



Investors in Pupils

Reassessment Report

Name of School:	Churwell Primary School
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Date of the Assessment:	26.04.2016
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Context of the school

Churwell is a much larger than average primary school with 474 children on roll. The school offers good quality educational provision from the Foundation Stage in Nursery through to the end of Key Stage Two.

Churwell Primary School admits from a mixed social area of a large conurbation in Leeds. From the intake of pupils from minority and ethnic groups, pupils whose first language is not English and pupils eligible for free school meals, are all lower than the national average. Over the past few years the school has seen these all increasing and this reflects a changing pattern of intake for the school as demand for places intensifies in the city. The proportion of children with a statement of special educational needs (SEN) or education, health and care (EHC) plan are well below the national average. There is also a decrease in the stability of pupils between Early Years Foundation Stage and Year 6 which is now more in line with the figures nationally.

The school has a strong partnership with three other primary schools in the locality (ASPIRE) who meet regularly on curriculum planning events and training. This partnership has secured a strong Initial Teacher Training link with Leeds University and the Yorkshire Rose Teaching Alliance. This partnership includes a joint approach to the philosophy of 'Investors in Pupils' and enables links to be made between the governing bodies to further develop the leadership and management of each school and improve links with the local community. Churwell Primary School includes its strategic commitment to implementing 'Investors in Pupils' in the school development plan, curriculum section. Other relevant priorities within the Improvement Plan include developing a new learning platform for improving communication with children and parents, establish new summative assessment systems, training on electronic attendance and a cluster focus on 'Closing the Gap'.

There have been several staff changes since the last assessment. This year there are four RQT's, one NQT and three members of staff who took on leadership roles from September 2014. There is a Succession Plan in place for the head teacher who is due to retire in July 2016. A Co-headship is in place to support this transition.

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Areas for Development as detailed in the last report

- There were no compulsory areas for development from the last assessment report.

Recommendations as detailed in the last report

1. Mission statements, class rules and class targets – all of which connect with each other - could be displayed together in classrooms - sometimes these are in different places in the classrooms.
 - The school did investigate this but due to the nature of the different sized and shaped rooms it is down to individual teachers to decide on whether this would enhance the quality mark with the pupils or not.
2. Can prospective School and Eco-Councilors present manifestos prior to elections?
3. Consolidate and further develop the role of the new Eco-Council to provide more challenge to the school and community.
 - The school has worked hard on these two areas since the last report
 - The Eco-Councillors are much more active in school and all stakeholders within the school and the wider community are more aware of their role and what they have achieved.
4. Some pupils were not sure what their class rewards were going to be – deciding these with the children earlier on might encourage increased keenness.
 - There has been a huge push and emphasis put on rewards since the last assessment and in February 2016 it was decided that each class could choose what their reward would be once a target has been met.
 - In every class next to their class targets they now have an ‘Our Reward Will Be’ section outlining what this will be, which is always decided on when the targets are set.
5. Celebrate and promote the growing range of young leader roles in the school – and consider how all young people will get the opportunity to take on a leadership role during their life in the school.
 - The school has further developed the school website to celebrate and promote the different young leader roles in the school.
 - The staff continues to monitor uptake of the different roles and are always looking at introducing new roles such as the new Librarians this year and Buddies for next year.

From the wide range of evidence provided by the school I can confirm that the recommendation points from the previous assessment continue to be addressed as part of the school’s successful embedding of the standard.

Strengths of the school which support the principles of ‘Investors in Pupils’

Implementation

- The school continues to benefit from an enthusiastic, passionate, well organised and effective coordinator, who also led the previous assessment in 2012. This year she is well supported by the co-headteachers, a working party and much appreciated support from the learning mentors and HLTAs.
- Governors are informed about ‘Investors in Pupils’ and about the central part the standard plays in

both the inclusive environment and in sustaining school improvement. They feel fully involved, as do parents and both groups had a good understanding of what it means to be an 'Investors in Pupils' school. Pupil involvement, voice and influence underpins all five 'Investors in Pupils' areas in meaningful ways.

"Pupil Voice is key to what we do, it's totally embedded and ingrained in school Life."

"Pupils look for Investors in Pupils every year they arrive, there is an expectation and routine we do it. It's just part and parcel of life at this school." (Parent/Governor)

- Churwell Primary School provides a learning environment where the commitment, enthusiasm and positive attitude of all stakeholders is very evident. The school has continued to build on the success of the previous assessment and the principles of 'Investors in Pupils' are fully embedded and play an integral part in supporting the prevailing ethos and in raising standards. A core belief is that young children can take a lead and do have a voice as exemplified during the excellent tour of the school conducted by the Head Boy and Deputy Head Girl and Boys. *"IIP is just the norm here – this is how school should be."*
- The school states confidently that 'Investors in Pupils' has played a huge part in all areas of school life and has a very high profile across the school. This commitment to 'Investors in Pupils' and the robust systems that are in place indicate that there is excellent team work that exists in the school and that the standard will be sustained when the acting head teacher takes over in September, as it is valued by all. *"IIP – you hear it and see it all around the school."*

Learning

"Attainment has risen and progress is now good." "Lessons are typified by very warm relationships which provide a successful platform for effective learning." "Pupils 'have a say' in what they learn, such as through their good quality learning logs." OFSTED January 2011

- All pupils at Churwell Primary School are happy and enjoy coming to school every day with *"I come here to learn new things, it's fun to do work here, I love school."* as a typical pupil comment. Pupils who were interviewed were proud to attend the school and were very articulate, confident and comfortable with the formal interview process.
- The focus of pupil responsibility on influencing aspects of their own learning through the inclusive and creative curriculum ensures pupils are continually motivated to learn. The school provides many learning and skills development opportunities that engage pupils in having voice and influence. 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. All groups of children spoke excitedly about trips and residential they had/were going to participate in.
- All Pupils could talk enthusiastically and demonstrate 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 are a great motivating factor for creating a positive and focused learning environment.
- All pupils confirmed that they have three targets; academic; class and a personal target. All targets are reviewed regularly and once achieved are renewed so there is always something to work towards, and are decided upon by the pupils with support from the HLTAs. *"We always tell our parents our targets so they can help us too."*
- Targets are prioritised in all classrooms in a very positive way and promoted through the many highly colourful and creative displays on walls. These are used on a daily basis to reinforce and support pupil learning and achievement and reflect the extremely positive ethos of the school.
- The children showed real pride and ownership in the boards and aspired to have some of their work in the 'Good Work Book.' Pupils were rightly very proud of their learning logs and of their new library

which is supporting learning well.

- From touring the school it was evident that pupils were fully engaged and on task in their learning. It was also clear that all children spoken to on the day had high aspirations and were able to speak about the importance of coming to school and understand that their learning today will impact on them in their futures. *“IIP helps us with learning as I want to get better.”*
- The school is justifiably proud of its inclusive ethos. This is encapsulated in a staff comment that *‘We are all interested in the pupils; “we know them very well and work with them to set targets.”*

Behaviour

“Pupils are happy, confident and courteous. Good behaviour underpins their learning and play.”
OFSTED January 2011

- Children behave very well and the inspectors’ judgment continues to be the case at Churwell Primary School confirmed during discussions with different groups of staff, pupils, parents and governors and reinforced throughout the assessment visit.
- 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. *“IIP helps with the school ethos, behaviour and attitude immensely.”* (Staff)
- Many of the class and personal targets supported improved behaviour and readiness to learn. For example, one class had a target to ‘stop talking and listen more when the teacher or someone else is speaking.’ Pupils were also able to talk positively and with clarity about the different approaches to managing behaviour within classes including rules, consequences and rewards that they themselves had helped decide upon. They talked about the benefits of achieving class targets and were able to talk about how working towards a joint target encouraged everybody to work together as one big team creating a strong sense of ‘team’ where no-one wants to let the side down.
- Pupils talked enthusiastically about how the new ‘Rainbow Rules’ to promote manners had made a real difference, especially paying a compliment. Foundation pupils were also keen to explain that getting on the ‘Proud Cloud’ made them and their parents feel very proud.
- A significant contribution to reinforcing positive behaviour is the effective reward system to celebrate achievement which is supported by the house system in which pupils receive house points, which is highly valued by the children and who feel motivated by them. They include golden time for key stage one, non-uniform day parties, merit cards and star of the week awarded before an audience of parents during the weekly sharing celebration assembly, which now acknowledges out of school achievements too. In addition, parents, pupils, staff and governors talked about a range of other rewards at class level further supporting good behaviour such as marbles in a jar and post cards which are regularly sent home for good behaviour and work.
- This system is also used successfully by the lunchtime staff, ensuring consistency across the school day. At lunch, staff also hand out stickers and certificates for good behaviour alongside having a ‘Top Table’ on a Friday for pupils showing outstanding behaviour. Pupils also benefit from and appreciate the opportunities provided for them at lunchtime. E.g. sports leaders and lunchbox monitors, which in turn impacts positively on behaviour. The older pupils feel important to young children.
- All pupils spoken to reported that they felt safe in school and appreciated the care and guidance they received from staff. There was a strong sense of shared responsibility and confidence that issues of poor behaviour would be dealt with quickly and effectively, if it happened. *“This school is a nice place to be, everyone gets on here and there is no bullying.”* (Pupil)

School and Class Management including knowledge of school finance

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“Pupils have a voice through the work of the school council, and they contribute as play leaders and by taking on positions of responsibilities.” OFSTED January 2011

- Pupil voice is integral to the running of this school and all pupils spoken to felt they had a voice. *“Pupil Voice is a very important part of this school. It ties in with everything we do.”* Children are involved on many levels such as interviewing for new staff, in curriculum planning and many new school initiatives. All pupils spoken to on the day felt that they were active, contributing members of the school community; *“We are listened to and involved in everything.”*
- There is an active, democratically elected school council that meets fortnightly. Pupils from Year 3 upwards are represented and there is a chair, secretary and treasurer. All of the council are very proud to have been elected. Pupils vote for school council members who canvass the views of pupils and provide feedback through class discussions after school council meetings. Every class has a voice. School governors are involved with the school council and meet with them regularly as each of them is linked to a different year group. *“We know about the governors as they came to an assembly and then met with us in class.”* (Council member) *“Pupils are part of the school, they all have a voice and are part of the decision making”* (Governor). Members of the school council are held in high regard and seen as decision makers by other pupils. They are given many opportunities to make a real difference in school.
- The school council have a fantastic display board in a prominent position in the school hall where pictures of the class representatives are displayed, also showing projects underway, summarising achievement such as the Trim trail and plans for the future. Members of the school council were clear about their role and pupils were able to cite examples of the impact of the school council on the school; *“The school council really do make a difference and help improve the school – they give us a voice in the school.”* Council member)
- Investors in Pupils benefits from a high profile throughout the school with a display board in the entrance of the school. Every classroom has a clearly displayed mission statement and class rules, written by each class at the start of the year as part of its own tailored ‘Investors in Pupils’ display board. All classes had target boards that were individual and creative and all managed to convey a consistent message across school.
- Children appreciate and are keen to take on the numerous and wide variety of opportunities that are offered to them to take responsibility in school. These vary throughout the school and increase as pupils get older, for example table, chair, fruit, milk, water and classroom monitors. In addition, there are a range of leadership roles such as play leaders in the playground, school councillors, eco councillors, e-safety councilors, head boy and head girl and cluster councillors. The head girl and head boy, ably assisted by the deputy heads, play a key role as role models and ambassadors for the school – this involves showing people around the school, supporting younger pupils and being members of the school council. All pupils interviewed across the stages said they had taken on at least one monitor role. *“We get lots of responsibility and everyone has a say in this school”*. Many, therefore, get to take part in the running of the school on a daily basis to great effect resulting in impressive levels of ownership, responsibility and maturity.
- Pupils have also contributed to the teacher selection process, touring the school with candidates and offering feedback. They also took part in ‘Takeover day’ for the first time this year; *“I loved it when I was a teacher for the morning.”* The eco-council meet regularly and are key stakeholders in the school and work tirelessly to reduce waste through switching off lights, engage with the community and raise funds. Pupils clearly feel proud of and enjoy their responsibilities.
- Pupils look after their school and they recognise their shared responsibility for maintaining the expected standards of cleanliness and organisation.
- Financial understanding has been encouraged through whole school assemblies and class discussions with both teachers and the governors. Pupils could discuss the school budget and were able to talk about how much certain resources cost. They spoke about the fact that the governing body oversees the budget and the decision making; *“Our school gets £1.5 million and this is split*

between the building and resources – the teachers cost a lot but I like them!” Pupils are becoming increasingly aware of the cost of resources and this has impacted positively on them taking more care of resources in school. Each class also has a class budget display in which any stationery costs/damages, such as pencils, rubbers and rulers are noted with the class spending the least amount receiving money to spend each term. Pupils have also had regular inputs from the office manager on the cost of paper and pencils.

- Pupils are regularly involved in a range of enterprise projects supported by fund raising events that helps foster a culture of empathy, social responsibility and an appreciation of people who are less well off than themselves, such as raising over £600 for Children in Need and sponsored walks.

Attendance

- The school continues to ensure attendance and punctuality are high on everyone’s agenda by continually supporting families and offering pupil incentives. To support families, the school has brought forward the start of the day by five minutes allowing for younger siblings to be dropped off early, which has been welcomed by both parents and staff. Different campaigns such as ‘Every Day Counts’ are also promoted at the school entrance, which are all supporting to increase figures.
- With an attendance rate at over 97%, which is above the national average, children evidently enjoy coming to Churwell Primary School, echoing Ofsted’s comment that “The school has a good and successful range of strategies to promote regular attendance.”
- Pupils are enthusiastically aware of the attendance rates and every week the class with the highest attendance receives a certificate in the ‘sharing assembly’ and additional playtime. Pupils also receive different coloured badges each term for achieving 100% attendance. Attendance is also accumulated over the year with pupils receiving a rainbow coloured badge alongside being added to the end of year book to those pupils that achieve 100% attendance across the year, presented at the end of the year celebrations. These badges alone helped to increase attendance by almost 1% over the year. The children were very clear about why it is important to attend school “I come to school to learn things, make new friends and get a good education so I can have a better life.”
- There is an equally strong emphasis by the school on the importance of punctuality. Children were also aware of the need for punctuality and being ready to learn at the start of the day. This being incentivised by the new ‘I shine I’m on Time’ award available to those pupils who arrive at school on time for the whole week.
- Good attendance has been enhanced by rigorous and effective systems to support individual pupils and vulnerable groups, such as those with special educational needs and those that receive the pupil premium funding and families of children who are regularly late, by the immense work undertaken by the learning mentors. The school is also working together to further drive improvements across the Morley cluster with a joint attendance policy, which is to not allow any leave throughout term time.

Induction

- Induction procedures are still strong both at the beginning and end of the primary years. The school has excellent transition processes in place to ensure reduced anxieties when new pupils arrive or when moving through the school. This was confirmed by parents.
- In each class we were met with a very warm and smiley welcome, with pupils keen to politely say hello, hold doors have a chat and wanting to show me things they had achieved in their classroom.
- Every class, including Nursery and Reception ‘All about me’, has an induction book, unique in their style and content to their class, for example, classes have included pen portraits of the pupils and of staff also including explanations of the daily routine and what to wear for different subjects. Pupils knew where their class induction books were kept and could describe how they had contributed to the contents. They were all colourful, owned by the pupils and something they were very proud of.

- All new staff could discuss how they were inducted into Investors in Pupils as part of the school's general induction process and focused CPD is a declared strength of the school. Staff felt that the children had a clear understanding of the purpose of the induction booklets and that they had a greater purpose in the classroom throughout the year due to the increasing mobility of pupils within classes over the years. 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. "When someone new arrives we go through the induction booklet with them."
- Pupils are aware of the roles and responsibilities of the various adults working in school and how they support them as they have met many of them through various assemblies. Pupils could also discuss these as written information was included the induction booklets. They could also talk about certain staff who had been on training, such as lego therapy and how that would help them.
- Pupils could explain the importance of supporting new pupils and adults in and around school. The new 'Who helps us to grow at Churwell' tree in the hall works very well to share with everyone who works at the school, "I come here when I see a new adult, to see who and what they do."

Areas for development

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