



INVESTORS IN PUPILS

Investors in Pupils

Reassessment Report

Name of School :	Rawthorpe St James Infant & Nursery School
Headteacher :	Miss Caroline Green
Investors in Pupils Coordinator :	Mrs Vanessa Crowther
Chair of the School Council :	N/A
Investors in Pupil Assessor :	Mrs Virginia Hartley
Date of the Assessment :	June 22 nd 2015
Headteacher email:	greenc@nclonline.org.uk
Investors in Pupils Coordinator email:	crowtherv@nclonline.org.uk
School contact telephone number:	01484 226601
Local Authority:	Kirklees

Context of the school

Rawthorpe St James is an average -sized infant and nursery school with 270 pupils on roll. The school serves an area of social and economic deprivation. Forty four per cent of pupils are entitled to free school meals which is well above the national average. Fifty three per cent are from minority ethnic groups, the largest of which are mixed White and Black Caribbean and Pakistani pupils. The school is funded to provide resourced provision for up to eight pupils with physical difficulties and/or disabilities.

The school is federated with the nearby junior school, high school and studio school to form the Netherhall Learning Campus. The Governing Body oversees the management of all the schools in the federation.

The school's website has a dedicated page for Investors in Pupils which contains information for parents on the five different areas and explains what the school is doing in each of the areas.

This is the school's first reevaluation and the Headteacher and co-ordinator have a clear rationale for continuing to develop and sustain the Investors in Pupils framework throughout school. "Investors in Pupils helps to promote our ethos and core values. It impacts on the whole child including those with complex needs". (Headteacher)

There are high expectations in school with a caring staff and community who encourage pupils to take responsibility for their learning and behaviour. Pupils know they can voice their views and influence developments in school, for example, new equipment for classrooms after earning a class budget.

A detailed file gave further information on how Investors in Pupils work was developed, monitored and communicated to all members of the school community, including Governors and parents, notably through newsletters, the website and texts, school assemblies and the Headteacher's report to Governors. An interview with a Governor highlighted the positive impact of Investors in Pupils. She said, "Children are motivated to be part of the school culture and joined up thinking."



INVESTORS IN PUPILS

Strengths of the school which support the prin

ciples of 'Investors in Pupils'

Learning

"Pupils are keen to learn, work hard and are increasingly confident in speaking about their learning."
(Ofsted 2011)

- A tour of the school demonstrated that pupils were fully engaged in their learning confirming the success of the school's mission statement 'Learning Together in God's Love.' This has been achieved through the whole staff team working together and having high expectations of the children's social, behavioural and academic performance.
- Pupils were able to discuss both personal and class targets and the impact they had on their learning and the school environment. A Year 1 pupil stated, "My target has helped me write my numbers the right way round." Pupils were aware of a range of different rewards when they achieve their targets. A YR pupil informed me, "Our class target is quiet voices this week, if we do it, we will get a biscuit on Friday." Nursery pupils are also involved in Investors in Pupils; rules are displayed on their board and children could show me their class target of "Good looking and listening on the carpet." The school pebble reward system is introduced to the nursery children in the summer term.
- Parents are very aware of Investors in Pupils through displays, assemblies, newsletters and the website. They know their child's targets from parent consultations, talking to their own children, termly reports and through the different rewards of star of the week, certificates, medals and star points. Parents praised the school highly and commented, "Investors in Pupils teaches values and there are positive outcomes. There is a personal approach to every child. Teachers are great at communicating. School is very understanding and supportive of children with different needs."
- Observations in classrooms and interviews with pupils confirmed that children enjoyed their learning and experiences at Rawthorpe St James. They were confident and enthusiastic and felt safe and secure. "I'm picked out because I do the right thing." (Y1 pupil) I like celebration assembly. You never know if you are going to be star of the week." (Y2 pupil)
- Displays around the school were attractive, varied and full of learning prompts to support different areas of the curriculum and behaviour. Displays and rewards connected with showing progress towards class and individual targets were unusual and liked by the children, e.g. star stickers, caterpillars to butterflies.

Behaviour

"Behaviour is good both in and out of lessons. The very few pupils who find it difficult to manage their behaviour receive excellent support so that this causes no disruption." (Ofsted 2011)

- The school has developed a comprehensive behaviour policy. The policy encourages positive strategies and interactions with pupils and emphasises the need for school to encourage pupils to take responsibility for their own behaviour. Pupils told me good behaviour is rewarded with stickers, postcards home, pebbles in the jar and the golden chair; they also said that if someone misbehaves, "they have to go on the thinking chair to think about what they have done."
- Class targets are based on the Investors in Pupils five areas and regularly address behaviour.



INVESTORS IN PUPILS

- Class and school rules have been considered and developed by pupils and teachers and are included in class displays and induction booklets. Examples of class rules were: 'Do as our teacher asks first time;' 'Listen when someone is speaking;' and 'Quiet voices when working.'
- The school has developed a system of Buddies specifically to support behaviour at playtime and lunchtime. Y1 pupils have to express an interest and are trained by Y2 pupils who are already buddies. The Buddies are proud to wear their special bibs with 'Hi, I'm a Buddy.' embroidered on the front and 'Need a friend?' on the back. The Buddies explained that you had to be, 'Caring, respectful, helpful and compassionate,' in order to be a good buddy. They could also describe their responsibilities such as helping to keep the school rules, letting others join in, tidying up and helping someone if they were upset.
- Lunchtime supervisors use the school reward systems to recognise good behaviour. The senior supervisor informed me that, "Lunchtime staff use positive behaviour language and point out good behaviour to support behaviour management and the children respond." Pupils are also occupied with challenges and equipment at lunchtime. Photographs of lunchtime staff are displayed in classrooms and children were able to tell me about their role.
- I observed pupils in the playground; everyone was calm, well occupied and playing co-operatively. Pupils themselves felt safe in school, agreed that behaviour was good and, "If there is a problem, we tell an adult and they help."

School and Class Management including knowledge of school finance

- The school's core values of Love, Trust, Respect and Compassion are displayed in the hall and staff and Y2 pupils have produced a stunning video explaining these values, which are on display in the entrance hall. These core values are embedded throughout school and are reflected in the relationships between pupils and staff.
- All classes have displays showing class mission statements which are linked to the five areas of Investors in Pupils. They have been discussed with pupils and in Y2 they have been signed to show their commitment. "Investors in Pupils is the backbone of our classroom and promotes our ethos; we always refer to it." (Teacher)
- There is a range of roles and responsibilities within classes and across school. These include Buddies, book, lunch and milk monitors. Pupils told me it was their responsibility to keep classrooms and the school neat and tidy.
- The school council is guided predominantly by a member of staff who chairs and runs meetings. Representatives are voted for by classes and although they represent pupil voice, they could take more ownership for feeding back to classes and their peers. The school council has been involved in fund raising for Children in Need and Red Nose Day; they also have discussed the core values of the school and how they can use them to inspire others. School council members described that, "They represent the school, show others how to behave and are kind, helpful and just." A particular strength was the way buddies and school council members conducted themselves considering the eldest pupils were only seven years of age. This achievement is something the children and school should be very proud of.
- Knowledge of adult roles in the school was good. Y1 and 2 pupils could explain which staff were paid and that money was also used to buy furniture and equipment. They were also keen to tell me the importance of not wasting money. One pupil even knew that the money for school came from the



INVESTORS IN PUPILS

government! Several people in different roles had been interviewed by children and they knew that governors help the school and do not get paid.

- Support staff summed up their views of Investors in Pupils, “Investors in Pupils is a consistency of approach, it is really important and gives children a voice. Children can ask questions and all children care for each other and adults.”

Attendance

- Attendance is a constant focus of the school and attendance figures continue to rise.
- The school has clear systems in place to support attendance and also uses the opportunity to build relationships with families. Good attendance is celebrated and rewarded. A weekly attendance trophy is awarded to the class with the highest attendance and the class with the best half termly attendance are given a non-uniform day. In addition, pupils with 100% attendance and significantly improved attendance are presented with a voucher. Classes also have their attendance monitored weekly and display their attendance achievement on their display boards.
- Pupils know that attendance and punctuality are linked to their learning and their futures. “You come to school to learn, get a good education so you can go to university.” (Y2 pupils) The pupils said they enjoyed school and that, “Teachers make it fair for everyone.” They are also eager to be chosen for the ‘Tick Tock Ted’ award for good punctuality.

Induction

- Pupils are proud of their school and want to make everyone feel welcome. As a visitor I was impressed with the warm welcome and attention to my welfare.
- Every class had an induction booklet with a variety of novel, useful and interesting ideas to be able to present to new children or staff. Each class had developed its own ideas and ways of exhibiting what they felt was important induction information. There were photographs of children, timetables, after school clubs and individual and class responsibilities. All the children had been involved in saying how they felt the booklets should be developed and what they should contain. “We have a booklet and the new person looks at it; we look after them, then they know how to behave.” (Y1 pupil)
- Year 2 had made an impressive induction power point with a wealth of information and attractive images such as the school day, monitors, school council, rewards and homework

Areas for development

Please note these actions are compulsory. Areas must be acted upon to ensure that the standard is maintained in the future.

Continue to pursue ideas and establish a protocol for ensuring regular and effective school council feedback to their peers and class.