

Investors in Pupils

Re-assessment Report

Name of School:	Thomas Gray Primary School
Head teacher:	Mrs R Rimmer
Investors in Pupils Coordinator:	Miss E Thomson
Chair of the School Council:	N/A
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Date of the Assessment:	14 November 2014
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Local Authority:	Sefton

Context of the school

Thomas Gray Primary School is an average size school (221 pupils on roll) with the majority of pupils drawn from the immediate urban area. Due to the good Ofsted results and enhanced reputation within the district it does attract a number of pupils for outside the immediate catchment area.

There are an above average number of pupils eligible for pupil premium and free school meals. Almost all the pupils are of White British background with very few speaking English as an additional language. The proportion of disabled pupils who have special educational needs, including those with statements is also above the national average. The school does however meet the government's floor targets. (Ofsted 2012)

Since the last Investors in Pupils assessment there have been improvements in school management, with Ofsted identifying "strong and determined leadership" supported by a "committed senior leadership team.

Pupil performance is carefully tracked and actions are taken and targeted interventions programmed. Ofsted noted that Investors in Pupils had been a "key driver for improvement" and the school was awarded an "outstanding" for behaviour and safety which "Investors in Pupils has significantly impacted".

All parents spoken with, during the assessment, stated that they are extremely supportive of the school and the progress that their children make and indicated that Investors in Pupils has been fundamental to that progress.

Investors in Pupils has a high profile throughout the school, including all classrooms, the main hall and corridors and is represented on the school website.

The school provides a "family" feel for the pupils with a particular emphasis on welfare and support in addition to quality teaching and learning. "The school is excellent at identifying pupil need and finding the right solution" - Parent

Areas for Development as detailed in the last report

Following the recommendations from the first assessment in 2011 the school has actively undertaken embedding Investors in Pupils throughout the school. The school is well positioned and eager to provide support and guidance through open days to other schools within the area.

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

Learning

There is an embedded caring philosophy and Investors in Pupils plays a key role in influencing the school ethos and pupil motivation and achievement.

Targets are identified and are focused on a combination of the academic and personal, pupils are fully aware of their personal and class targets and are focused on their achievement.

Each area displays the school vision, class and pupil personal targets, in a variety of unique and interesting ways, with pupils' eager to claim a range of rewards. A "House" system based on the names of mystical creatures provides a focus for team building.

A range of rewards and incentives reinforces behaviour and achievement with "Star of the Week" certificates for the "Achievement Tree". The quality of display in the school is excellent and there is a host of impressive examples of staff and pupils using imaginative displays to highlight key elements of the standard. Target boards in particular are both interesting and engaging for pupils.

The school has developed effective teaching and learning strategies and improved performance outcomes are clearly measurable. "Ofsted 2012 states several positives including "They make good progress when they are challenged to take on demanding tasks and find solutions to problems" They are able to discuss their thinking in depth and to experiment to refine their ideas." "Pupils' progress at KS1 and KS2 is good". Ofsted now categorises the school as being overall "Good" with "Outstanding" features especially behaviour. When reflecting on Investors in Pupils relating to standards, a member of staff was quoted, "Investors in Pupils is not an Ofsted it is an Oscar."

The pupils obviously enjoy the wide variety of opportunities they have to learn in different ways and contexts with Investors in Pupils fulfilling a central core.

Clubs, visits and events are many and varied. They are appreciated by the pupils and opportunities such as the Christmas Fair, sporting activities including Football, Dance, Netball, Fitness and Tennis further promote engagement and team building. Work with the Children's University and Family Learning also enhances the school's extra curricular offer.

Behaviour

Behaviour within the school is excellent and is supported by an exciting, dynamic and exceedingly rich curriculum all underpinned by Investors in Pupils. The school has a clear and consistent approach to behaviour management that pupils actively support.

Outstanding support is provided by the Phoenix Unit, for pupils whose circumstances require additional



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support. Inappropriate behaviour is therefore dealt with effectively and immediately, with Investors in Pupils providing a central element of the provision.

The school maintains the “It’s good to be green” supported by the “Bucket” (behaviour and self management strategy) initiative by which pupils provide mutual support for each other and challenge negative behaviour. Class handbooks, induction booklets, attendance charts, homework diaries and rewards all support the Investors in Pupils programme.

The effective use of a homework diary, where achievements and personal targets are monitored, provides an excellent communication tool between school and parents, keeping them informed of their child’s progress.

During the visit all pupils were courteous, friendly and helpful. The school atmosphere highlighted the pleasure of learning and enjoyment of education.

The school is developing a peer-mentoring scheme, supported by teaching Apprentices; this will further support the school’s behaviour policy.

Individual targets show that pupils recognise that they need to improve aspects of their behaviour in order to be more successful at school.

Ofsted “Inspectors observed outstanding behaviour both during lessons and around the school”. They demonstrated great pride in their school community and treat others with respect and consideration.

School and Class management including knowledge of school finance

The school vision and mission clearly displayed in all classrooms. Individual pupil targets are reviewed regularly with numeracy and literacy set termly.

The School’s Council is effective and well led, with elected representatives providing a link for Pupil Voice and the school senior management team. They meet on a regular basis with discussions around fundraising and spending on resources.

Understanding of school finance is achieved through assemblies and Investors in Pupils Week, Enterprise Week and school fundraising activities linked to an identified need. New classroom resources have been sourced to further support the work on financial understanding.

It was clear that the school had provided financial awareness and there was a recognition that the pupils would benefit from understanding more about the sources and use of income both in school and within a wider community setting.

The pupils have a wide knowledge of the roles and responsibilities of all staff that work in the school, with some staff being interviewed about their work during the year. A well structured class management system with high levels of pupil engagement and helps make the school inclusive with staff and pupils sharing common objectives.

Attendance

Pupils and parents are fully aware that there is a direct link between attendance, punctuality and learning and achievement. Attendance is a primary focus within the school, Investors in Pupils providing associated reward systems and visual classroom targets.



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This has provided the basis for improved attendance figures with Ofsted stating “Attendance has improved rapidly in recent years and now is just above average for Primary Schools”. This illustrates a measurable increase from the last Investors in Pupils assessment.

The pupil induction booklets, available in every classroom, provide support, advice and guidance to new entrants to the school. This promotes rapid integration into school life and reduces pupil anxiety and helps increase attendance rates. The general ethos of the school suggests that new arrivals are befriended quickly, supported and soon begin to enjoy the caring “family” atmosphere.

Induction

Each class has developed its own unique induction booklet. Within reception this takes the form of an audiotape. Pupils are introduced to the school vision and class targets before setting personal targets. The induction booklets are used for pupils, staff and visitors. Photographs of staff and governors alongside their job roles form part of the Induction booklets.

An extensive introduction to the school is undertaken every September during Investors in Pupils Week. This provides the initial impetus for the foundations and implementation of the programme across the whole school.

Strong school/parent communication helps develop positive relationships leading to “They educate the children with you and inform you every step of the way” Parent.

Pupils are successfully encouraged to respect and support each other, as demonstrated by their positive and caring relationships with each other around the school. The school displays, including Investors in Pupils, are vibrant and exciting.

Areas for development

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

- Although there is a direct connection between the Governors and each class, there is no direct relationship of a similar nature with the School Council. A direct relationship should therefore be forged between the School Council and Governors.
- Academic targets are present in homework diaries that are signed by parents. The inclusion of Investors in Pupils targets alongside the academic would further reinforcement of the initiative with parents

We would like to thank all the pupils and staff of Thomas Gray Primary School for a most enjoyable visit and for the opportunity to see at first hand such a positive school community in action.

We wish the school every success in the future.

Yours sincerely
Bob Jones