somebody from the LEA would probably be sent in two or three times a week to work with the child on a one to one bases. Also the school has a special needs teacher, who makes notes on the child's progress, and keeps a copy of all the things the child has done in that week, and will receive up to date facts from the class teacher on how the child is getting on. She basically monitors the child to make sure everything is going well. Also the parent will be informed on a regular basis about their child's progress.

However, if the child had severe special needs, they may be sent to a special needs school, in which they may benefit better, as staying in a mainstream school and receiving one to one help two or three times a week may not be enough.

The problem may not be picked up by the teacher or parents, it could be that a medical services rings the school and arranges to do a regular check up on the children, and then discovers that a child has something wrong. If this happens, often they will try to organise something, or they will tell the school, and make a statement so that the LEA can organise someone to come into school to help the child. If a problem, such as speech difficulty arises, it may be enough for the child to see a speech therapist in their own time, and so their school life will not be interrupted, and the LEA won't be responsible, it will be the parent's responsibility. This would only happen if the problem wasn't severe.

An example of this is that the reception pupils had an optician come to the school to check their eyesight, and the optician discovered that one of the boys in the class had something serious wrong with their eyes, and an appointment with a specialist was made and the parents were told about it.

Also some of the other medical/health related services will ring up and arrange to come and see the children. for example:

- A fitness trainer will come into the school for the year six pupils once a year and he/she will do a fitness test on each child. If someone has a very low score they, and are therefore unfit, an action plan is made for them. The child will receive some advice on what to eat (a healthy eating plan), and other information on

exercise. This is monitored for a few weeks to see if there is any improvement.

- Also a nurse comes to talk to the boys and girls separately about the changes that will occur in their bodies within the next few years.

# How Beaufort Park has been influenced by external Factors

Beaufort Park School has been influenced by the public, and by national agencies in many ways. The public who have influenced the school are the parents. A lot of changes have been made due to the parents. The school has opened breakfast club, and after school clubs to make it easier for working parents to collect their children up, without disturbing their working lives as much. The breakfast club starts at 8.00am, and parents can drop their children off, and they will be supervised by a member of staff at all times. The after school clubs start at 3.15pm and last one hour. The after school clubs were opened due to parents asking for them, as they couldn't arrive on time to pick up their children as they were at work. Therefore, for the convenience of the parents the school has lots of after school clubs open every day of the week:

- Recorders club
- Computers club
- Netball club
- Art club
- Football club

These after school clubs were also held to try and interest the children in other hobbies within the school.

Also due to the parents complaining that the school doesn't interact with them, as much as they like the school now holds cheese and wine evenings, as well as holding courses to teach new skills at the school. The following are the type of courses that the school holds:

- Sewing
- Computers
- Foreign languages
- Key skills

As well as this the parents are invited in once a term for technology days. During these days parents come into their child's class and help to design and make something with their child, depending on what the theme is, so the school is trying to involve the parents a lot more now.

Parents are also invited to come to the school a lot more, as the school hold lots of cheese and wine evenings, and invites parents to special assemblies that the children have especially for parents to come and see.

The school has a parent's association group, which influence the school a lot. They help to raise money for the school by:

- Having cake sales
- Selling raffles
- Have field days (sports day)
- Making costumes for plays
- Organising plays for the children to act in and consequently selling tickets
- Holding talent shows.
- Organising discos

The parents association group put their views towards the school, and hold social activities to help raise money for the school so that trips and other school activities can take place. So they influence the school a lot, as without them school trips wouldn't occur as often.

The school has offered children with special needs more help, and they have sent letters to the parents explaining this, and to get their permission.

Moreover, the parents have been asking for SATs support, and as a result the school has provided the children with revision guides, and is holding after school revision clubs where the teacher goes over things and gives the children additional work, as well as revision clubs in the morning where they can use the computers to revise on the Internet.

Due to parents complaining that they don't receive enough feedback about their children's progress, the school now sends every parent a report stating their child's progress every term. The school now also holds parent evenings a lot more (every half term) so that parents are regularly given feedback on their child's progress.

As a result of parents complaining that they don't get much information about 'school life' the school sends monthly newsletters out explaining what is going on within the school, and in general a lot more letters are given out.

The school has a children's council, which has three members of year 6 to represent the school's pupils. Children put their views across to the three representatives, who go to meetings and discuss what children want, and improvements that can be made, so they give suggestions. This ensures that children have their say, which gives them more independence and involvement in the schools issues.

Also the school is influenced by the children in other ways, for example, the school organises field trips, museum trips, theatre trips, other educational trips and days out to zoos and funfairs etc for the children. they don't have to organise these trips but they do so that the children have something to look forward to and so they can have some fun and let off steam. So these trips are organised for the children's sake.

In general the parents and pupils have influenced the school to improve the service it provides, and to include the parents in the schools 'life' a lot more now.

Beaufort Park has also been influenced by the government and national and local agencies. Due to new government policies being introduced, the school has had to change the way it does some things, and it has had to make room for new services/policies. For example the school has had to introduce a food policy, so the children are no longer allowed to bring in sweets for break, instead they are given fruit, and the school dinners have less cakes for puddings, as more healthy food is served. Another example is the literacy and numeracy hour. Teachers have had to make their lessons a lot more structured, and spend a lot less time teaching other areas of the curriculum.

Also the school has had to improve its standards due to OFSTED reports. The school has had to make big improvements in their relationship with the parents, so they have been holding lots of activities to improve their relationship with parents. The school has received a new head teacher a few years ago due to the OFSTED report saying that the leadership wasn't very good. The school now assesses the children a lot more to the last OFSTED report.

The school is influenced by the DFEE and National standards a great deal, as the school must do as they say. For example, the school must follow the strict timetable set for lessons by the education authorities.

The school has also been influenced by other schools in the area, because of exam results the school has had to compete with the other schools. Also the school wants to have the best reputation, so that more pupils attend the school.

The school has also been influenced by the other agencies it interacts with. For example it is influenced a great deal by the medical service. Nurses, opticians and dentists etc will come and do check-ups on the children every so often, and the school has to arrange appropriate times. Also if a teacher notices that a child has some sort of difficulty, they will need to contact the medical service e.g. speech therapist. The school also interacts with inter-agencies. Speakers from the NHS will also come and speak to the children about different matters. Therefore the school is affected by the medical services, as they influence the school to give out leaflets on healthy eating and healthy lifestyles etc.

Overall, the school has had to change, and add things to the school, due to external factors, such as national policies, OFSTED reports and the parents and pupils.

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