



## **Investors in Pupils**

### **Reassessment Report**

**Name of School:** Corrie Primary & Nursery School

**Headteacher:** Mrs. Naomi Cartledge

**Investors in Pupils Coordinator:** Ms Louise Turner

**Investors in Pupil Assessor:** Mrs. Carole Holdsworth

**Date of the Reassessment:** Tuesday 18<sup>th</sup> July 2017

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**Investors in Pupils Coordinator:** louise.turner@corrie.tameside.sch.uk

**School contact telephone number:** 0161 3362242

**Local Authority:** Tameside

#### **Context of the school:**

Corrie Primary is a larger than average 2 form entry school in Denton, Manchester. The school has a wide catchment area and is set between a mix of social and private housing.

The number of children eligible for pupil premium is above the national average. The number of children receiving S.E.N. support is above average and since the last assessment the number of children speaking English as an additional language has increased. Attainment on entry is generally below age-related expectations particularly in relation to oracy skills however by the end of Key Stage 2 pupils are matching and exceeding national averages.

There have been some changes within the senior leadership team since the last assessment and a new Investors in Pupils co-ordinator who has written detailed action plans for Investors in Pupils development linked to the school development plan and carefully monitored progress to ensure consistency across school. Since the last assessment the school Ofsted grade has gone from Requires Improvement to Good (January 2016).

Governors are very well informed about all aspects of school life, including Investors in Pupils, through reports, newsletters, meetings, monitoring sessions and visits to school. They are committed to trying to get the best for all the children and state that they “don’t let up” until goals are achieved. They attend regular training and, “provide excellent challenge to the school”. (Ofsted 2016). Parents praised the school’s excellent communication systems, the open-door policy and the way that children’s achievements are celebrated in school. They feel their children are really listened to and that their needs are met, both academic and pastoral. Parents feel they are kept well informed about their children’s progress and future targets. They appreciate all the opportunities to come into school for example assemblies, workshops and coffee mornings.

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## Areas for Development as detailed in the last report

The school has addressed the development points that were made in the areas of School Council, pupil targets and certificates and the positive impact of these was evidenced on the assessment day.

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

### Pupil/Student voice and participation

- Pupils from the School Council contributed effectively to Section A of the reassessment request form.
- Their excellent presentation demonstrated clearly how the School Council had involved everyone in school in organising a fund raising competition – The Great Corrie Bake-Off.
- They went about the process in a very systematic manner; questionnaires to pupils, discussions with the headteacher and school business manager and feedback, information to parents and letters to various people including the Mayor of Tameside who was invited to be one of the judges.
- The photographs shown and feedback from the presentation group demonstrated that the event had been a huge success. The money raised was split between the charity chosen by the school and P.T.A. funds. Again, all children in school were involved in making decisions about what equipment to purchase and the focus group worked with the business manager to research best value and order the goods.
- The pupils were very clear and articulate in their presentation, answered questions well and clearly felt that they had made a difference. They were very evaluative, "We thought it would be a walk in the park but actually it was quite stressful!" and discussed advice they would give to others running a similar event.
- Throughout the day pupils confirmed that there are a number of ways they can voice their feelings and opinions in addition to the School Council. They feel this is of benefit to the school because, "they (adults) don't always know what we will like" (Year 5 pupil). Assertive Mentoring sessions each term and subject leader discussions enable pupils to be included in discussions about their work, progress and targets. The Mail Box in the library enables them to seek help and support from the Learning Mentor if they are experiencing difficulties. A twice-yearly PASS (Pupil Attitude to School & Self) survey enables staff to look at trends and use intervention strategies as required.

### Learning

- "The quality of teaching is good and improving and, as a result, pupils make good progress in each key stage across the curriculum". Ofsted (2016)
- Pupils understand that we all learn differently and that learning is life-long. They are aware that their teachers go on courses to learn new things, "They learn --- then we learn it" (Year 3 pupil). A range of intervention strategies are in place to support pupils, "We find the right one for that child", and all those interviewed were confident that help was there if needed.

- Class targets and appropriate rewards are discussed, displayed in every classroom and regularly reviewed and renewed. Over the year all 5 of the Investors in Pupils areas are covered.
- Individual targets are in place and regularly reviewed. Pupils interviewed were clear that targets help them to improve.
- A range of age-appropriate rewards are in place across school and these are valued and appreciated by both pupils and parents. Many children interviewed spoke about Smilies, Wizard Learners and Excellent Citizen awards and how these rewards gave them a focus to aim for.
- A wide range of extra-curricular clubs are in place. These include choir, drama, football and art. In addition, the school runs a breakfast club and a homework club.
- Parents and carers are encouraged to be involved in their children's learning in a variety of ways including workshops, courses, newsletters, the Corrie Forum, class assemblies and coffee and chat sessions.
- Staff interviewed feel that Investors in Pupils fosters, "good attitudes to learning" and that the structure helps them to, "learn from each other".

## Behaviour

- "The behaviour of pupils is good. Pupils move around the school building sensibly and are well motivated and keen to learn in lessons." (**Ofsted** 2016). It was clearly evidenced on reassessment day that this is still the case.
- There is a consistent approach to behaviour management throughout the whole school. Behaviour is included in class and individual targets.
- Each class creates their own class charter which is prominently displayed alongside the school mission statement.
- Pupils with responsibilities interviewed are very aware of themselves as role models and spoke about the importance of "setting a good example" to younger children.
- Rewards are highly valued by the pupils. A range of age appropriate awards are presented each week in assembly.
- Sports Ambassadors and Play leaders interviewed feel that they make a positive contribution to good behaviour in the playground. Staff feel there has been a reduction in behaviour incidents over the three years since the last assessment.

## **School and Class Management including knowledge of school finance**

- Attractive Investors in Pupils boards are in every classroom. The logo is highly visible around the school and on the website. Each class has a charter which is discussed and agreed at the start of each school year and signed by pupils and staff.
- Children are given many opportunities to take on responsibilities, for example, Head Boy & Girl, House Captains, School Council, Sports Ambassadors, Health Ambassadors, Prefects, Choir Leaders, Office helpers, Play leaders, representing the school in sports events and competitions as well as a range of classroom duties. Pupils clearly feel proud of and enjoy their responsibilities.
- A democratically elected school council meets regularly with formal posts of Chairperson, Vice-chair and Secretary. All classes are able to put forward ideas or issues of concern and councillors report back to their classes after meetings. Minutes of meetings are kept.
- Pupils interviewed had some understanding of the school budget. They are aware that resources are not finite and that everyone has a responsibility to care for the school environment. Financial awareness is also encouraged through various fund raising and charity events.
- Those pupils interviewed had good awareness of adult roles in school, including governors. This has been promoted through displays around school and initiatives such as Career and Aspirations Week.

## **Attendance**

- “Senior leaders and governors have high expectations for pupils’ attendance, which is closely monitored.” (Ofsted 2016) Pupils were clear about links between attendance and learning. “If you’re in more you learn more!” (Year 5 pupil).
- Since the previous assessment the school has worked hard to drive up attendance which has risen from 89.8% to 94.5%.
- Class and individual targets have been linked to attendance and a range of awards and rewards are given. Pupils interviewed were enthusiastic about the weekly Attendance and Punctuality Awards where classes can be awarded money which they decide how to spend.
- Attendance data and targets are highly visible around school and available to parents on the website and in newsletters. Attendance is rigorously monitored and vulnerable children and families are supported by the Learning Mentors.

## **Induction**

- Pupils explained the importance of welcoming new pupils and staff into school.
- Each class has an induction book which is used with children and families new to school.



- New staff and governors are allocated a mentor to support them with induction.
- There are well established systems in place for transition into school and to secondary school. Parents spoke of their appreciation of this.

**Areas for development** (n.b. these areas are compulsory and must be implemented in order to retain the standard at the next assessment)

- Further develop pupil awareness of the school budget.
- Encourage pupils in each class / year group to contribute to Induction Books.