



INVESTORS IN PUPILS

Investors in Pupils

Reassessment Report

Name of School:	Harehills Primary School
Headteacher:	Mrs Jo Summerfield
Investors in Pupils Coordinator:	Miss Hollie Melling
Head Boy & Girl:	Abdul & Aisha
Investors in Pupil Assessor:	Gill Mullens
Date of the Assessment:	13th November
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Local Authority:	Leeds City Council

Context of the school

Harehills Primary is a three-form entry school that is much larger than the average-sized primary school. There are currently 731 pupils on roll. The Headteacher was previously the Deputy Head and has been in post in her new role for 2 years.

Children come from a wide range of ethnic backgrounds. (22 different ethnic groups) and 96.1% of pupils are from minority ethnic groups. The majority of the pupils who attend this school are EAL. Most of the pupils that join school at any point are new to English and often have no prior school experience. 42 different languages are spoken (CENSUS October 2017)

The proportion of pupils that leave or join the school, other than in the Nursery and Reception classes, is much higher than average with 10% of children being admitted or transferring out within a school year. There are 122 pupils requiring special educational needs and support is above average at 16.6%.The proportion of pupils receiving free school meals is well above average as are the number of pupil premium children.

The school is committed to ensuring the emotional well-being of the pupils and their families and the 'Harehills Hub' team is both experienced and well trained to offer an inclusive and holistic approach to support these pupils and families. Nurture provision is also available for those pupils who need it.

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Areas for Development as detailed in the last report

- 1) The class vision statements are in the “welcome books” but not always on display. In addition, they are given different names, for example, “our class charter”. The school should ensure that they are on display and consider whether a common name would be helpful.
- 2) Pupils know individual governors and understand the need to look after equipment and resources but the school should consider how to help younger pupils understand the general role of governors and the overall school budget more clearly. The proposed “Grill the Governors” event would help with this.

The school has worked hard on these Areas for Development.

Class Vision statements are high profile on the Investors in Pupils noticeboards. All the pupils I spoke to could tell me how they had agreed on the Class Vision statements within their classes. They clearly felt ownership of these.

The pupils could talk confidently about those governors which had visited classrooms and School Council meetings. The school continues to work hard raising the profile of all of the Governing Body.

Strengths of the school which support the principles of ‘Investors in Pupils’

Implementation

- Harehills Primary School provides a diverse, inclusive learning environment where the commitment, enthusiasm and positive attitude of all stakeholders is very evident. Investors in Pupils is well embedded but still has a high, visual profile. The school ensures all families feel part of the ‘Harehills Family’ and those parents for whom language may be a barrier to engagement are well supported by the pupil ‘Young Interpreters’
- A positive, caring culture is further enhanced by willing teamwork and joint purpose on the part of the staff, pupils, governors and parents. This resonates through the outstanding behaviour and exemplary attitude of pupils. There is a real sense of shared responsibility by all stakeholders for all aspects of school life.
- Staff and children have a clear understanding of target setting and all stakeholders are involved in the process. Class targets have proved invaluable in supporting the sense of shared responsibility.
- The impact of the standard was visibly apparent in school with bright, prominent display boards relevant to the key 5 principles and on a range of pupil participatory initiatives: the school council, MindMate noticeboards and other celebratory displays.
- All the staff, parents, governors and, crucially, pupils were able to attest to the ongoing impact of the standard on the school, especially in relation to attendance and behaviour.
- The quality of relationships (staff-staff, staff-pupil, pupil-pupil) is a significant strength of the school underpinned by the principles of ‘Investors in Pupils’ and its underlying values and all staff and children showed a care and respect for each other. There is a clear sense of ‘family’ and this word was used repeatedly by all stakeholders to describe the school and community.
- The Investors in Pupil coordinator, head teacher and senior leadership team also have clear, shared vision for the way forward and are keen to carry on developing their work in Investors in Pupils, especially in the areas of pupil voice and finance.

“It’s the best school. I have lots of friends to play with.” Pupil

“We are a great big family. The Harehills family. Everyone belongs.” Parent

“We all work together and the children know that we talk to each other.” Staff



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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. The school is highly driven to produce good citizens with real life skills and positive 'can-do' attitudes.
- Individual academic targets are visible in the classrooms. Both through informal and formal discussions with pupils there was a good level of awareness of their academic targets and pupils were able to talk about what they were currently working at and what they were aiming for.
- The quality of display in the school is good and there are abundant impressive examples of imaginative displays which highlight the array of opportunities available to all pupils at this school.
- There are many opportunities for both pupils' academic work, behaviour and attitudes to be celebrated. The pupils could all describe the many ways their work is celebrated; table points, star writer of the week, stickers, raffle tickets. There are also various intervention groups which pupils are happy to attend to help support their learning.
- The school focuses on developing the whole child and takes the children and parents with them on this journey. The school provides a wide range of support to parents and families so that they can support their child at home, whether this be academically or through providing support around language barriers. One parent commented on the 'open door' policy employed by the school and how well supported they felt at all times.
- All pupils demonstrated how incredibly proud they were to belong to this school community and went to great lengths to act as ambassadors for the school, clearly valuing the effect of the input they have received.
- Aspirations are promoted from the minute the children enter this school, with a high number of roles and responsibilities given in every class. The children clearly value this opportunity and understand how they can contribute to the whole school environment. They have a real sense of shared responsibility around learning and understand the need for positive learning behaviours.
- The 'Immersive' initiative in Year 6 gives these older pupils a sense of real responsibility and maturity towards their learning.

"I love going on trips and the learning is fun." Pupil

"In year six we do Immerse. It's really important that we work hard and are responsible." Pupil

"I know anyone will help me; my teachers, my friends and the assistants" Pupil

"Investors in pupils has empowered our pupils. Pupils here feel the same responsibility as the adults." Staff

Behaviour

- Behaviour is excellent. There was clear evidence that there are high expectations for all pupils and an ethos of positive reinforcement for good 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. All pupils were happy, polite and very well mannered. All pupils welcomed me with a big smile and a formal introduction, sharing their name and commenting on how welcome I was at their school.
- A significant contribution to reinforcing positive behaviour at school is the effect of the positive strategies such table points, 'Caught you being Good' cards' and raffle tickets along with the school and class rules, all of which have been developed by pupils which supports pupils in reminding one another of the expected standards. Pupils of all ages were totally engaged with these strategies.



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- The 'Anti- Bullying' assembly I watched during the visit, devised and performed by one of the Year 6 classes shared powerful messages about behaviours and attitudes, encouraging all pupils to celebrate uniqueness and difference.

"Sometimes I help someone and they don't even know that I've helped them" MindMate Ambassador

"Playground Friends will always come and check you are okay on the playground. They help other children who are sad or lonely." Pupil

"The children work together for awards. They see everything as a team effort." Staff

"The systems for behaviour are very clear. Everyone understands them." Staff

School and Class Management including knowledge of school finance

- Investors in Pupils benefits from a high profile throughout the school. Every classroom has a clearly displayed vision statement, written by each class, as part of its own tailored 'Investors in Pupils' display board.
- The school, classrooms and cloakrooms 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.
- The school also does a lot of fundraising raising money on Theme Days and other events.
- There is an active, democratically elected School Council that meets every week. Councillors are also involved in reporting to the governors and governors attend School Council meetings. Members of the School Council were clear about their role as a councillor and confident that they are listened to. There are range of roles and responsibilities on the School Council, including Attendance ambassadors, Community councillors, Treasurer, Chair, Secretary and Curriculum councillors. They are also part of the local Cluster Council and meet with other local School Councils on a regular basis.
- Members were able to cite examples of the impact of the School Council on the school e.g. the development of the playground.
- The School Council project around saving money through taking good care of classroom resources has been a great success with all the pupils. The money saving project has increased knowledge and responsibility around resources and the whole school budget. The school councillors enjoyed showing me their video which told me all about their project through 'The Harehills News Show'
- Pupil voice is integral to the running of this school. Staff and pupils feel it is a real focus for helping move the school forward. There are number of groups to support pupil voice and participation; when questioned all pupils felt their voice was listened to. Other pupils spoke very highly of the work the School Food Ambassadors and School Council do.
- Children appreciate the numerous opportunities to take responsibility in school including, amongst other things, Head Boy and Girl, Deputy Head Boy and Girl, Buddies, School Councillors, Young Interpreters, Playground Friends, MindMate Ambassadors, School Food Ambassadors, classroom monitors and various different jobs within in each class.

"We all have to look after our classroom and you can do lots of jobs. I like being milk monitor." KS1 Pupil

"Investors in pupils is about people behaving properly and talking about rules and targets. It can be about anti-bullying too" Pupil

Attendance

- Improving attendance is a key priority for the school and with a continued improved attendance rate of 95.8% (94.9% at the last assessment) children evidently enjoy coming to school.
- There are a number of rewards for good and improved attendance. However, despite these being in



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place, this was not the primary motivator for good attendance. Pupils reported that they attended school because they see it as very important with one child stating that *“If we don’t come to school, we won’t know enough when we get to high school and we won’t get a good job. You want to get a good job. You might want to be a teacher or an artist!”*

- The school’s attendance team work closely with families and pupils supporting good attendance and breaking down barriers to coming to school. The Rise and Shine club supports this work. Pupils vulnerable in relation to poor attendance are rewarded for coming to school 10 days in a row.
- Class attendance is clearly visible on display boards throughout school.

Induction

- The school’s warm and caring ethos and environment are felt the moment you enter this school. The environment is vibrant, highly inclusive and welcoming, as are the staff and pupils.
- Effective induction procedures are 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 induction and transition.
- The school has implemented a very effective system for transition for all year groups, whereby pupils move into their new class for a week in the Summer term before they move up in September. New Class Vision statements and Welcome booklets are on the agenda for discussion during this transition week
- Children in the school have taken ownership of inducting new children using the induction books in each class to support with this process. They are used to welcoming new pupils and those pupils we are new to the school spoke enthusiastically about how well they had settled in and what a friendly school it was. In pupil interviews the ‘best thing’ about the school was often the good friends they had.

“When I came here everyone played with me. I love coming here.” Pupil

“We all have a page in the Welcome Book, then new people know who we are.” Pupil

“If someone is new you have to help them. You might need to find someone who speaks the same language.” Pupil

“I like going to my new class before the holidays. It helps me get used to it.” Pupil

Areas for development

There are no areas for development

I would like to thank all the pupils and staff 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,

Gill Mullens

‘Investors in Pupils’ Assessor