

Investors in Pupils
Reassessment Report

Name of School:	Croft Primary School
Headteacher:	Mrs. E. Blount
Investors in Pupils Coordinator:	Mr. C. Bonser
Chair of the School Council:	n/a
Investors in Pupil Assessor:	Chris Coverley
Date of the Reassessment:	18 th July 2017
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Local Authority:	Nottinghamshire

Context of the school

Croft is a larger than average-sized primary school with 415 pupils on roll. It serves the local community around the centre of Sutton-in-Ashfield in Nottinghamshire. Almost all pupils are White British. The proportion of pupils known to be eligible for the additional pupil premium funding is below national average, as is the percentage of pupils eligible for free school meals (14%). The proportion of pupils with special educational needs supported at school action is higher than the national average.

The school has several national awards including the Steven Lawrence Education Standard, Healthy Schools Gold Award and International School Award Foundation.

An Ofsted inspection in October 2013 described Croft Primary as a 'good school'.

Areas for Development as detailed in the last report

1. Governors should use assemblies and attendance at school council meetings to help pupils have a fuller understanding of their role.
Since the original assessment the school has promoted the role of governors in several ways including the Chair making frequent visits, attending assemblies and talking to the children during break and lunchtimes. Other members of the governors have become linked with year groups throughout the school and this role has included learning walks and attending assemblies to explain their responsibilities.
2. The school should continue to find ways to promote an understanding of Investors in Pupils among parents.
Parents interviewed were very knowledgeable about Investors in Pupils and had been kept up-to-date with developments through news bulletins, improved communications from school through the

Dojo app system, their own children and the informative school website.

3. The school should reinstate its school council noticeboard and use assemblies to ensure that all pupils, especially the younger pupils, know who their representatives are and fully understand their roles.

The school council is a major feature throughout the school and it has a good reputation with pupils from all ages. Pupils have an age-appropriate knowledge of its roles and its successes in working to improve the school.

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

Pupil voice and participation

- Pupils from the school council were responsible for completing Section A of the reassessment request form and they described the project i.e. (Making The School A Better Place) through promoting enterprise events to raise money. Their presentation was clear, very interesting, well organised and had certainly collected ideas from the school population and had full support from members of staff in putting the ideas into action via ... suggestion boxes ideas ... discussions at both class and council level ... identifying the need for new playground equipment, a new playground bench ... helped support the purchase of a new climbing frame ... raised money through a sponsored times-tables event (£1,651) ... also thinking about the future and which charities the pupils would agree to support in the next academic year.
- This process and resulting success is truly the work of a democratic body representing their classes and school well and giving full consideration to enterprise ideas and the organisation needed to fulfil their goals.

Learning

- *"Pupils' learning in lessons is good. Their positive attitudes to learning help most pupils to gain knowledge and skills quickly." "Disabled pupils and those with special educational needs make good progress." Ofsted.*
- The school has a clear focus on developing learning techniques and uses displays of curriculum learning prompts to their full advantage in every classroom, corridor and hall. It also promotes age appropriate class targets and vision statements in every room and links these with one or more of the five main areas of Investors in Pupils. The pupils have been encouraged to think about and understand how personal targets can help their technique in reaching for and achieving future goals although they admit their personal targets could be developed even further.
- Investors in Pupils display boards are in all teaching areas and alongside displays celebrating achievement and showing off curriculum projects. They are attractive and colourful and add to a stimulating learning environment. Most contain information about class charters, a welcome booklet, responsibilities, school budget, prices of everyday class resources and attendance percentages.
- Pupils of all ages recognise the link between learning, good behaviour, attendance and punctuality and reminder posters are displayed throughout the school. They can also explain what is meant by lifelong learning. *"We never stop."* Year 1 Pupil.
- Pupils love taking part in the Reading Olympics and this is a school scheme to encourage pupils to read more, get dojo points to celebrate their success then get rewards for graded efforts.

Behaviour

- The pupils interviewed were very positive in their belief that in general, behaviour in the school is good. Their in-depth understanding of what constitutes good or poor behaviour was also linked to their knowledge of how well their teachers support pupils that have special educational needs or learning difficulties. A Year 4 girl commented *“Some people have issues and you have to learn their personality so that you are aware of their triggers”*. *“Peer mentors help guide and support vulnerable children at lunch and at playtimes and this has had a positive impact on behaviour.”* Coordinator.
- Over the last two years the school has developed a school behaviour/communication system using a phone app known as CLASS DOJO which underpins the whole Investors in Pupils ethos. All parents can access it and as well as being an excellent instant communication tool it also acts as a central IT hub to register dojo points both as positives or negatives and this is relayed to parents. It also acts as an on-screen registration document and school news communication system for parents and pupils. *“It’s really good because it’s a direct link to your child’s teacher via a direct message.”* *“It’s also connected to the schools’ incentives and rewards system through the points recorded on each child’s page so parents can keep up-to-date.”* Parents
- In my observations around the school at break and lunchtimes I observed happy, polite, friendly and helpful children, totally engrossed in whatever activity they had chosen,

School and Class Management including knowledge of school finance

- Foundation pupils are very aware of the need for all of them to take responsibility for their own learning environment and resources. *“It’s our job to clear up. All of us. Choose it, use it, put it away.”* This acknowledgement of shared responsibility is maintained throughout the school and supports their learning well. Many pupils have posts of responsibility and they are proud to give details and explain their roles. Apart from classroom monitor jobs, e.g. laptops, coat pegs, tables, homework books etc. these opportunities include peer mentors, sports leaders, play leaders, librarians, eco councillors, ambassadors, road safety officers and school councillors.
- The school council *“... we meet to discuss things to improve the school so everyone is happy.”* is a good example of how an effective democratic body should be. The councillors I interviewed were articulate, forward looking, enthusiastic about their role and proud to represent their classes and talk about their achievements. For example, a variety of ways to raise money for charities and ... sponsored times table ... sponsored spell ... playground equipment and games ... financially supported the adult organisation Supporters Of Croft School (SOCS) in replacing a damaged climbing frame and providing more seating in the playground ... all of which came from ideas in the class suggestion boxes.
- *The pupils now really want to share their ideas. They feel empowered.”* Teacher
- *The children are now coming to me with ideas and suggestions which they would never have done before. Things like the sleep-over to raise money. Their fund-raising ideas have now moved away from just supporting national charities and they are now looking to support local good causes.”* Headteacher
- The headteacher has given each class a budget of £50 which is to support resources. If resources are wasted or broken, the class budget goes down accordingly so everyone realises that it is in their interest to look after those resources.

Attendance

- Although not yet to the school's liking, (at 94.3%), good attendance and punctuality is promoted throughout the school to pupils and parents and incentives are there for all to achieve including mid-year certificates and £10 for everyone who gets 100% over the year.
- Attendance percentages are on all classroom doors alongside a series of circles with easy to understand attendance messages explained to me by my tour guides for all to compare with their own percentage e.g. 98% that's great... 95 to 98% is good... 90 to 95% ... 85 to 90%... Below 85%
- *"I've just won a bike in assembly this morning because I got 100% attendance over the whole year, then had my name entered in a prize draw, then today it was my name that was pulled out. I was so excited."* (Year 5 Pupil)

Induction

- Each class has developed its own induction or welcome book and these have been proved useful when given to new pupils to take home to look through when they start. The format is similar in each book and although they have been done by the pupils and do give a good insight into everyone in the class, these could be developed further to show a little more empathy with newcomers.
- Each class has ambassadors/guides ready to show new people around the school and welcome them to Croft Primary School.

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.

Personal Targets

In order to maintain and further develop the work done on target setting the school should encourage its pupils (at an age-appropriate level) to consider how to improve and enhance a target by making it more specific and including some measure of success and time.