



INVESTORS IN PUPILS

Investors in Pupils

Reassessment Report

Name of School:	Southroyd Primary School
Headteacher:	Ms Kate Prior
Investors in Pupils Coordinator:	Mr Dave Manton
Chair of the School Council:	Courtney
Investors in Pupil Assessor:	Gill Mullens
Date of the Assessment:	9 th December
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Local Authority:	Leeds City Council

Context of the school

Southroyd is a larger than average school with 466 children on roll in 2015. Southroyd offers high quality educational provision from the Foundation Stage in Nursery through to the end of Key Stage Two. Child care is also available on site from “Sunflowers” for children from age two to four and from “After the Bell” for children of school age. Governors of the school also manage the local Children’s Centre, which is based on site.

Southroyd serves a mixed catchment in Pudsey, Leeds, with families representing a wide range of demographic groups. A quarter of the students at Southroyd come from the bottom 30% based on the Indices of Multiple Deprivation but the school is below national average on the deprivation indices. The school has an average proportion of pupils eligible for free school meals and the proportion of pupils who are supported at school action, school action plus or with a statement of SEN is below the national average. Most pupils come from White British backgrounds and only 8% are from minority ethnic groups. A small proportion of children have English as a second language, although this has been rising recently.

In August 2013, the school converted into a Cooperative trust school.

There have been few staff changes since the last assessment. The headteacher and Investors in Pupils lead remain the same.



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Areas for Development as detailed in the last report

Further develop pupils' knowledge of the role of governors. This appeared to be at early stages and no pupils were aware that they are unpaid.

- *The school has worked incredibly hard on this area for development.*
- *The governors are much more active in school and the children are well aware this. All groups of children could talk about the governors and governors role in school.*
- *The governors themselves have professionalised their role; for example, they have been involved in learning walks in school, they have led a key initiative around sustainability and recycling, have supported work on School Food Ambassadors*
- *A governor has been appointed to the school council; she attends the weekly meetings, then feeds back at governor meetings.*
- *Governors have attended assemblies - "Mr Thorne wants to know how we've been doing"*
- *There is a governors' notice-board, with photos, in school.*
- *Parents are more aware of the role of the governing body, and each governor has provided a pen profile for the school newsletter.*
- *Each staff team feeds back to the governors.*

Further develop the pupils' understanding of the school budget. No pupils were aware of the overall school budget but there was a very strong focus on reducing expenditure.

- *Through recycling/ energy saving initiative and global curriculum children can see that they are helping the school to save money. Children have 'shopped around' and costed new bins for the school.*
- *All class are involved in an enterprise initiative. Each class apply for a £30 budget and they can spend it on anything they like or use it to fund raise and increase the money for; trips, equipment etc*
- *Year 6 planned and budgeted for the end of year prom themselves.*
- *Children have a say in what the school PTA(FOSS) spend their profits on. Eg,Christmas fair raised 2k – poster up and requests taken for what we should spend the money on.*
- *Kitchen renovation - the ideas will go to school council for their ideas too.*
- *The children have a better understanding of what the school budget is now. All children could talk about the size of the budget and how lots of the budget was spent on staffing costs. They had whole school and class assemblies on the school budget. The children were aware it came from the government and that different school had different budgets.*

Continue to develop the work on SMART personal targets

- *All staff and children could talk confidently about targets and what happened when they were achieved. Parents were also clear about their children's targets.*

Use the website to greater effect around pupil participation and voice.

- *The school council has its own section on the school website. This is easily accessible and up to date.*

Strengths of the school which support the principles of 'Investors in Pupils'

Implementation

- *The 'Investors in Pupils' Co-coordinator effectively oversees the process of implementing the standard in school. It is very well led and managed. This is the third assessment and all the principles of Investors in Pupils are well embedded in the schools ethos and day to day running.*



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The coordinator is well supported by the headteacher and all the staff. The headteacher is an obvious advocate for the standard talking enthusiastically about its continued benefits and focusing on pupil outcomes, in particular the positive impact the standard has had on pupils' sense of ownership and participation based on a confidence that they are listened to in school.

- 'Investors in Pupils' is clearly integral to this school. From Foundation stage, all the way through key stage 2, pupil ownership and participation are a significant feature in the school. What is particularly worthy of note, however, is the approach; Southroyd Primary school lives and breathes 'Investors in Pupils' principles, *"We do it anyway – they are good principles."* *"The children have ownership of their behaviour"* *"There's nothing in there that we wouldn't do anyway."* *"We ask at interview if they know what IIP is – we expect new staff to buy into IIP."* *"We can't imagine life without this!"*
- Staff and children have a clear understanding of target setting and effectively facilitating children's understanding of their next steps. Staff receive regular and appropriate updates on the 5 key areas of 'Investors in Pupils' through regular updates and staff meetings and a shared staff action plan. All adult stakeholders receive information in a variety of accessible formats to meet their needs.
- The impact of the standard was visibly apparent in school with prominent display boards relevant to the key 5 principles and on a range of pupil participatory initiatives.
- All the staff, parents, governors and, crucially, pupils were able to attest to the impact of the standard on the school. *"It's about pupil voice and building it in to the curriculum, so that everyone has a say in the school."* *"It's about the targets and investing in their education – they come up with the mission statement, rules and rewards too"* (Parent). *"The school has no idea how good it is, they need to shout out about it more."*(Governor)
- The quality of relationships (staff-staff, staff-pupil, pupil-pupil) is a significant strength of the school underpinned by the principles of 'Investors in Pupils' and its underlying values and all staff and children showed a care and respect for each other.
- The school website displays the 'Investors in Pupils' logo and the school's own personal 'Investors in Pupils' logo. Investors in Pupils has its own up-to-date, informative section with relevant links.
- The Investors in Pupils coordinator and headteacher also have clear, shared vision for the way forward; *"It's imbedded in us – it's part of the curriculum – it will go where the staff and the children want it to go. It links in nicely with the cooperative values – we've recently reviewed the school rules and changed the language, to help the children understand the language of the cooperative values and cooperative learning. There are plenty of places to go whilst maintaining the key principles."*

Learning

"The exciting and well planned curriculum makes sure pupils are interested and eager to learn. Pupils have a wide variety of opportunities to extend their learning beyond the classroom. They pursue a variety of sporting and other interests." OFSTED July 2015

- From touring the school it was evident that pupils were fully engaged, and on task, in their learning.
- All children engage with the school mascot 'SCAMP' and buy into the ethos -Safe, Comfortable, Active, Motivated and Positive; this puts a strong emphasis on learning behaviours with pupils showing great pride in the award.
- Pupils understand that their learning today will impact on them in their futures. They understand lifelong learning and know why the staff attend training courses. *"We are all learning. If my teacher learns and then I get a good education then I will get a better job."* Y6 pupil
- Each class had a clear mission statement and class targets, which the children were involved in writing. Children have a range of targets with age appropriate 'Investors in Pupils' boards that map progress. The children showed real pride and ownership in the boards.
- Informal discussion with pupils demonstrated a high level of awareness of individual targets and a clear understanding of their own role in the target-setting process and negotiation of appropriate rewards.



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- The Foundation Stage teacher talked about 'Nursery Wishes', these formed the basis of their targets and all the children contributed to this.
- The focus of pupil responsibility on influencing aspects of their own learning through the fully inclusive and creative child-led curriculum ensures pupils are continually motivated to learn.
- Children complete surveys about the school and their learning. For example, the school has recently devised an SMSC survey for KS2.
- The quality of displays throughout school was both consistent and creative with innumerable imaginative examples across the key stages.
- Pupils enjoy, and benefit from, the wide variety of opportunities for learning in different ways and different contexts. Clubs and visits/visitors are many and varied and appreciated by the children and the school which strongly advocates the value of participation in clubs and activities out of school hours. Parent- *"It's not just about the education, it's about the whole experience and about the whole child."* All groups of children spoke excitedly about trips and residential they had/were going to participate in.

Behaviour

"Pupils' behaviour is outstanding; they are very keen to work hard and to learn. Their conduct in lessons and around the school is exemplary. They are exceptionally polite and courteous to each other and to adults. This creates an environment that is highly conducive to effective learning."
OFSTED July 2015

- The inspectors' judgment continues to be the case at Southroyd Primary school and was confirmed during discussions with different groups of staff, pupils, parents and governors.
- The positive behaviour modelled by adults, along with high expectations of pupils, co-operative spirit, consistent reward schemes between teaching and support staff, and clear understanding of sanctions throughout school provides an infrastructure that reinforces and underpins high levels of good and exemplary behaviour. It was a pleasure to encounter such polite, confident, articulate and happy children.
- A significant contribution to reinforcing positive behaviour is the effective reward scheme that ensures that pupils remind one another of the expected standards. All children could refer to the traffic light system in place and to its effectiveness. This system is also used successfully at lunchtime by the lunchtime staff; ensuring consistency across the school day.
- Pupils benefit from, and appreciate, the opportunities provided for them at playtime and lunchtime which in turn impacts positively on behaviour e.g. Sports and Friendship Robins.
- Pupils reported that they felt safe in school and that they appreciated the care and guidance they received from staff. There was a strong sense of shared responsibility. One pupil said; *"If you know someone finds it hard to behave then make sure they're busy and not isolated and feeling lonely. If you go and play with them they might behave better."* The pupils talked confidently about restorative practices. They were confident that issues of poor behavior would be dealt with quickly and effectively.
- All children had been involved in writing the school rules and an excellent school Anti Bullying Charter.
- Pupils talked about 'Golden time', choosing their rewards and the fairness of the system. Where needed, strategies to improve an individual's behaviour were well understood by all children.

School and Class Management including knowledge of school finance

"Pupils take on the wide range of responsibilities on offer. They take their roles, such as school councillors, lunchtime ambassadors and sport leaders, very seriously and do their jobs very well. This contributes well to their awareness of democracy and extends their understanding of British values." Ofsted 2015

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- Investors in Pupils benefits from a high profile throughout the school. Every classroom had a clearly displayed vision statement, written by each class, as part of its own tailored 'Investors in Pupils' display board. All classes had target boards and attendance boards. Boards were creative and all different, but still managed to convey a consistent message across school.
- The school and classrooms are clean, tidy and well cared for, ensuring productive learning environments. Pupils recognise their shared responsibility for maintaining the expected standards of cleanliness and organisation. They were especially proud of the tidy cloakrooms, particularly the Year 4 cloakroom!
- The school also does a lot of work around enterprise; each class is given £30 from FOSS, the school PTA. Classes make this money grow in all sorts of enterprising ways! On the day of the assessment some of the children were selling hot chocolate. One pupil told us, *"We made £26.00. We spent £2.00 on ingredients and made £28.00, so that's £26.00 profit!"*
- Year 6 are given a budget for their end of year prom. They use the money to fundraise and plan their own prom. All children are actively involved in this.
- There is an active, democratically elected school council that meets every week and has elected posts of responsibility. It also has a Second Chamber for repeat school councillors to support new school councillors. A school governor is linked to the school council and attends weekly meetings. Pupils vote for school council members who canvass the views of pupils and provide feedback through class assemblies after school council meetings. Members of the school council were clear about their role *"We have to set an example and doing important jobs."* *"We need to be sensible, responsible, work well in a team, speak loudly, show good listening to listen to other people's ideas and we need to have ideas of our own."* (School Council members) Members were able to cite examples of the impact of the school council on the school e.g. the sustainability/recycling project, the purchase of a climbing wall, not wearing indoor pumps anymore.
- The school council is inclusive for all pupils. The parent of a Year 6 child with autism told us how her son was voted in; *"because he showed empathy they (the children) felt he would be good for the school council."*
- Pupil voice is integral to the running of this school and all pupils spoken to felt they have a voice. Children are involved in curriculum planning and new school initiatives.
- Children appreciate the numerous opportunities to take responsibility in school including, amongst other things, friendship robins, sports robins, lunchtime monitors, school councillors, classroom monitors and various different jobs within in each class.

Attendance

A Year 6 pupil on why it's important to come to school, "So we're educated, so we learn about science, to not miss out on fun, to get out of the house, so we don't get a boring job and we get a prize for coming to school every day!"

- With an attendance rate at 97.2%, children evidently enjoy coming to Southroyd Primary School. The children were very clear about why it is important to attend school; *"You might miss important things, like voting for school council", "You need to come to be sociable and make friends", "It's important to come to school because we might be doing something important like literacy. If we miss school, we might miss a trip or golden time."*
- Children were also aware of the need for punctuality and being ready to learn at the start of the day.

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- Children work towards winning half termly rewards for good attendance. All cloakrooms contain displays and photographs of those children who have achieved this. The children were proud of their 100% attendance.
- The attendance officer/learning mentor has excellent relationships with families and clear guidelines and protocols are in place to support this. She works closely with families where punctuality or attendance may be an issue; also with families if there is a health need – e.g. asthma during the winter – *“We put a health care plan together and help the parents to be less anxious.”*
- The school is looking towards implementing rewards for 100% weekly attendance. This will be discussed with the school council.

Induction

- Induction procedures are still strong both at the beginning and end of the primary years.
- Each class (including Nursery and Reception) has an induction book. The pupils all knew where their class induction books were kept and could describe how they had contributed to the contents.
- Staff felt that the children had a clear understanding of the purpose of the Induction booklets.
- All staff thought the Induction booklets were used well for new children and explained how they are also used as part of the transition process between classes and key stages.
- One TA explained to us how the SEND child in her care had his own booklet, which he used in his transition from one class to another.
- Pupils could explain the importance of supporting new pupils and adults in and around school.
- In each class we were met with a very warm and smiley welcome, with pupils keen to politely say hello.

Areas for development

- There are no compulsory development areas.

No areas for development were identified. School should continue to work with its students on future school development and improvements and consider how your good practices can be shared with other schools.

Recommendations

Please note the following are recommendations only and therefore not compulsory.

- School Council could be developed further and be more ‘pupil led’. The pupils at Southroyd Primary School are responsible, empathetic and articulate with a real sense of community. They are capable of more independence and responsibility in their role as school councillors and I am sure they would rise to the challenge!

Upon walking into Southroyd Primary School, I could immediately sense the caring, vibrant and enriching ethos which you create and I would like to thank all the pupils and staff for a very enjoyable visit and for the opportunity and privilege to witness such a positive school community in action.