



Investors in Pupils First Assessment Report

Name of School:	St.Edwards Catholic Primary School
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Investors in Pupils Coordinator:	Samaira Naz
Chair of the School Council:	Ms Storrie
Investors in Pupil Assessor:	Mr. Paul Francis
Date of the Assessment:	29 th . June 2016
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Local Authority:	London Borough of Newham

Context of the school

St Edwards Catholic Primary School is an outstanding school located in the London Borough of Newham and in a location of high levels of social deprivation. Family backgrounds are very diverse. The number of 'English as an Additional Language' pupils is higher than average as are the number of children eligible for free school meals. The school sees its diversity as a strength and children's culture and differences are celebrated and form a key part of the school identity.

The school is currently piloting the International Primary Curriculum and will extend it across the school from September 2016. The school is also a teaching school and therefore the pupils are comfortable with engaging with different adults coming into the school for courses, teaching roles or just visiting.

One of the school priorities for this academic year was to further develop pupil voice and encourage pupil participation across the school. The intention has been that Investors In Pupils will support children's holistic development that is a fundamental part of their education and this is certainly evident.

The continued development of Investors in Pupils features strongly in the School Improvement Plan and the Investors in Pupils Action Plan is being reviewed so that it sits hand in hand with the whole school introduction of the International Primary Curriculum. The deputy head teacher told me that 'the two frameworks sit well together with it being very student focused and built around target/goal setting.' Investors in Pupils is clearly well embedded in the schools reporting and communications with it featuring on the website, in head teachers report to governors and in the school newsletter.

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

Learning

- Pupils understand it is important to come to school. One pupil told me 'you need to come to school to learn so you can get a good job.'
- They told me that teachers come to school to teach them but that there are also others in the school there to support their learning such as learning mentors and teaching assistants.
- Pupils know what it means for their school to be a teaching school and there are often many other adults at the school who have come to learn too so that they can become good teachers.
- All pupils were very clear about the role of the 'school council' and spoke in great detail about the process of raising issues with the student council member in class, how those ideas are discussed at meetings and how they get feedback from the school. The head teacher also has a suggestion box outside his office and each note in there gets a written response.
- There is also a pupil led 'Teaching and Learning Committee' which has a great influence on the development of teaching and learning across the school and recently did a lengthy presentation to teachers and governors.
- Pupils are driven to achieve personal targets as much by pride as rewards. Pupils spoke of feeling proud about meeting targets and setting new ones before they spoke of rewards such as golden tickets, house points and additional play time.

Behaviour

- Poor behaviour is not generally a problem at the school; however there has been some noticeable improvement and the number of incidents has reduced.
- Pupils take collective responsibility for their behaviour and poor behaviour is often addressed by fellow pupils before requiring teacher intervention, especially when related to a class target.
- Pupils understand what is expected of them in terms of good behaviour and also understand the sanctions for poor behaviour.
- In Early Years there is a focus on establishing behaviour expectations with pupils but also with parents/carers.
- Class rules, created by pupils, are on display in each classroom making expectations clear to all.
- Any poor behaviour in the playground is recorded by playground staff in a blue book and pupils were clear that they didn't want their name to be recorded in this book.

School and Class Management including knowledge of school finance

- Class management is not a significant issue at St. Edwards and Investors In Pupils has encouraged pupils to take greater ownership of what goes on in their class. Class visions often refer to trying hard and following the rules, a process that has developed a clear sense of ownership. One teacher told me 'I don't feel like I have to do too much classroom management as the pupils take responsibility for so much.'



- This attitude and approach extends beyond the classroom to every part of the school. Pupils care for their school and treat it, other pupils, all staff and all visitors with great respect.
- In the playground pupils demonstrate that they care about their environment. As they prepare to take ownership of a new playground they are already making plans as to how it should be used.
- Pupils through the school have a good understanding of school finances. Younger pupils are able to explain that the teachers are paid and the school has to buy resources. Older pupils told me that 80% of the budget pays for staff and that everything in the school has a cost.
- Some KS2 children told me that the school business manager looks after school finances and also looks after the money they make through fundraising. Many of these fundraising events are discussed at school council meetings so that they can share ideas from all classes.

Attendance

- Attendance at the school is good throughout with the lowest attendance in Early Years.
- Children understand the importance of coming to school every day and being on time.
- One pupil told me that her current personal target was to improve her attendance and punctuality and that she had shared this target with her parents and asked them to help her achieve it.
- Class attendance scores are published on the Investors in Pupils area of the school website each week and pupils are very driven to achieve 100%.

Induction

- Pupils understand that it can be difficult for new people joining the school and in addition to being given the class induction booklet when they join the class they also have a buddy system where the new pupil is supported by another pupil during their first few days in the school. A teacher told me there is never a shortage of volunteers for this role.
- Because it is a teaching school, pupils are very used to welcoming lots of visitors and having new adults in their class.
- A pupil told me how a pupil from Lithuania came to the school and had commented about not knowing how to greet people, as a result all classes now have a poster showing them how to say 'hello' in a number of different languages.
- In July pupils spend a day in their new classroom with their new teacher. One of the activities is starting to develop and design their new induction booklet, which helps them all with the transition process.
- There are photographs on the Investors in Pupils area of the website from the schools Autism Awareness Week demonstrating to pupils the different needs of some of the pupils in the school.

Areas for development

- No areas for development were identified. School should continue to work with its pupils/students on future school development and improvements and consider how your Investors in Pupils provision can be shared with other schools.