



INVESTORS IN PUPILS

Investors in Pupils
Leeds City Council
Adams Court
Kildare Terrace
Leeds
LS12 1DB

10th October 2013

FAO – Mrs Kate Rowley Headteacher
Copy to Mrs Jenny Sherlock 'Investors in Pupils' coordinator

'Investors in Pupils' Reassessment

Snaith Primary School

Dear Mrs Rowley,

Thank you for inviting me to reassess 'Investors in Pupils' at your school on the 8th October 2013. I can now confirm that the assessment report has been quality assured by the West Yorkshire Investors in Pupils Partnership. I am therefore pleased to inform you that Snaith Primary School has successfully achieved the 'Investors in Pupils' accreditation.

The decision was based on information and evidence provided by:

- an interview with the 'Investors in Pupils' coordinator
- comprehensive evidence from the reassessment request form completed by the coordinator and headteacher
- a tour of the school and all the classrooms
- interviews with representative groups of pupils from each part of the school, including the Key Stage 2 School Improvement Group and pupils who had recently joined the school
- representatives of the School Council and others with responsibilities in school
- interviews with teaching and support staff
- an interview with a governor and parent representative
- an assembly linked to the 'Investors in Pupils' theme
- a study of associated documentation including the school's internal audit prior to reassessment, written pupil questionnaires and charts, information for governors and for parents and the School Improvement Plan
- the detailed information on the school website: www.snaithprimary.org.uk

I also looked at the following areas in greater detail:

1. The extent to which children, staff, parents and governors were aware of the benefits and impact of 'Investors in Pupils'.
2. Evidence of the impact of the five key themes of 'Investors in Pupils' on pupils:-
 - behaviour
 - learning, including target setting
 - attendance and punctuality
 - classroom organisation and management
 - induction of staff and pupils

In addition I looked at:

- teamwork
- finance

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- pupils' capacity to act sensibly and take responsibility for their own learning
- how pupils directly influence the running of the school and participate in collective decision making
- participation strategies that increase opportunities for all pupils to express their views and feel listened to
- feedback systems that are in place to ensure that pupils can see that their views have been taken into account and made a difference.

Areas for development as detailed in previous report

There were no areas for development in the previous report. One non-compulsory recommendation was made:

“Reference to ‘Investors in Pupils’ is not evident in the school entrance area. Ideally this could help to reinforce the message to visitors if it were to be put in place.”

In relation to this recommendation, there is now an ‘Investors in Pupils’ display in the school entrance, displaying the school handbook and information regarding the school budget. This makes the award high profile for all visitors to the school.

Context

Snaith Primary School is situated in the small town of Snaith about 6 miles to the west of Goole. There are 293 pupils on roll. Almost all of the pupils are of White British heritage. It serves a mixed catchment with some pupils travelling from surrounding villages. Fewer of its pupils than average are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The school has attained the Healthy Schools award, the Basic Skills Quality Mark award, and the Activemark award.

The school premises are of modern design and have been developed and adapted over recent years in order to make very good provision for learning in and out of the classroom. The school is highly regarded by the local authority and was last inspected by Ofsted in April 2012 when its overall effectiveness was judged to be good.

The school was awarded ‘Investors in Pupils’ in June 2010 and it is now embedded within the school, its ethos and routines. This has been carefully managed so that new staff members are trained in using ‘Investors in Pupils’ as part of their induction. A new coordinator now manages the process across the school, working in very close partnership with the headteacher, staff and, of course, the pupils themselves who rightly have a very central role in all ‘Investors in Pupils’ developments.

Very comprehensive review and preparation has taken place, prior to reassessment. The school has organised and robust systems in place to ensure continuity across the school and between staff to ensure that the ‘Investors in Pupils’ philosophy continues to be high profile in every area of school life.

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

Learning

Each class has a mission statement written by the children themselves and prominently displayed. For example in Reception the mission statement is displayed on a large flower with five key points on each petal of the flower, one of which says: “In our class, we always try our best”. In a Year 2 class, below the class photo part of the mission statement says: “In our class this year we want to be independent workers”.

It is very clear that at Snaith Primary, pupils have a strong voice in that they are consulted on and participate fully in making decisions about their learning and how their progress will be celebrated. Pupils



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at Snaith understand that we all learn differently and at different paces. This is carefully planned for in each class and pupils talk confidently about the different ways in which they learn. There are numerous examples of how this is targeted, tracked and celebrated, including through Individual Behaviour Plans, Individual Education Plans and celebrations of social or academic achievement.

Each class negotiates their targets and related reward system, which are designed by the children and displayed to recognise the achievement of the whole class. The children were able to describe these well and talked enthusiastically about the progress they were making towards their agreed rewards.

Each child has personal and individual learning targets. Personal targets are decided by each pupil. These are displayed in each classroom in formats agreed by each class. In one of the older primary classes, personal goals were displayed on football symbols identifying areas individuals want to improve upon. In a Key Stage 1 class, individual targets were displayed inside star shapes in one part of the classroom: "I tidy up after myself", "I show good listening skills" and "I listen to others when talking" are examples of these. The Nike tick logo and "Just do it" phrase resonated strongly with older pupils who were very proud of when this appeared below their individual photographs. Reading, Writing and Numeracy targets are recorded on individual cards or at the front of individual books. Children in Reception have a "target garden" and the children who hosted a short tour of that part of the school explained their targets enthusiastically. They explained how they were collecting butterflies on their garden as targets were attained. In a Key Stage 1 class pupils talked about their Writing targets, the progress they were making towards them and what they were working on next. In a Year 5/6 class children had their "Passports to Success ...Citizen of Snaith Primary School" target cards prominently displayed. Class and individual targets are regularly reviewed, with comprehensive records kept of this.

Rewards are agreed in each class for whole class targets. There are numerous examples of these across the school. In Year 2 children were proud of the Gingerbread Man on which shiny buttons were affixed leading towards an agreed class reward of a teddy bears' picnic. In a Year 3/4 class the children had agreed to work towards being in the "100 Book Club" as part of their reading activity with a colourful totaliser in the classroom showing who had achieved each ten book marker point and the award they would receive, including "fifty books – a wristband" and "a hundred books – a mystery prize". Pupils receive "Superstar Awards" to celebrate achieving Literacy and Numeracy targets. Certificates are awarded and sometimes phone calls home are made to celebrate success.

There are numerous examples of how self and peer assessment is established across the school as part of the school Assessment for Learning strategies and pupils talked with enthusiasm about the progress they were making in their reading, writing and maths, with many examples of how this is applied in engaging cross curricular contexts.

The school strongly promotes aspirations for all learners and gives many opportunities to take learning and interests forward within and beyond the school day. There are a number of clubs and groups which demonstrate this including the "Rise and Shine" club before school, "Rocking Readers" groups focussing upon reading with understanding, lunchtime time and after school clubs, such as the Lego group run by older pupils and the Maths Count and Times Tables clubs.

Behaviour

Behaviour is a strength of the school. Expectations are high and there are very clear, consistent systems to support behaviour throughout the school. Whole class and individual targets have had a continued positive impact upon behaviour. The policy was revised recently and all pupils were consulted upon the

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design of the new behaviour policy and whole school rules. This was discussed with children in assembly, within individual classes and in small working parties of children to ensure their views were at the heart of the policy. When used in conjunction with class and individual targets, the behaviour and conduct of pupils closely matches the Ofsted grade descriptor of “outstanding”.

Behaviour and conduct are key features on the mission statements devised by each class. For example one includes the sentence “We will try to show good manners, kindness, care and respect for everyone”. Positive behaviour also features strongly in class targets. For example, one said “To receive positive feedback from lunchtime staff.” There are numerous examples of mission statements, targets and other elements of ‘Investors in Pupils’ featured in a wealth of photographic evidence accessible from the school website.

Year 5 children have been trained, applied for and undertake the role of Young Play Leaders to support younger children in playing games in the playground. On the day of the visit the Young Play Leaders were seen in action, wearing their bright yellow bibs for easy identification. They enjoyed their work in supporting younger children, engaging them in a variety of games and playing with each other in taking turns, making sure that no one is left out. In a similar way, following recruitment, Year 6 children act as Peaceful Problem Solvers to support all children in positively resolving disagreements on the playground. On display were some of the applications pupils had written for this role and one said: “I know many different problems, arguments or fallouts I might face along the way and I have many ideas of how to solve them. I listen carefully when people are talking to me and do not take sides in arguments.”

The coordinator reports that the amount of time taken by staff to resolve incidents has decreased dramatically and children are more able to resolve incidents themselves, in a Circle of Friends Group or with the help of the Peaceful Problem Solvers. This is no surprise as the pupils clearly have many sound strategies to draw upon, such as their “Ingredients for resolving a conflict” display which cautions: “Do not make assumptions! Do not take sides! Respect each other and remember to think before you speak”.

School and Class Management including knowledge of school finance

Pupils are consulted and involved to a high level at Snaith Primary School. Representatives attended and fed into annual school improvement training events, which staff and governors attend for the first time this year. This proved extremely successful and it is intended that pupils stay for longer in order to contribute even more effectively. They added their ideas to the School Improvement Plan and fed back information to the School Council. Pupils really enjoyed this opportunity and said “It’s good that everyone is involved in everything and respected equally”.

Each class has been fully involved in the development of class rules and mission statements and there are frequent examples of how class targets are linked to class management. For example one class target displayed on the school website stated “Our Task: to be ready for the next activity in thirty seconds. Ready means: sitting down, quiet, with resources needed, ready to learn”.

Pupils have many opportunities to take on roles and responsibilities in class and around the school. Some children have run clubs in the past and at present one group are running a Zumba club. Class monitors have many roles within their individual classrooms, including pencil monitors. The dinner servers take a significant responsibility in the family dining arrangements that are established across the school. One older boy explained how he served food to the Reception children at his table, made sure that they ate properly and were well cared for. Young Leaders, Peaceful Problem Solvers, Shine Leaders, Lunchtime Club Leaders, Newspaper Editors, Junior Road Safety Officers and of course School Council

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representatives all take their responsibilities seriously and know that their work is of benefit to the school. Another older boy made a very significant comment, one that reflects the very ethos of his school, when he said “we all have different abilities and without one person, we’d all fall apart”.

Pupils at Snaith elect two School Councillors from each of their classes, from Reception to Year Six. The School Council meets fortnightly on average, with an agenda, a pupil chair and secretary. The older children are mindful of encouraging the “little ones” to have a voice and share their ideas. They discuss a variety of issues and act upon them. This includes improvements to playtimes, a fundraising pyjama day for charity, planning and raising funds for a new outdoor learning area with a story throne. They take the views of their classmates to the meetings and report back to them on developments.

The children have an insight into school finance and understand that resources are finite. Class discussions and assemblies have been used to secure this understanding. Two classes in Key Stage 2 completed a mini project on the cost of class resources and Year 6 produced a display in the foyer on the cost of key resources; “How much money will we need to pay for things in our classrooms?” Younger children understand that money is drawn from the government to run the school and that it is spent on books and tables. They were not quite so sure about whether staff were paid for coming to school, but older pupils were very confident that staff were the most expensive and skilled resource.

The headteacher and School Business Manager visited Year 6 to discuss the source of the school budget and how it is used. Pupils were interested to consider what the highest costs were and why staffing costs the most each year. Children understand that members of staff attend training courses and it is discussed at age appropriate levels how this helps support their learning. An interesting display on the website entitled “How does your teacher know what to teach you?” indicates some reasons being “because she goes on courses”, “reads books about it”, “because the headteacher tells her what to do” and “from our questions”!

A display board in the foyer shows a profile of every single staff member who works in school. These were completed by the children who work most closely with them. The profiles are regularly read and referred to in school. On the day of the assessment visit, the headteacher led an assembly featuring one of the very youngest children and using others to role play the work of other adults who contributed to his learning and progress, reminding the children verbally and visually of the significance of each and every one.

A team of school councillors visited a governors’ meeting to discuss ‘Investors in Pupils’. They also gathered information on the work that governors complete in school and how this helps the school to move forwards. Some children wrote that school governors “are independent”, “decide how the money is spent”, “supply the school’s needs” and “say yes or no to things like my school networking magazine”

Attendance

Attendance at Snaith Primary School continues to be good. Strategies and systems to promote attendance and punctuality are good. Attendance is monitored on a daily and weekly basis and any concerns are reported to the Senior Leadership Team either informally or at Pupil Progress Meetings. Attendance certificates are awarded at the end of the school year for full attendance and the school office presents mini attendance awards when whole classes have maintained one hundred percent attendance for a full week.

Individual classes are encouraged to focus upon being on time for lessons, ready to start straight away with no time wasted. This is evident in a number of class targets and mission statements. The children have worked very hard at getting to lessons promptly, for example in the class currently relocated to the Hall,

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coming in silently after play is part of their approach to promptness and they have negotiated a “wear a onesie day” as their reward for attaining this!

Induction

Pupils have had a very positive influence on strengthening induction and transition arrangements at their school. Children interviewed, particularly within the Key Stage 2 School Improvement Group, were very mindful of this and talked about how they had voted in a newcomer to the School Councillor role because he had never had this opportunity before and thought that his confidence would build as a result of it.

Two boys relatively new to Key Stage 2 said they had been well supported in settling in. They appreciated being shown around and included in all activities and routines. One boy who had only started the previous day said “I was starting to be naughty in another school, but I know the rules here already and I want to do well”.

The class Induction booklets have all being drawn together as a welcome book for all. They include class photographs and a little piece about each class, including their aims, a pictorial representation of a typical day at Snaith Primary and mission statements like the alliterative “Purposeful People, who are Thoughtful Thinkers and Calmly Care, Noticing the Needs of Others always Working Well”.

The Senior Midday supervisor spoke with evident and deserved pride about the key role dinner servers and play leaders had taken in ensuring a smooth transition across the lunch period. Continuity of conduct and expectation has been a very positive outcome of carefully planned work between staff and pupils during this potentially challenging transition period.

New children to Nursery and Reception settle in very quickly and blossom in the care of their older peers. There are very strong links with partner schools and the secondary school, just down the road.

Parent / Carer and Governor Involvement

Parents and governors feel well informed about the ‘Investors in Pupils’ standard. Parents have regular briefings in newsletters and from the pupils themselves. The pupils talk at home with pride about their targets, progress and rewards, the special jobs they do in school and their understanding of the roles of adults in school. Parents are pleased with the way in which the school builds confident, independent, well balanced individuals in partnership with them and fully appreciate the commitment of staff in doing so.

Governors value the opportunities to engage directly with pupils at their meetings and in school and look forward to further engagement to improve provision even further. A governor noted how well the pupils “take responsibility for their own learning” and a parent spoke with genuine feeling about how the school had transformed her daughter since joining the school: “the whole class focuses on helping one person who is struggling with something”.

Notice boards around the school provide further insight for all visitors. Both parents and governors are immensely positive about the impact of ‘Investors in Pupils’ upon their own children and all pupils at school.

Areas for development

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



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There are no areas for development

Recommendations

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

- Consider participation in the national Children's Commissioner "Takeover Day" as a way of deepening and celebrating pupil voice and high level of responsibility at Snaith Primary School.

The school has an abundance of talented, creative and enthusiastic pupils. As part of its approach to pupil support and development the school should seriously consider how pupils could take a lead in addressing the Recommendations above.

I would like to thank all the pupils and staff of Snaith Primary School for a very enjoyable visit and for the opportunity and privilege to witness such a positive school community in action.

I wish the school every success in the future.

Yours sincerely,

Karen Waterhouse

'Investors in Pupils' Assessor