



INVESTORS IN PUPILS

Assessment Report

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Date of the Assessment:	Wednesday 15th June 2016
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School context

Barnby Dun Primary Academy is a larger than average-sized primary school with 314 pupils currently on roll. Most pupils are of White British origin. The proportion of pupils eligible for a free school meal, at 3.8%, is well below national average whereas attendance at 97.9% is above the national average. The proportion of pupils with special educational needs at 7% is below national average.

Investors in Pupils

The Investors in Pupils programme is referenced in the current School Improvement Plan as a key objective in the **Action Plan for Personal Development, Behaviour and Welfare** as well as in the Subject leader mid-year review February 2016. A dedicated Investors in Pupils Action Plan is in place for the current academic year detailing targets across a range of the programme's criteria. The home page of the school's website reflects Investors in Pupils and it also featured in the school's self-evaluation form.

Communication of the Investors in Pupils programme to members of the whole school community is facilitated through staff meetings; periodically in whole school assemblies; in celebration assemblies; in parents' newsletters and at parent consultation group meetings; induction materials and in the headteacher's reports to Governors.

Investors in Pupils contributes to the existing provision in school through a framework for pupil voice and participation: *"It is, and has been, what we are about as a school; it's our ethos and everything about what we do. This is not my school or the Governors' school it's the children's school and they are at the heart of everything we do"* (Headteacher). Specifically, the Academy has embraced the programme through a whole school approach, led by two Investors in Pupils co-ordinators with strategic support from

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the headteacher as well as teaching colleagues and support staff alike. Within the current school context Investors in Pupils has been used to good effect to complement and enhance pupil voice provision at Barnby Dun Primary Academy, appropriately summarised by one teacher commenting *“it’s about children having ownership of their learning with social as well as academic targets and school ethos.”*

Significant strengths of the school supporting the principles of Investors in Pupils

Learning

- From touring the school it was evident that pupils were clearly on task and fully engaged in their learning.
- Each class had a clearly displayed mission statement covering the five key areas of Investors in Pupils and countersigned by each class. Class targets, that are regularly reviewed, have been developed and agreed as a whole class as have the rewards for achieving class targets.
- Pupils have personal targets that are negotiated through discussion with teaching and support staff, prominently displayed in class and reviewed regularly. Pupil personal targets cover a range of the five key areas of Investors in Pupils.
- Informal discussions with pupils demonstrated a good level of awareness of personal targets, a clear understanding of their role in the target-setting process and negotiation of appropriate rewards – all of which combines to engender an important sense of ownership at Barnby Dun Primary Academy.
- There was evidence on the assessment day that pupils’ personal targets are shared with parents who are encouraged to support their children to achieve their targets as reflected in the following comment of on parent stating; *“when they get targets we get suggestions for what you can do at home to help and websites to go to”*

Behaviour

- The positive behaviour modelled by adults, along with systems that reinforce high expectations of pupils, well established routines, consistent reward schemes between teaching and support staff and a very clear understanding of sanctions (e.g. discussions, verbal warnings, in-class isolation, removal to work with DHT, loss of playtime, loss of Golden time) throughout school provides an infrastructure that reinforces and underpins high levels of good pupil behaviour This was appropriately summarised in the meeting with Governors and parental representatives with one parent observing *“behaviour is exceptional and brilliant”* a view that was re-iterated in the meeting with teaching colleagues along with an acknowledgement that *“there are bumps along the way but it’s dealt with in an appropriate manner”*. (Teacher). It was a pleasure for the assessor to encounter such polite, confident, articulate and happy children.
- A significant contribution to reinforcing positive behaviour at school is the effect of the positive strategies and reward schemes (stickers/gold certificates/ pupil of the week/ smart person of the week /stamps /golden time/dojo) developed closely with pupils and enhanced by pupils reminding one another of the expected standards - all clearly impactful, understood and appreciated by pupils. This partnered with an approach that views good or better behaviour as the norm at school makes a strong combination underpinning positive behaviour.
- Public acknowledgement of achievement (individual or group) contributes significantly to positive behaviour and includes a class Dojo points reward system which has the potential of being able to be shared at home with parents/carers.

School and Class Management including knowledge of school finance

- 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 organization, reflecting their appreciation of the cost of resources and equipment. Every classroom had its own Investors in Pupils display board with wording and logos that map pupil progress.
- There is an active school council that meets regularly and canvasses pupil views through class councils. Pupil posts of responsibility on the school council include; Chairperson, Vice chairperson, Secretary and Treasurer. Pupils vote for their school council representatives each year, comprising one boy and one girl, through a secret ballot. Minutes of the school council meetings, as well as pupil consultation meetings, are reported back through opportunities to feedback in class. Pupils were enthusiastic to be members of the school council which was reported as one of the most popular jobs in school. An appreciation of the function of school council was evident on the day; *“we like speaking for our class and teachers ‘cos it helps people in school and we can do things to get new stuff”* (School councillor). Pupils were able to cite examples of the impact of the school council e.g. outdoor play equipment for football and basketball, improvements to school food and raising funds in support of Children in Need, cancer research and support dogs. All of this contributes to a feeling that participation and pupil voice is highly valued at school as can be seen in one pupil’s comment about the impact of being a school councillor; *“trying to give everyone a say makes us more confident in our own opinion”* (School councillor) and appropriately re-iterated by one pupil’s view of teachers that *“they do listen to us”* (Pupil with additional responsibility). The school was also able to report the role of school council in staff appointments and support of school council through the attendance of Mr Harrison, school superintendent and school Governor.
- An ‘open door’ policy encourages good communication and on-going dialogue between parents and staff including celebration assemblies; termly reports to parents; parents’ newsletters and an annual audit of parental views of the school. Parents particularly appreciated the opportunity provided through regular parent consultation meetings as well as daily communication of information about their child’s progress including an encouragement to ‘drop-in’ as required, aptly summarised in the following comments of one parent who said *“There is a completely open door policy...we are told about children’s targets across the board through regular meetings and text messages”*.
- Pupils appreciate opportunities to take on additional responsibilities in school including, amongst other things, roles as school councillors, on pupil consultation groups, as Eco-committee members, Anti-bullying ambassadors, Playground leaders and buddy learning. Each class also has its own system of voting for class monitors.
- The school is confident that pupils are increasingly familiar with the costs of resources and equipment as well as the school budget, borne out on the assessment visit as was the level of financial knowledge that has been encouraged through e.g. lessons exploring money and areas of the school budget, ‘My Money Week’ and pupils leading assemblies to deliver powerpoint presentations on the school budget. The school council and enterprise club also raise and manage their own funds. Pupils demonstrated a good understanding of the value of resources and an appreciation that broken equipment had to be replaced and paid for; *“if we break it then we have to pay for it but if we look after it the ink won’t dry out and we wouldn’t have to buy so often and could buy playground equipment instead”* (Pupil with additional responsibility). Achievement of Eco schools silver award also supports an approach to energy and resources that aims to minimise waste as can be seen in the following pupils comments; *“Eco-monitors go round school turning things off so we don’t waste as much on bills”*

Induction

- Induction procedures were found to be in place in school, reflected on the assessment day through the confidence with which pupils/staff/parents/stakeholders/whole school community

spoke about 'Investors in Pupils'. An excellent awareness of the components of the programme has been encouraged through use of the BLAIC acronym which was widely understood by pupils.

- All adults in school appreciated Investors in Pupils induction (procedures and handbooks) as a way of getting to know children, children getting to know one another and for new members of staff. This is aptly summarised in the following support staff member's comment; *"It feels like a really supported process"*.
- There are induction materials in each class that include an overview of who works in school and their role which is further underpinned by discussions, in PSHCE, of the roles and responsibilities of staff, parents and governors. Also governors and dinner ladies are assigned to each class with photographs of dinner ladies on class doors. Displays of staff and governors supports pupil appreciation of the range of adult roles across school as well as the training received by adults. *"We're learning like they are, we talk with the children about where we've been and what we've been doing"*. (Support staff meeting)
- The welcome and induction to school for first time pupils is seen as particularly important and is visually well reflected on the school website.
- Governors are invited to attend school and take part in activities and through Mr Harrison, the school superintendent, who is also a Governor and regularly attends school council meetings. The benefits of this approach means that Mr Harrison is able to act as an instant communication channel to the Governor meetings.

Attendance

- With an average attendance rate of 97.9%, above the national average, children evidently enjoy coming to Barnby Dun Primary Academy and it is noteworthy that the school's attendance for the last two years has been the highest in the local authority area. This emphasis on the importance of attendance is a clear strength of the school.
- Further inquiry demonstrated that pupils not only understood the importance of coming to school *"if you don't come to school you might miss something really important in class and wouldn't get attendance"* (Key Stage 2 pupil) but also reported that they felt that they were important when at school, succinctly summarised by one Key Stage One pupil commenting *"because they're (adults) always nice to us and if we weren't important we wouldn't be able to learn"*.
- Good attendance and punctuality is incentivised and encouraged through a range of rewards - attendance trophy; children with 100% attendance sit in a high attender's area; attendance champions displayed in the hall, and at the end of each half term the class with the highest attendance has a class reward day (voted on by pupils). The benefits of such an approach were aptly summarised in one parent's comments stating; *"Attendance is really good here especially with the introduction of Arnold (attendance mascot) and other initiatives. Children like the variety of activities, so many different things to do not just sitting and learning but they're learning while doing - you can see it in their faces"*.
- The assessor gained a clear and palpable sense, through speaking with staff, pupils, parents and Governors that, being a pupil at Barnby Dun Primary Academy, meant belonging to a special school community

Areas for development

Please note these actions are compulsory and areas **must** be acted upon to ensure that the standard is retained in the future.

- To fully meet criteria 12 of the Investors in Pupils standard: *'All pupils feel listened to and effective feedback strategies are in place'* there needs to be greater awareness and/or communication of the role of the School Councillors with KS 1 pupils in particular.



- To fully meet criteria 5 of the Investors in Pupils standard: *'All new pupils, staff and visitors have an effective induction to the class/group* a review of the role of class handbooks is necessary with a view to amalgamating some of the current content into the whole school welcome pack.