



Investors in Pupils

First Assessment Report

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Context of the school

‘Tell me and I forget. Teach me and I remember. Involve me and I Learn’ – Benjamin Franklin

Horton Park Primary School is a two-form entry primary school with excellent facilities, located at the heart of the Canterbury estate in Bradford, West Yorkshire. Horton Park Primary School is an Exceed Academies Trust school and works collaboratively with other schools in the locality.

The quotation above, taken from the school website, aptly represents the total school commitment towards pupil voice and inclusivity which is evident in all aspects of this diverse, successful, joyous school. The space and seclusion and peaceful atmosphere of the school makes it easy to forget that it is in fact located not far from Bradford City Centre.

The school has a higher than average proportion of girls and the proportion of pupils known to be eligible for free school meals is well above average. About half of the pupils are of Pakistani heritage and one third are White British. Pupils from Eastern Europe are the next largest group. Over half of the pupils speak English as an additional language and there are approximately twenty-seven languages spoken by pupils at the school. The proportion of disabled pupils and those with special educational needs is well above average. The school has a highly mobile population with a higher than average number of pupils joining or leaving the school part-way through the academic year.

Ofsted (March 2012) has described Horton Park as ‘a good school that integrates well with the community it serves. It is an inclusive school where ‘all are respected, differences appreciated, and diversity is embraced.’

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Despite the myriad challenges faced by the school such as a high proportion of unemployed parents, (69.8% in comparison to 50.7% across the Bradford District; a high proportion of single parent families and families with mental health and housing issues) the pupils thrive and succeed in this aspirational, dynamic environment. The school recently suffered an incident of arson resulting in some extensive damage to a part of the building. The school has used this opportunity to reinforce the strong community spirit of the school, and the staff and children have become more determined to overcome this adversity and show their commitment and resilience, making Horton Park Primary school the positive environment that it is for all members of the school community.

The attention to detail and high quality of the standard and associated planning should also be noted. All stake holders have embraced the standard and worked hard to make it succeed, led by a passionate and committed coordinator. The result is a quality of work usually not seen until schools are reaching their second or third assessments.

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

Learning

- Pupils have three targets including literacy, numeracy and a personal improvement target. All targets are smart, achievable and well understood by pupils. All classrooms have Investors in Pupils Board and progress towards personal targets is consistently evidenced throughout using a leaf and tree design. Children were involved in choosing the design, including the choice of tree. Many of the trees are exotic and unusual and children undertake a study into their chosen tree.
- Parents are involved in the progress of their child and kept informed via newsletters and parents evenings. Moreover, Horton Park has a strong digital presence and parents can follow latest developments daily via Twitter.

'I think the enterprise work my son does here is fantastic, it will really help with his future'

Parent of a pupil at Horton Park Primary School

- Achievement is rewarded and celebrated and there is a sophisticated rewards system in place. All prizes have been chosen by children and points earned for achievement and good behaviour can be traded in, or saved and accrued to choose a bigger/better prize. Prizes, together with a clear indication of the points required to win them are displayed on a 'prize board' on the main hall.
- There is a good selection of clubs on offer including, sporting, artistic and practical skills which are valued and enjoyed by parents and pupils alike. The diversity of the school enables pupils to understand and value others and they are included within teaching strategies aimed at supporting pupils at different levels.
- Horton Park Primary School is an aspirational school. Parents can improve their own learning, including taking GCSE examinations within the school, thus pupils understand that concept of life-long learning. The school also recently undertook a high successful 'Pupil Takeover Day'. The whole school was included in this event which included applying for positions, undertaking interviews and working alongside members of staff. The amount of work which went into this event

should not be underestimated, not least because this is the first year of Investors in Pupils. In addition, pupils also give teachers areas for improvement. Teachers also share their development experiences with pupils and pupils understand the importance of these lifelong learning experiences.

- The school also uses its clubs to raise aspiration and recently came second in a film competition which resulted in a trip to London to attend a presentation and speak with some well-known British film stars. This is justifiably an area of immense pride throughout the school. An annual talent show, which was to be held that afternoon, with other Exceed Trust pupils also served to strengthen pupils' aspiration and help them to feel valued and recognised for all their talents, not just academic achievement.
- All pupils who were interviewed as part of the assessment could display high levels of aspiration and ambition and all were able to discuss which schools they were going to attend next. All pupils interviewed felt that they were well prepared for transition into the next year or the next stage of their education.

'I don't really want to leave here because I love it, but I also feel ready for the next step thanks to the teachers' Y6 Pupil

- All staff who were spoken to as part of the day felt that investors in Pupils had supported them with classroom management and behaviour and that it had provided a 'concrete framework' around which to base a lot of work that was already going on. All staff spoken to would recommend Investors in Pupils if they were to transfer to a new school.

Behaviour

- Ofsted notes (2012) that the outstanding behaviour of pupils in lessons promotes 'engagement and collaboration in learning and is consistently and expertly managed'. Pupils report that they feel safe, settled, and happy in their school. All pupils interviewed during the assessment report that they feel that there is no bullying within the school and that they feel confident that any instances of bullying would be swiftly dealt with by staff.
- Pupils clearly understand the behaviour traffic lights system that is in place and understand that unacceptable behaviour will lead to loss of privileges such as 'golden time'. Equally they understand that good behaviour will be recognized and rewarded.
- All parents interviewed as part of the assessment felt confident that their child was secure and safe within the school and praised the outstanding behaviour management of the school.
- Good behaviour or, 'making the right choices' is further supported through class statements of commitment towards good behaviour. The school also operates restorative practice and pupils are encouraged to reflect upon the impact of their behaviour on others and take responsibility for their own improvements.

School and Class Management including knowledge of school finance

- All classes have a vision statement which supports the behaviour and development of pupils. This is changed each half term and all pupils are expected to adhere to this.
- The evidence of pupil voice is strong throughout the school. School Council members are selected through an election process. All school councillors felt that the election process was fair. All said that they enjoyed being part of the Council and were justifiably proud of their achievements such as being involved in the interview process for new staff members; working closely with the School Steering Group and supporting the development of the outdoor facilities. Suggestion boxes are located throughout the school enabling pupils to post suggestions which are considered by the School Council.
- The school is aware of the difficulties experienced by many families because of debt and many are forced to use food banks because of lack of funds. The school is therefore keen to ensure that pupils have a good understanding of financial management. Horton Park is already teaching children about income tax. The school is involved in Young Enterprise and some of the pupils interviewed brought their products to the interviews and could explain how they are sourced, funded and sold for a profit.
- All year groups are assigned a budget for the financial year and pupils have access to the YPO catalogue to source and research prices. A whole school display shows the cost of the running the school and this has been translated into pupil friendly language including representations of how much the whole school budget is using Range Rover cars. Members of the Eco committee encourage energy saving and the school is involved in the 'Fuel for School' project which the SCOFF groups works on to promote raising awareness of how food can be purchased and used to make nutritious meals on a budget. All pupils spoken to were accurately able to identify the correct amount of the school budget as well as stationery items.
- The governors have a strong presence within the school and pupils could identify their class governor and describe the role. It remains the ambition of the school to have a governor attached to every class, however, limited numbers mean that this is not always possible and sometimes governors have to cover more than one class.

Attendance

- The whole school and staff have worked very hard to improve attendance and punctuality. This has continued to improve using Investors in Pupils as a vehicle to reward attendance. Sickness absences have reduced and attendance is currently 97%. Pupils that achieve 100% are invited to a presentation at Bradford University.

Induction

- Each class has a sophisticated and comprehensive induction book. These books are particularly crucial given the high mobility displayed by pupils and diversity of cultures and languages that are

spoken. All pupils could describe what is in their books and how they are able to work with and support new members into their class. Pupils were justifiably proud of these books and stated that they enjoyed making them.

Areas for development

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