



INVESTORS IN PUPILS

Investors in Pupils

First Assessment Report

Name of School:	Pinewood Infant School and Foundation Unit
Headteacher:	Mrs Chris McAdam
Investors in Pupils Coordinator:	Miss Sarah-Jane Tyrer
Chair of the School Council:	Kelly Cogman (TA)
Investors in Pupil Assessor:	Judy Wood
Date of the Assessment:	21st June 2016
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Local Authority:	Nottinghamshire County Council

Context of the school

Pinewood School is a two form entry school which serve pupils from 3 to 7 years. There are 234 pupils on roll and most of the pupils are from white British backgrounds with a small percentage (5.5%) of pupils for whom English is an additional language. The community that the school serves experiences a high level of socio-economic problems. The percentage of pupils that are eligible for free school meals is 17.5% and 17.7% of pupils are allocated Pupil Premium and 4.7% of pupils are on the SEND register.

The school received an Ofsted inspection in 2009 and was graded as Outstanding. The headteacher and several other staff have been at the school for many years and provide dedicated and strong leadership. 'Investors in Pupils' was introduced to enhance the practice that existed in the school and to ensure consistency throughout the school. A comprehensive action plan was put in place. Governors and parents/carers were well informed about 'Investors in Pupils.' They liked the standard and appreciated the impact that it has had on the school. 'Investors in Pupils' work has built on the school's existing work and commitment to pupil voice and participation and is, therefore, embedded throughout the school. The school's aim is "To make learning irresistible"

"At Pinewood, we value pupils' views and opinions and the children have a voice in the running of the school" Investors in Pupils coordinator

"Investors in Pupils' has streamlined good practice and is embedded in school". Headteacher

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

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Learning

- In the foyer of the school there is a large attractive 'Investors in Pupils' display. Included in the display are the five areas of 'Investors in Pupils' and underneath each area is a related target ie under 'Classroom Management' are the words "Maintain a good working noise level" and "Each class to win the attendance award three times" is related to the attendance area. Older pupils could tell me the five areas of learning.
- All pupils have a personal target and these are attractively displayed and are reviewed regularly. Many of the targets are non curriculum. At an age appropriate level, pupils set their own targets and decide when they feel they have achieved the target and are ready to set a new one. The parent/carers that I interviewed knew their children's targets. Staff have talked to the pupils about adults having targets as well.
- Each class has a class target which are called 'class mottos'. These are negotiated by the pupils with their class teachers. For example – 'Practice makes perfect', 'We love to laugh and we love to learn', 'Anything is possible', 'We play, learn and grow together'. The mottos reflect the motivational and aspirational ethos of the school.
- The standard of display is excellent throughout the school and each classroom displays prompts for learning. There is very effective use of photographs throughout the school. The 'Working towards Investors in Pupils' logo is displayed in all classrooms and on the foyer display.
- Older pupils knew that school staff have been trained and that they continue to have INSET days and to attend staff meetings and courses. Staff share with their pupils what they have learnt on their courses.
- The pupils that I interviewed knew that governors were important people in the life of the school. Older pupils knew that governors 'helped the headteacher to run the school' and that governors didn't get paid.
- The school reports that 'Investors in Pupils' has had a significant impact on learning.

"We're all always learning because you do new things".Y1 pupil

Behaviour

- Good behaviour is a strength of the school. I found the pupils to be friendly, courteous and helpful throughout the day. The high expectations and positive attitudes that prevail have meant that the school does not have school rules. Classes develop their own rules and these are displayed. The atmosphere throughout school is calm and purposeful.
- A ticket reward system was chosen by the pupils to reinforce good behaviour, achievement and attitudes. When a pupil is told that they can have a ticket they write their name on the ticket and it is then placed in a box. In the weekly achievement assembly one ticket is drawn out and the winner can choose a prize. Pupils love this system and when I awarded tickets they were very excited and then told me how many tickets they had in total. Each class chooses one member of the class to receive a 'Golden Star' during that assembly. These pupils then have their photograph taken and this is displayed in the school hall. The class that has the best attendance that week receives the 'Golden Trophy.' The class also receives an Attendance poster.
- I observed an assembly. The pupils sat calmly and quietly throughout and listened with concentration. The assembly was led by the 'Investors in Pupils' team and supported by the coordinator. The team members spoke confidently to the whole school. They shared a poem that the coordinator had written about 'Investors in Pupils'.

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- All pupils that I interviewed told me that they felt safe and happy at school.
- There is a sanction system in place.
- The school reports that 'Investors in Pupils' has had a significant impact on behaviour.

'Incidents of bad behaviour are rare in school'. 'Investors in Pupils' coordinator

School and Class Management including knowledge of school finance

- Pupils are given many opportunities to take on responsibilities throughout the school. Responsibilities are displayed in the classrooms. The pupils that I interviewed were all proud of their 'jobs' and had a mature understanding of their roles. Parents told me that the targets have impacted on their children's behaviour at home.

".....do things for themselves at home now – they are more independent" Parent

- In addition to classroom responsibilities the school has developed a School Council, an Eco team and an 'Investors in Pupils' team. I interviewed all three teams.
- The School Council consists of representatives from Y1 and Y2 classes. Children were voted for by their peers. The council are well supported by a teaching assistant. The council have a high profile in school and have been instrumental in making meaningful changes, for example: introducing a dinnertime chart that reflects good behaviour at dinner time, improving playtimes by deciding where new signs would be placed in the playground ie six playground rules, positive and motivational pictures and texts, a friendship bench and information about insects and wildlife. The many signs and pictures are professionally made and are colourful, interesting and are made to a very high standard. They also researched whether pupils would like a coin or a cup as a gift from the school to celebrate the Queen's 90th birthday. The majority vote was for a cup. When I asked the council members "What makes a good school councillor?" they gave me a list of skills and attitudes that one would expect from much older pupils, for example: "good team member," "confident," "care for other people," "talk in front of a big audience," "kind" and "helpful." Pupils know how to give their ideas to their class representative and time is made for Council members to feedback to their class.
- The "Investors in Pupils" team are knowledgeable, motivated and energetic. They are well supported by the 'Investors in Pupils' coordinator. The team were involved in interviewing the new headteacher. The pupils prepared questions for the candidate and each asked a different question. The pupils' choice was the person who was appointed by the governors. The team have also interviewed staff – teachers, teaching assistants, cook and governors. They then fed back to the rest of the school in an assembly.
- The eco team is well supported by a teacher. Pupils were able to talk about their role with confidence, enthusiasm and knowledge. The team has devised an eco code which is displayed. Each class has a raised plot in the grounds and they grow a wide variety of fruit and vegetables. The team encourage recycling and also reduction of use of resources, for example paper towels.
- Pupils are learning about the value of money through an initiative which the 'Investors in Pupils' team had a role in managing. Each class is given £50 (F1 classes has £20) and the class decides what to spend the money on. The 'Investors in Pupils' team composed and delivered a comprehensive letter to each class. The pupils had to give reasons for their choices and fill in an order form. Catalogues were provided! The letter included the sentence – "If you need any help then speak to the Investors team." This is an example of the high profile and interactive role that the team has within the school.

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- Pupils are involved in enterprise initiatives, for example, raising money by selling fruit and vegetables to fund a day visit to Mablethorpe.
- The School Council were given £300 and went to town with the headteacher and staff to choose resources for school.
- The school reports that 'Investors in Pupils' has had a significant impact on classroom management. *"Investors in Pupils gets children to understand how the world works, for example, decided how the money is spent".* Teacher
"Investors in Pupils gives children a sense of identity". Teacher

Attendance

- Attendance has improved and is now 97%. Pupils know that attendance and punctuality are important for their learning.
- The weekly attendance cup is very important to the pupils. Having their photograph displayed in the hall is a great incentive for them.
- The school reports that 'Investors in Pupils' has had a significant impact on attendance.

Induction

- Each class has developed an Induction book. The books are very attractive and contain useful information. Pupils that I interviewed were very proud of the books and knew that they were used to help new pupils and staff to settle in.
- Pupils showed the care and consideration that is characteristic of the school when telling me ways in which they help new children to feel part of their class.
- The school reports that 'Investors in pupils' has had a significant impact on the school. *"We always look after new children – at playtime and dinner times especially".* Y2 Pupil

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.

- Further develop the use of personal targets by encouraging SMART targets. Where possible, targets should be measurable and time limited. Continue setting non curriculum targets.
- Continue to develop the School Council by ensuring that a voting system is used consistently. Consider asking some prospective School Council pupils to make a presentation to the class prior to voting.

The achievement of the above areas for development depends on a pupil's stage of development and will not apply to all pupils.