



## INVESTORS IN PUPILS

### Investors in Pupils Re-assessment Report (Standard first awarded 2007)

<b>Name of School</b>	Roberttown CE (vc) J&I School
<b>Headteacher:</b>	Mrs Samantha Laycock-Smith
<b>Investors in Pupils Coordinators:</b>	Mrs Louise Wood Mrs Emma Baker
<b>Investors in Pupil Assessor:</b>	Malcolm Lister
<b>Date of the Reassessment:</b>	Wednesday 11 <sup>th</sup> July 2018
<b>Headteacher's email:</b>	<a href="mailto:slaycocksmith@rjis.org.uk">slaycocksmith@rjis.org.uk</a>
<b>Investors in Pupils Coordinator:</b>	<a href="mailto:lwood@rjis.org.uk">lwood@rjis.org.uk</a>
<b>School contact telephone number:</b>	01924 403532
<b>Local Authority:</b>	Kirklees

#### Context of the school:

Roberttown serves a close knit semi-rural village community. Ofsted (2013) described the school as *'slightly smaller than the average-sized primary school. The proportion of pupils eligible for the pupil premium is well below the national average. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are well below national averages. The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of those supported through school action plus or with a statement of special educational needs is well below average'*. This information remains broadly accurate although class sizes are rising due to the school's popularity. The school website confirms that there are currently 246 pupils on roll and also stresses the Christian ethos that is central to the school's character and success: *'We are committed to fostering and encouraging Christian principles and values. We are proud to be a church school, but we are equally proud that we welcome into our school family children from all faiths or none'.....'We are proud of our close links with All Saints Church'*. Roberttown School has been an associate member of the Spenborough Co-operative Trust since 2012 and now has plans to join a MAT.

Ofsted (2013) judged the school to be outstanding in all areas and many of the inspectors' findings were immediately evident during this reassessment. The Ofsted judgements are best exemplified through the 'CARE' principle that is firmly embedded in the Roberttown approach to pupils' personal development and wellbeing: *'Consideration Affection Respect For Everyone & Everything'*. The 2014 SIAMS report comments on excellent links with the local church and community even though *'the minority of pupils are from Christian families and a few are from families of other faith and non-religious world views'*.

School leaders believe that Investors in Pupils is *'what we do'* and *'part of our approach'*. Staff are confident that Investors in Pupils principles are firmly embedded in daily school life and are *'common practice'*. They fully support and obviously adhere to the principles of the award which are underpinned by the school's core values. Pupils were clearly aware of these core values and strongly agreed with and supported them.

Parents praised the school's communication systems and the way that children's achievements are celebrated in school. They feel that their children are listened to, supported and their individual needs are



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met; *'I've always been welcomed and supported'.... 'School is a family to the children'*. Parents who were interviewed were unstinting in their praise for the school (*'I've recommended people to come here'*), echoing Ofsted's positive comments that their children are *'exceptionally well looked after and that they would recommend the school to other parents'*. Feedback from parents confirmed that the school continues to have an excellent reputation and attracts pupils because of its outstanding status. Parents also have an opportunity to join the active PFA (Parents and Friends Association) which makes a positive contribution to school life.

Governance is an additional strength and discussions confirmed that governors are active, knowledgeable, and very well informed about all areas of school life including the impact of Investors in Pupils; *'It's just there'*. A governor had recently completed a school visit and provided valuable written feedback. Governors fully support the standard and appreciate its continuing value for the school. Reference is made to the standard in the SEF and Investors in Pupils has its own action plan.

Other important themes that were immediately evident were excellent teamwork and collaboration. The warm, friendly atmosphere was especially impressive and relationships were an obvious strength. Staff members confirmed that they enjoyed working at Roberttown. The supportive culture is immediately apparent. Staff like the children and they like them. Teamwork is effective and CPD remains a major commitment, with staff reflecting positively on both its value and impact; *'We are given training and preparation'* (Teaching Assistant).

Focused and principled leadership from the headteacher and deputy set the tone and ethos for the school and there was ample evidence of productive links with the broader community. The school also benefits from two highly motivated, well organised Investors in Pupils coordinators to ensure sustainability and succession planning. The school also has Investors in Pupils Ambassadors (2 per class). Key areas of the standard are clearly exemplified through focused displays, links with school priorities and in confident feedback during interviews with a wide range of stakeholders. Classrooms have specific areas where agreed rules, rewards, targets and induction (*'Welcome'*) books are evident.

The school has a number of additional awards and accreditations including the Sustainable Travel Award, Eco-Schools Silver Award, School Games Silver Award, National Teaching School, Active Mark and the Healthy School Award. These are used to confirm and validate its performance in designated areas.

### **Areas for Development as detailed in the last report**

No areas for development were identified at the previous reassessment. However, the CARE Group, Peer Mentors and Eco-Council are additional pupil voice groups who contribute to the work and development of the school.

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

#### **Pupil voice and participation**

- The pupil PowerPoint presentation was short but helpful. Subsequent questioning with pupil groups confirmed the pupils' detailed knowledge of and support for both the Investors in Pupils principles and the ethos and culture underpinning the schools' approach to the standard. Answers and explanations were clear, articulate and readily volunteered.
- Throughout the assessment pupils and staff confirmed that pupils take responsibility for their environment and fully appreciate the value of learning in a clean, tidy and well organised school. The presence of an effective Eco Council (*'to give our children the chance to discuss ways to make our school kinder to our planet'*) further enhances this aspect of school life.
- Throughout the day pupils confirmed that there are a number of ways they can voice their feelings



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and opinions and that they are always listened to and supported.

- The democratically elected School Council is an additional strength. Councillors take their role seriously and obviously feel that they are making a difference; *'I wanted to help the school out and do it in the right way'*. Councillors are able to put forward ideas or issues of concern and are fully aware of the attributes they need to carry out their role effectively. They know they have to explain their views and sometimes persuade others that an idea or suggestion is beneficial. They are also confident that they have had an impact, for example, in the acquisition of new equipment for the playground. As a result *'The pupils come in to the class happier because they haven't had any arguments. It makes all the teachers' lives easier as they aren't getting complained at'* (from the pupil presentation). Each classroom has a School Council board which can be used for suggestions and feedback.
- The tour of the school was impressively supported by confident and knowledgeable pupils keen to both help a visitor and also highlight specific features of Roberttown's practice and principles.
- When asked why they come to school, a common response was *'because I love seeing all my friends and I love learning'* which underpins their enthusiasm to attend school and explains attendance levels.

### Learning

- Target setting is used effectively. There is a clear and sensible rationale to support target setting procedures and pupils and parents clearly support the school's strategy. Pupils who were interviewed knew their targets, understood why they were chosen and felt that they were valuable.
- As part of their interactive target board, each class has an agreed class target. Class targets are related to the 5 areas as appropriate throughout the year.
- Class targets are discussed at age appropriate levels and displayed in each classroom. Targets are reviewed and renewed systematically. Rewards for achieving the targets are discussed with, and much appreciated by the children; *'My daughter finds learning exciting'* (parent).
- Pupils are articulate about their learning and can talk confidently about the things they enjoy and appreciate at school. A wide range of subjects were mentioned when pupils were asked what they enjoyed most about school. They are particularly fond of maths and PE on this evidence.
- Achievements in school are celebrated both in class and in assembly. Pupils enjoy receiving a wide variety of awards and achievements which are regularly celebrated in assemblies.
- Pupils know that staff attend courses and training and efforts are made to explain why staff have received particular training
- Ofsted judged enrichment activities to be a particular strength and there are numerous extra-curricular clubs. These include ICT, Homework, Cheerleading and the daily 'Rascals' and Breakfast Clubs. There is also a planned programme of visits which are also appreciated by pupils.
- Parents were positive about their own child's improved learning; *'My son is enjoying the different things on offer'*.
- Feedback and observations confirm that pupils are keen to learn and enjoy the wide range of learning experiences that are provided for them. They know how to seek help and that the staff are there to support them. When asked if someone would help them, the reply was *'Of course they would'*.
- Display is of a high quality and there are abundant impressive examples of imaginative presentation. Display is used effectively to celebrate success and demonstrate high expectations. Each classroom has an interactive display of targets for individuals and the class. Each class also



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has a shared vision and code which cover the commitments of both staff and pupils. There is an Investors in Pupils display board in the hall which is updated half termly.

### Behaviour

- Pupils, parents and staff all believe that behaviour is consistently good. On the assessment day behaviour was outstanding. This accurately reflects Ofsted's comments at the last inspection; *'Pupils are extremely well behaved in lessons and around the school. They are very polite, well-mannered and courteous towards each other and to adults and visitors'*.
- Pupils were uniformly friendly and welcoming. The presence of 'Befrienders' also ensures that there is a peer support network which provides a service for any child who feels they need someone to talk to or needs help with their behaviour: *'Befrienders deal with problems'*.
- Young Leaders help to keep pupils actively engaged. They are Year 6 pupils who have received training from Legacy Sport in a variety of sports and activities, which they can then teach to the other children in the school.
- There is a consistent approach to behaviour management throughout the school and the school strategy was expertly described by numerous pupils during the assessment.
- During the assessment there was abundant evidence of excellent relationships within a safe, well organised and positive working environment. Pupils' attitudes and relationships confirmed that they feel safe in school and respond well to the positive feedback, encouragement and rewards they receive; *'People are watching over us' ..... 'They would definitely listen to me'* ( Y5 pupils).
- Feedback from pupils, staff and parents confirms that bullying is not tolerated, instances are very rare and action is taken promptly to address any issues; *'There's no bullying –not that I know of'* (Y3 pupil ).

### School and Class Management including knowledge of school finance

- Reference to Investors in Pupils is evident throughout the school. The logo is highly visible around the school and there is a detailed description of the standard on the website.
- The school trusts its pupils and they are given many opportunities to take on responsibilities. They value these responsibilities and enjoy completing the various tasks.
- Pupils have a good understanding of the roles and responsibilities of different adults in school. Pupils take part in interview assemblies where an adult with a specific role talks about their job.
- Pupils have a reasonable age-appropriate understanding of the school budget and are aware that resources are not finite. The School Council has its own budget and each class has been allocated £30 and it is clear that this money has been spent sensibly. There is, however, a recognition that this area offers an ideal opportunity to further develop pupils' broader financial understanding. Financial awareness is also encouraged through various fund raising and charity events.
- This has been enhanced by ensuring that well trained Young Leaders engage with the children in the school on a regular basis. Developing financial understanding is an important focus but is, understandably, a difficult concept for many younger pupils to learn and understand. There is, however, a finance noticeboard to support this area as well as dedicated finance assemblies.
- Overviews of playtime and lunchtime indicated that that they were calm, purposeful and obviously enjoyable for the pupils who were observed.

## Attendance

- Attendance is not a major issue for the school and Ofsted noted that *'punctuality is excellent'*.
- Attendance is, nevertheless, rigorously monitored and there is a consistent approach to sustaining high levels of attendance. Attendance awards were highly appreciated by the pupils.
- Pupils clearly enjoy coming to school because of the wide range of exciting learning and fun activities that are provided for them. Pupil interviews indicate that they clearly appreciate what the staff do for them; *'Teachers make lessons fun'* (Y5 pupil).
- This was confirmed with a child saying, *'I broke my arm but I only had one day off as I wanted to come back to school'*.

## Induction

- Pupils explained the importance of welcoming new pupils and staff into school.
- At the beginning of the academic year each class creates an age - appropriate Class Welcome booklet to ensure that all visitors or new members of the class feel welcomed and included.
- The school has a well-established induction strategy that includes pupil 'buddies' to guide and support new arrivals.
- Induction is taken very seriously and there is a full induction programme for all new pupils and staff.

## Areas for development

No areas for development were identified.

Roberttown CE J & I School should continue to work with its pupils on future school development and improvements and consider how your Investors in Pupils provision can be shared with other schools.