

**Investors in Pupils
Reassessment Report**

Name of School:	Westgate Primary School
Headteacher:	Helen Carpenter
Investors in Pupils Coordinator:	Jo Ireland
Chair of the School Council:	Nate
Investors in Pupil Assessor:	Helen Smithies
Date of the Reassessment:	24.11.16
Headteacher email:	h.carpenter@westgateprimary.co.uk
Investors in Pupils Coordinator email:	j.ireland@westgateprimary.co.uk
School contact telephone number:	01943 462349
Local Authority:	Leeds

Context of the school

This is an average-sized primary school with 13.06% of the school eligible for Pupil Premium and, while the overall percentage of children with SEN is lower than the national percentage, the percentage of children receiving high needs top-up funding (with and without EHC plans) is 50% higher than the national figure for EHC Plans/ statements of SEN. Almost all pupils are of White British heritage. A small number are from minority-ethnic groups, mostly of Asian or mixed background.

The leadership team is stable and consists of the head teacher and a full-time deputy head teacher and assistant head teacher. The school is split across two buildings on the same site: one is for Foundation & Key Stage 1 and the other for Key Stage 2. However, it was clear during the visit that, the school has minimised the impact of this due to their consistent systems across the buildings and smooth transition processes.

Investors in Pupils is embedded in school with this being the fourth reassessment of the award. There are two coordinators for Investors in Pupils and it remains high profile within the school. The school has focused heavily on the area of learning since the last accreditation and the impact of this was clear during the visit, with 'Learning Muscles' displayed clearly throughout school to support children in knowing how to be a good learner. The coordinator and head teacher outlined plans to continue to embed the work around finance as well as extending 'Takeover Day' into the community, giving children experience of work beyond the school.

Areas for Development as detailed in the last report

- *Developing the financial knowledge of pupils.*

From evidence seen on the day, I can confirm that this has been met.

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

Pupil/Student voice and participation

- The School Food Ambassadors contributed effectively to Section A of the schools' Investors in Pupils reassessment request form.
- The School Food Ambassadors presented their work with real confidence and proudly informed the assessor of the process they have been through in order to make real difference in their role around school food.
- The pupils presented their work in a creative way, utilising videos and powerpoint to show their journey. They were extremely articulate, clear and confident.
- It was clear from the presentation that pupils have the opportunity to make a difference in school at both a day-to-day, and a strategic level.
- The pupils have been involved in changing the packed lunch policy and have worked with their peers from the schools in their cluster to do this. They have raised the profile and quality of school food, as well as increasing the number of pupils now taking a school meal – well done!
- The school takes part in the annual 'Takeover Day' through which pupils can apply to 'takeover' different roles in school. This is taken very seriously and applications are whittled down by the school council. This is a great opportunity for children to get an insight into the world of work and they clearly value and appreciate it.

Learning

- It is evident that the school invests in all its pupils and there is a whole school approach to Investors in Pupils. It has a high profile in school and all staff are fully committed and highly motivated to raise aspirations and improve outcomes for pupils. From the evidence seen on the day, it was clear that school is extremely focused on improving outcomes for pupils and building tomorrow's community today.
- Since the last accreditation, 'Growth Mindset' has been introduced and implemented across the school and 'Learning Muscles' have been developed by the children to help them understand what makes a good learner. This has given the children the tools to help them 'strive for excellence' and know how to succeed. *'We get to learn; we need a good grade to get a good job!'*
- The quality of display in the school is excellent and there are abundant impressive examples of displays which support the development of the whole child, encouraging them to grow as learners.
- From touring the school, pupils were clearly on task and fully engaged in their learning and Investors in Pupils is clearly embedded within the learning environment.
- Individual and class targets are displayed in every class, including foundation stage, and remain high profile in every classroom. Children were very proud of their targets and were able to talk about what they were currently working at and what they were aiming for to help them to *'get better.'*
- Aspirations are promoted from the minute the children enter this school, with roles and responsibilities given in every class, alongside additional responsibilities available. The children clearly value this opportunity and understand how they can contribute to the whole school environment.

Behaviour

- The behaviour of the pupils was exemplary throughout the assessment visit, with pupils wanting to behave well, not because they have to, but because they choose to; a real credit to the school. They are happy, polite, articulate and emotionally literate.
- A significant contribution to reinforcing positive behaviour at school is the effect of the positive strategies such as house points, the 'Westgate Always', the behaviour ladder, celebration assemblies, along with the classroom rules, all of which have been developed by pupils.
- One of the keys to good behaviour in this school is the excellent relationships between staff and pupils which contribute significantly to the happy, harmonious environment.
- The school has a fantastic nurture room, run by the learning mentor, which supports vulnerable pupils identified by class teachers. The learning mentor works closely with class teachers to identify the needs of the pupils and supports them with any specific targets they may be working on. *'If we have any worries we can go to the nurture room to talk about it with Mrs Eley.'*
- When asked if children feel happy in this school, one child replied *'yes, yes, yes!'* This is very much underpinned by the systems in place to ensure children know where to go for help should they feel worried or have a problem, for example, the use of the worry boxes, suggestion boxes. Children also feel they can talk to anyone in school should they need to. *'No matter what, the teachers are always there for you.'*
- This school really does strive for excellence and 'the Westgate Way' permeates the whole school community. One teaching assistant commented, *'It's just the Westgate Way; it's a natural part of school life.'*
- Children are taking ownership of their own behaviour through a restorative practice approach, with one child describing how they can now resolve their own differences without an adult intervening. *'Our friends are always there to help us.'*

School and Class Management including knowledge of school finance

- Investors in Pupils benefits from a high profile throughout the school. Every classroom had a clearly displayed vision statement, written by each class, as part of its own tailored 'Investors in Pupils' display board.
- The school and classrooms are clean, tidy and well cared for, ensuring productive learning environments. Pupils recognise their shared responsibility for maintaining the expected standards of cleanliness and organisation reflecting their appreciation of the cost of resources.
- There are numerous opportunities for pupils to take responsibility and understand how this contributes to the school as a whole. Opportunities include: playground monitors, lunchtime buddies, school council, 'fitbods', running of the fruit stall, lunchtime clubs run by Y6, fundraising activities, School Food Ambassadors. *'We help the adults with all the jobs we do.'* *'If we didn't help Mrs. Carpenter, she would be paying lots of people to help!'* *'It's good to have jobs to help us to learn from our mistakes which helps us for when we get older.'* *'When you're older, you get paid for working; my mum gets paid by working in Greggs.'*
- The school has a democratically selected strong and active school council that meets every week. It has an extremely high profile and they are given many opportunities to make a real difference in school. All pupils were able to describe changes the school council have made and how they can contribute to change even if they are not on the council through the suggestion boxes. *'Being on the school council makes you feel like you have responsibility and a say on what happens in school. It helps children having a say as children do sometimes have better ideas than adults! She (the headteacher) needs a bit of advice from pupils sometimes!'*
- Children were aware of the role of the governors and could articulate how the head teacher is held accountable to them. They understood that they don't get paid but that they help with running the school. *'Governors make important decisions about buildings and furniture.'* *'They are important to us because they give us money for stationary.'*

- Pupils have a good awareness of budgets which has been further enhanced through the introduction of class budgets amounting to £20 per class each term. Pupils look after their school and know it is important to care for resources. The introduction of money boards in each classroom has helped pupils to understand the value of resources as they have to pay for any lost or broken resources. *'The money board makes us more responsible.'* *'The children are obsessed about the cost of a pen, so much so they bring in their own resources!'* One teaching assistant also added, *'We are very big on the value of resources; value is very important at Westgate and this goes from a teacher to a pen.'*
- A school savings club has been introduced for the children to save. *'We put money in every Tuesday; it's good because everyone is doing it.'*

Attendance

- With an attendance rate at 96.9%, and consistently low number of late arrivals, children evidently enjoy coming to Westgate Primary School. *'I really like coming to school because the lessons are fun, the teachers are kind to us and I have lots of friends.'*
- Pupils demonstrated that not only do they understand the importance of coming to school but they all reported that they felt important when at school. *'We come to school so we can learn new things. If you miss a day you might miss something really important out and you wouldn't know what it was. We feel important at this school because we are good at things and we can learn from our mistakes. I have learned a lot at this school.'*
- The children feel like they belong in this special community and want to come to school.
- The introduction of 'Rockstar Maths' has helped improve on any lates that were occurring as children do not want to miss this session at the start of the day.'
- The learning mentor in school picks up and follows up on any lates or non-attendance to ensure that attendance remains a priority.

Induction

- The school's caring ethos, warmth and welcoming environment are felt the moment you enter this school. The environment is vibrant, highly inclusive and reflective of the school's many achievements, all centring around the child.
- Effective induction procedures were in place and reflected on the assessment day in the form of tailored, centrally located, induction materials for each class - designed and produced by pupils - as well as through the enthusiasm and confidence with which children, staff, governors and parents spoke about Investors in Pupils.
- The school has an effective Y6/F2 buddy system to support the F2 children to settle in to school life. The Y6 children reported feeling proud to be a buddy and commented on how this role has helped them to develop new skills. *'I have to be responsible and a good role model for my buddy.'* *'I have to be sensible but funny too so that they enjoy being my buddy.'* *'I have to be assertive if the little ones start messing around in the lunch hall.'*
- The school has introduced 'Come and Play' sessions to support the new starts with their transition into the school.
- The school doesn't have a high mobility rate but any new child entering the school is inducted using the class induction books. One KS1 pupil commented, *'I got a book to take home to learn about the school. It made me really happy because I was moving to a new school.'*

Area for development

Please note this action is compulsory and must be acted upon to ensure that the standard is maintained in the future.

- To further raise the profile of governors and increase their involvement in school. This could be achieved by, for example, developing a 'pupil voice' link governor; inviting governors to a school council meeting and encouraging the governors to reciprocate, communicating with governors through the minutes of respective meetings; holding assemblies where children can interview the governors; creating a governors board, with photos, informing the children of who's who and what their role is.

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

Helen

Helen Smithies
'Investors in Pupils' Assessor