



INVESTORS IN PUPILS

Investors in Pupils

Reassessment Report

Name of School:	Barkisland CofE VA Primary School
Headteacher:	Becky Schofield
Investors in Pupils Coordinator:	Alison Oliver
Chair of the School Council:	Tariq
Investors in Pupil Assessor:	Virginia Hartley
Date of the Assessment:	February 6 th 2015
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Local Authority:	Calderdale

Context of the school

Barkisland is smaller than the average-sized primary school and was judged to be outstanding by Ofsted in April 2011. The vast majority of pupils attending the school are White British. The proportion of pupils eligible for free school meals is well below the national average (1.6%) The proportion of pupils with special educational needs and disabilities is below the national average and the attendance rate of 97.7% puts the school above the national average.

There have been significant staffing changes since the last assessment with a new headteacher and senior leadership team, three new teachers and a new caretaker and midday supervisor.

This is the school's first reaccreditation and the headteacher and coordinator have a clear rationale for continuing to develop and sustain the Investors in Pupils framework throughout school. "It's embedded. It is discretely in your face." (Headteacher) The co-ordinator provided a detailed action plan outlining how Investors in Pupils would be sustained and further developed in 2014/15 linked to the school's new core values.

There are high expectations in school with a clear drive to encourage pupils to take responsibility for learning and behaviour and be fully accountable. Pupils know that they have a voice and can influence developments in school. The school has many initiatives to develop the knowledge, skills and self-esteem of pupils in order to voice their opinions.

A detailed file gave further information on how Investors in Pupils was regularly communicated to all members of the school community including governors and parents notably through newsletters and texts to parents; school assemblies; the headteacher's report to governors, and staff training. An interview with

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the Investors in pupil governor highlighted how Year 6 buddies for new reception pupils had been introduced since the last assessment. She quoted, "Investors in Pupils fits in with the whole school ethos."

Areas for Development as detailed in the last report

- The only positions which are applied for in the school are for the school council. Key roles in the school such as play leader coordinator need to be formally applied for.
Evidence file and pupil interviews demonstrated that all key roles such as health and safety representatives, buddies and befrienders have to be formally applied for. A template is available for younger pupils. In addition, the structure of the school council has been revised and the voting system is more sophisticated.
- Enable the school council to consult with and feedback to the reception pupils in school.
The reception class teacher and chair of the school council outlined how the chair of the school council gives feedback to reception pupils. Minutes of the feedback were also provided. Reception class council representatives are also introduced earlier in the school year.

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

Learning

*"Pupils are highly enthusiastic learners who derive considerable enjoyment from all the school offers them."
(Ofsted 2011)*

- Classroom observations and discussions with pupils supported the judgment of the inspection team. In all classes pupils were fully engaged in the lessons and could confidently articulate their learning. Pupils talked with confidence about how they are involved in their learning through their targets, learning objectives and success criteria coupled with self/peer assessment and feedback through marking.
- Pupils were able to discuss both personal and class targets and understood the impact they had on their learning and the school environment. A Year 3 pupil stated, "Targets set you a challenge and when you achieve them you get a reward." Reception pupils could speak confidently about their class target of "lids on pens." They were keen and eager to achieve in order to access their reward of a video and popcorn! A Year 4 pupil informed me "Class targets make the classroom a better place."
- Pupils and teachers were aware of lifelong learning. Year 5 and 6 pupils discussed the value of teacher training days and how, together with courses, this helped teachers learn and make lessons more interesting. The SENCo has explained to her class that she is undertaking the National SEN Award and they have asked her if she has completed her essays!!! Another teacher believes, "Investors in Pupils links to real life, e.g. applying for a job."
- Parents are aware of their child's targets and learning through target met stickers, parents evening and homework books. Discussions with parents highlighted that children talked to them about their targets and rewards. Parents commented, "Children have the opportunity to step up to challenges." "Investors in Pupils has helped my child on a journey."

Behaviour

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“Behaviour is exemplary and pupils work extremely well together in pairs or small groups, discussing what they are doing sensibly and sharing responsibilities amicably and productively.” (Ofsted 2011)

- The behaviour of pupils at Barkisland was simply outstanding. However, this does not happen by accident. Pupils in reception through to Year 6 are educated in effective behaviours for learning and high expectations are established early. “The children here have impeccable manners. Teachers do a fantastically good job and are all caring teachers.” (Parents) It was a pleasure for the assessor to encounter such polite, confident, articulate and happy children.
- Each class has an agreed mission statement, class rules, worry box and worry poster to support the positive climate at Barkisland. On my tour of the school, the Investors in Pupils representative informed me that Year 2 pupils were the oldest in key stage 1 and therefore had more responsibility; to earn their reward for the class target it was “10 smiley faces = a video and snack.” He also informed me that Year R children had a Y6 buddy when they first came into school; this was to get them used to “the Barkisland way of life.” A fantastic support mechanism!!
- Isolated lunchtime incidents have been eradicated through the introduction of befrienders and play leaders. Befrienders support in the playground with any pupils who are having difficulties. Play Leaders receive training from the local secondary school and are provided with a budget to purchase equipment. “The key stage 1 children are really enjoying the new equipment.” (Befriender)
- At lunchtime, pupils are rewarded for good behaviour with a raffle ticket. They might be lucky and get the chance to sit on the “Captain’s Table” on Friday.

School and Class Management including knowledge of school finance

- Class mission statements have been negotiated and agreed in each class reflecting what the pupils want to achieve and the learning environment they want to establish. “All classes have a mission statement, we did them all in Microsoft – asked everybody what they wanted it to be like.” (Y4 pupil)
- There is a huge range of roles and responsibilities in each class and around the school for pupils to be involved in. Each group of pupils that I met were very proud of their role and felt that they could contribute and make a difference to the school.
- The school council is made up of elected members who gave a presentation to their class in their own chosen format. “It is a secret vote so no feelings are hurt.” (school councillor) All councillors said that it was their role to listen to the views of others, have meetings and discussions and feedback to the classes. School council members are displayed in each classroom. They have organised fund raising events and been involved in the recruitment of staff. When interviewed, they were very clear about the skills required to be a good school councillor.
- Pupils contribute to keeping the site safe. The health and safety team meet once a week with the site manager and conduct a monthly tour of the school. A good example of the impact of this team was children noticing hazards in relation to their height which the site manager said could have gone unnoticed. Pupils are well aware of and respect the different adult roles in school; a special board in the corridor highlights some of the roles of support staff.
- Pupils’ knowledge of the budget is good and they appreciate the cost of resources and materials. They understand the largest spend is on staffing and a lack of respect for equipment inhibits spending in other areas, for example school visits.
- Pupils have a good knowledge of the role of the governing body. They know that governors visit school to find out what is going on; make decisions and help to improve school and that each class



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has their own governor. Governors have led an assembly on their roles and responsibilities and a governor informed me the children asked astute questions. "Governors are always thinking about how to involve pupils." (Governor)

- Investors in Pupils enjoys a high profile throughout the school. Non teaching staff talked about how new initiatives to enhance pupil participation had been introduced, how pupils self assess and are keen to encourage and support others. They felt pupils were more involved and more aware of the budget and cost of equipment. "Investors in Pupils is instilled and an automatic part of school, part of the spirit and ethos." (Member of support staff)

Attendance

- Attendance is not an issue for the school and remains above the national average. (97.7) However, the school is not complacent; it rewards good class attendance and keeps parents informed through newsletters.
- Punctuality and readiness to learn are key features with pupils keen to get into class and start their work either independently or as a group.
- Through speaking to adults and pupils, I gleaned that everyone felt they had an important part to play at Barkisland CE Primary School. Pupils said, "Everyone is important and everyone is unique."

Induction

- Pupils are proud of their school and want to make everyone feel welcome; as a visitor you felt this straight away.
- The school has low levels of pupil mobility but classes recognised the importance of new pupils having detailed information to help them settle into school. Every class had an induction booklet with a variety of novel, useful and interesting ideas to be able to present to new children and/staff. There were photographs of children, timetables, after school clubs and individual and class responsibilities. All the children had been involved in saying how they thought the booklets should be developed and what they should contain. The school council had also produced information about their roles and responsibilities.
- Staff new to the school stated that they had been provided with a detailed induction pack. The Investors in Pupils co-ordinator and the pupils provided them with training to ensure that they were fully aware of procedures and systems within school.

Areas for development

- No areas for development were identified and school should continue to consider how it can involve pupils in future school development and improvements.