



INVESTORS IN PUPILS

Investors in Pupils
Education Bradford
Future House
Bolling Road
Bradford
BD4 7EB
March 2010

FAO – ‘Investors in Pupils’ coordinator and Headteacher Mr. J. Moss
Copy to ‘Investors in Pupils’ Assessor Mrs. B. Ford

**‘Investors in Pupils’ Assessment : Final Report & Accreditation
Beech Hill Primary School**

Dear Mr. Moss,

Thank you for inviting me to assess ‘Investors in Pupils’ at your school on 24th March 2010. I am pleased to confirm that your school has been successful in gaining the ‘Investors in Pupils’ accreditation, and that this report has been quality assured by the West Yorkshire Investors in Pupils Partnership.

The recommendation was based on a considerable range of information and evidence provided by:

- an interview with the headteacher, who is the ‘Investors in Pupils’ co-ordinator
- a tour of the school and the classrooms
- interviews with representative groups of pupils from each year group and other pupils during lunch and at break times
- an interview with the School Council
- interviews with teaching and support staff
- an interview with governor and parent representatives
- a study of associated documentation including the school’s ‘Investors in Pupils’ Self Evaluation Form, the coordinator’s file, a variety of newsletters, the School Improvement Plan, film clips and flip videos
- the school website

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:-

- finance
- teamwork
- 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.

The final recommendation was therefore based on a variety of evidence. After reference to the Assessor's checklist I am confident that the school has provided sufficient evidence to confirm that all the principles and the indicators of 'Investors in Pupils' have been achieved.

Context

- Attainment on entry is exceptionally low and Beech Hill serves an area of high social and economic deprivation.
- Beech Hill has achieved the International School Award – Intermediate Level, the Active Mark, continuing Investor in People Status and the Healthy School Award.
- The school is recognised as a beacon for EAL and is piloting the Inclusion Development Programme.
- The school has worked hard to develop the profile of 'Investors in Pupils' during the year in order to maximize staff and pupils' understanding of the standard.
- The sustainability of 'Investors in Pupils' is good due to the enthusiasm of the headteacher, children, staff and governors.
- School attendance is in line with the national average.

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

- Working towards the 'Investors in Pupils' award has enabled pupils to experience success, and improve confidence and self-esteem, as evidenced by pupils giving an enthusiastic presentation to a large 'Investors in Pupils' conference. When asked what their motto "Fulfilling potential, realising aspirations" meant, a child said " At first you think you can't do it, but if you persevere, you will achieve your best. It doesn't just come, it needs practice".
- Teamwork is an excellent feature of Beech Hill, evidenced by the many sporting activities which are a powerful tool in teaching "respect" and increasing self-esteem and motivating children to pull together, enabling all children to understand their individual responsibilities and the contribution they are required to make, to ensure the success of their class targets.
- 'Investors in Pupils' is a key driver for the school's improvement planning which is closely linked to ECM, including "Make a positive contribution and achieve economic well-being."
- The School Council is well established and plays an important part in decision-making in school, which they feed back to their classes. They are involved in raising money for the school and charities (e.g. they covered an NSPCC STOP sign with coins). Their priorities for spending include a Friendship stop, changing rooms for PE, a tree house, a bell for the hut and holding an International Day to celebrate the diversity of pupil backgrounds at Beech Hill. One councillor said "We are like junior governors." When asked what makes them a good councillor, one child said "I am a good organiser, and can work with people in a friendly way. I also have a loud clear voice and good use of language , so everyone understands what I am saying".

- Assessment for Learning strategies are fully embedded in lessons. Peer and self assessment are encouraged, and academic targets are reviewed and tracked regularly.
- The good curriculum is well-enriched by an interesting variety of visits and visitors (which the children love). These include Skipton Castle with the “long drop”, The Boiler House, Knowsley Safari Park, Thackery museum and Hardcastle Crags. There are also special events which help to promote children’s enjoyment and enhance their learning, for example dance workshops, fire fighters, and impressive music tuition for all KS2.
- Children have a good understanding of living a healthy lifestyle (Councillors announced the Sandwich Lunchtime healthy drinks policy in Assembly) and enthusiastically take part in physical activities before, after and during school. As a reward, they use the wide range of activities on offer, such as rugby, karate, athletics, football (guided by the trained mini whistlers), as well as ICT, Films, Puzzles, Enterprise and Aim Higher, and the Park community initiative - Junior Wardens who help to keep the school and community tidy and welcoming
- Children know their targets well, with interactive displays on the class wall, obviously chosen by the children (for example getting the audience dressed for the JLS concert; moving Sponge Bob towards the Krusty Krab ; hikers on their way to the top; astronauts and racing cars).
- Children say that the targets really help them to improve their work, behaviour and classroom. Some classes also had them on their table, in a leaflet. Targets are increasingly SMARTer as time passes. Foundation Stage use a sand timer to measure how quickly they tidy up. An older child had a target “To get 15 or more in my mental test” and the new Individual Education Plans have been designed to involve the child in setting and achieving specific next steps.
- Children are self-confident, well behaved and positive in their attitudes to learning. They display a strong sense of right and wrong and get on well with each other. They have devised appropriate rewards for their ages, some using the interactive white board to count their votes. Foundation Stage like a “whoosh”, older children wanted a Toy Day “wii” activities, a DVD, or a non-uniform day
- There is a strong school reward system which involves the award of stickers, raffle tickets and trophies. The Golden Book assembly celebrates the prized Gold and Lunchtime awards, and Attendance, or Smartness trophies, using the big screen, podcasts and roving mic, so all can see and hear the winners. Achievement is also celebrated via the newsletter which invites the proud parents and carers to join in the weekly celebration.
- Children make a good contribution to the school community, taking on real responsibility in their school through monitoring duties(which have job descriptions and involve interviewing and selection), as buddies, prefects, playleaders etc.
- There is positive support from all staff in school towards ‘Investors in Pupils’ and due to the superb DVD of staff roles and responsibilities, the children are able to outline the work that a range of adults do in school and as a consequence, they can show a good understanding and appreciation of the part these valued members play. “Learning never stops. The staff go on courses and they tell us what they learned, by the way they teach us”. Staff are delighted that the school is committed to their professional development. Children are also aware of how they can help and support adults in their work and enjoy receiving the lunchtime awards and verbal praise from the caretaker; “After the litter pick with 2 bin bags collected, I saw the children educating the parents into taking care of the environment”.
- The headteacher prepared and delivered an assembly about the budget, in consultation with the bursar, to explain % spent in the different areas. All classes

have been finding out how much equipment and resources cost (£200 for a projector bulb). Most pupils have a basic understanding of the finances of the school. This knowledge increases as they mature (Who wants to be a millionaire? assembly). For example, pupils are aware of the fact that they can play a part in saving money, by using paper towels sparingly, replacing the lid on the white board pens and by taking care of their own pencils, rulers, PE kit and uniform. “We take more care and stop losing things.” To replace a broken toy in Foundation Stage, children baked and sold buns, making enough money to buy a replacement.

- The children are aware of the reasons why the school places a strong emphasis on good attendance and the need to be punctual at all times. “If you come to school every day you learn more and get cleverer”. Following successful action taken by the school, punctuality and attendance are now good. (For example Fresh Start [a programme for the vulnerable, which impacts on both attendance and learning]; 1st day calls, a Czech EWO and the prized weekly Attendance award).
- The children know how to make visitors or the many newcomers welcome in the school (n.b. numbers are increasing daily). All the classrooms have a variety of induction booklets produced by the children outlining how they provide support for new children and supply staff, including photos and captions. There is an exemplary induction DVD performed by Czech-speaking pupils, which the school intends to extend to other languages and age-groups.
- Parents appreciate the impact of self chosen targets; “Having targets really motivates the pupils to work towards their goals and to take responsibility for their own learning and behaviour”. They are delighted to attend the Golden Assembly to see their child’s achievements rewarded and appreciate the many initiatives the school puts in place to ensure they are “Fulfilling potential, realising aspirations”, for example “study plus “ after school for the higher achievers.
- Governors are proud of the school, which is well-regarded in the local community and due to expand, especially for the work done to engage, empower and promote pupils' good personal development and involvement in school life. They appreciate how pupils articulate the way they will achieve their goals and take their responsibilities so seriously.

Areas for development

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

- Build on the good practice and excellent initiatives already established in school in order to help the school achieve the 96% Attendance target. Involve learners in the setting of class targets, age-appropriately (for example 28/30) displaying cumulative results in class and on the screen in Assembly and capitalising on the learning opportunities attendance data can provide, by forming part of a class database or graphing in ICT/ Numeracy. Reward improvements in class results, as well as the highest.
- After seeking the opinion of all pupils about a variety of issues, including the new build, via your suggestion boxes, attending school council meetings and questionnaires, share the “Wish lists” with governors and parents, giving feedback on decisions to affirm that the pupil voice is being heard.

Recommendations

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

- i. Continue to embed the target-setting process, capitalising on the good practice in IEPs of making individual targets SMARTer. You may like to consider modelling the target-setting process, by agreeing simple staff targets, that could be shared with children. This would also develop the idea of the school as a learning community
- ii. Display visual reminders of all 5 areas on the hall screen, to use in Achievement Assemblies.

I would like to thank all the pupils and staff of Beech Hill 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,

Barbara Ford

'Investors in Pupils' Assessor