



INVESTORS IN PUPILS

Investors in Pupils

Re-assessment Report

Name of School: Netherall Learning Campus
Junior and Infant Schools

Headteachers: Mrs Zoe Lowe (Juniors)
Mrs Karen Coates (Infants)

Investors in Pupils Coordinators: Jemma Senadhira (Juniors)
Vanessa Crowther (Infants)

Investors in Pupil Assessor: Malcolm Lister

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Local Authority: Kirklees

Context of the schools:

The Netherhall Learning Campus website indicates that the organisation 'consists of four schools, covering the full age and ability range from 3 – 19 years, each with its own distinctive ethos, each with its own individual identity and each catering to the specific needs of its students'. Within Kirklees, only Netherhall offers children and young adults with a continuous journey from Early Years entry through Key Stages 1 to 4 and beyond. The website comments that '*Each school is a discrete organisation and pupils may enter at any stage but all phases share common aims and values reflected in the distinctive uniform which is the same across the campus*' and that '*our Junior and Infant sites offer fully inclusive provision for children with physical impairment and our experience and resources can be utilised by other schools in the local authority through our dedicated outreach service*'.

Ofsted (2013) judged the Junior school to be good in all areas and described the school as follows: '*This is a smaller than average size junior...The proportion of pupils known to be eligible for the pupil premium is above average. The proportion of pupils from minority ethnic groups or who speak English as an additional language is higher than the national average. The percentage of disabled pupils and those with special educational needs supported by school action is above average. The percentage of pupils supported by school action plus or with a statement of special educational needs is above average. The school has resourced provision for four pupils with physical disabilities.*'

Ofsted (2016) judged the Infants school as good in all areas and described the school as '*a larger than*



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average nursery and infant school catering for 294 three to seven year olds. The school serves the small but densely populated community of Rawthorpe on the outskirts of Huddersfield. Social deprivation is significantly higher than the national average with 47% of pupils eligible for free school meals. The proportion of pupils with English as an additional language is above the national average as is the proportion of pupils from mixed ethnic backgrounds. The school is the only church school in the Netherhall Learning Campus which makes provision for pupils from 3 to 19. Clearly defined Christian values have a consistent impact on all members of the school community which is evident in the nurture of all pupils...majority of pupils achieve in line with or above national expectations'.

The SIAMS report in July 2016 judged the Infants school to be outstanding: *'The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners'*.

The Ofsted descriptions remain largely accurate although pupil numbers in both schools has continued to grow, as has the diversity within the pupil population. Some pupils are now bussed into Netherhall from areas closer to the centre of Huddersfield.

School leaders believe that Investors in Pupils is a 'celebration of what we do' and 'gives us a framework to work around'. Staff also feel that Investors in Pupils principles are firmly embedded in daily school life and are 'common practice'. They fully support and obviously adhere to the principles of the award, which are underpinned by each school's core values. In the infants the Core Values are Love (we are kind to each other), Trust (we know that we are safe) Respect (We are all important) and Compassion (we think about others). The core values at the Juniors are Respect, Honesty, Perseverance and Friendship. Pupils in each school knew and strongly agreed with these core values

Parents praised the school's communication systems and the way that children's achievements are celebrated in school. They feel that their children are really listened to, they are supported and their needs are met, both academic and social and emotional. 'They have an open school policy...they are approachable.... you get a friendly welcome'. Parents who were interviewed were unstinting in their praise for the school, echoing Ofsted's positive comments in previous inspection reports. Feedback from parents confirmed that the schools have a good reputation and that 'this really is a community school'.

Certain aspects of governance at the Netherhall campus are still in an embryonic phase but during the assessment there was confirmation that governors are kept very well informed about all areas of school life through headteachers' reports, newsletters and visits to each school. They fully support Investors in Pupils and appreciate its value to each school.

Other important themes that were immediately evident were excellent teamwork and collaboration. The warm, friendly atmosphere was especially impressive and relationships were an obvious strength. Staff members confirmed that 'once they join the school people tend to stay'. This has ensured that there is a collective loyalty and an admirable determination to support the children, whatever their needs. The supportive culture is immediately apparent. Staff like the children and they like them. Teamwork is effective and CPD remains a major commitment, with staff reflecting positively on both its value and impact: 'We are well trained and prepared' (Teaching Assistant).

Focused and principled leadership from the two headteachers sets the tone and ethos for each school and there was ample evidence that links between the two schools are positive and productive. Each school also benefits from a highly motivated and well organised Investors in Pupils coordinator. Key areas of the standard are clearly exemplified through focused displays, links with school priorities and in confident feedback during interviews with a wide range of stakeholders. Classrooms have specific areas where class charters, agreed rules, rewards, targets and induction books are evident.



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Areas for Development as detailed in the last report

The schools have successfully addressed the issues of providing focused feedback from the School Councils and ensuring greater uniformity in Investors in Pupils displays.

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

Pupil voice and participation

- The pupil powerpoint presentation was particularly impressive and helpful. Subsequent questioning confirmed the pupils' detailed knowledge of and support for both the Investors in Pupils principles and the ethos and culture underpinning the schools' approach to the standard. Answers and explanations were clear and articulate.
- Throughout the assessment pupils and staff confirmed that pupils take responsibility for their environment and fully appreciate the value of learning in a clean, tidy and well organised school. It was heartwarming to learn that some infant children had chosen to use some of their class funding for bins to keep the school tidy.
- Throughout the day pupils confirmed that there are a number of ways they can voice their feelings and opinions and that they are always listened to and supported.
- The democratically elected School Councils are an additional strength. Councillors take their role seriously and obviously feel that they are making a difference. 'I wanted to help other people and I have' (Infant councillor). Councillors are able to put forward ideas or issues of concern and are fully aware of the attributes they need to carry out their role effectively. They know they have to explain their views and sometimes persuade others that an idea or suggestion is beneficial. They are also confident that they have had an impact, for example in introducing towels to infant classrooms or purchasing new equipment for children to use in the playgrounds.
- The School Council noticeboard boldly and emphatically states 'Democracy at Work'.
- Separate tours of each school were impressively supported by confident and knowledgeable pupils keen to both help a visitor and also highlight specific features of each school.

Learning

- Target setting is used effectively in both schools. There is a clear and sensible rationale to support target setting procedures and pupils and parents clearly support the schools' strategy. Pupils who were interviewed knew their targets, understood why they were chosen and felt that they were valuable.
- Class targets are discussed at age appropriate levels and displayed in each classroom. Rewards for achieving the targets are discussed with, and much appreciated by the children. Targets are reviewed and renewed systematically. 'Targets work. It helps us to know what to do at home' (parent).
- Pupils are articulate about their learning and can talk confidently about the things they enjoy and appreciate at school. A wide range of subjects was mentioned in each school when pupils were asked what they enjoyed most about school.
- Achievements in school are celebrated both in class and in assembly. Pupils enjoy receiving a wide variety of awards that include certificates, medals, snacks and trophies such as 'star of the week'. Class parties were an additional valued reward.
- Pupils know that staff attend courses and training and efforts are made to explain why staff have received particular training; 'because everyone needs to learn' (Junior pupil).



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- A wide range of extra-curricular clubs are in place and often provided by external agencies. These include fencing, gymnastics, football, dance and PE. There is also a planned programme of visits such as the residential visit to Robin Wood.
- Parents were effusive about their own child's improved learning; 'She's done so much better here.....My child has changed...My son is much more confident'.
- Pupils with statements for physical disabilities are fully integrated, make good progress and greatly enjoy school.
- Feedback and observations confirm that pupils are keen to learn and enjoy the wide range of learning experiences that are provided for them. They know how to seek help and that the staff are there to support them: 'Teachers make lessons nice for us' (Infant pupil).
- Display in both schools is of a high quality and there are abundant impressive examples of imaginative presentation. Display is used effectively to celebrate success and demonstrate high expectations.

Behaviour

- Pupils, parents and staff all believe that behaviour is consistently good. On the assessment day behaviour was outstanding in both schools. Pupils were uniformly polite, friendly and courteous. They recognised that some pupils had problems with their behaviour and felt that they could, and should, be supported. 'You can ask what the problem is and then try to help' (school councillor).
- There is a consistent approach to behaviour management throughout each school. The Junior school strategy was expertly described as part of the powerpoint presentation and subsequent questioning.
- During the assessment there was abundant evidence of excellent relationships within a safe, well organised and positive working environment. Pupils' attitudes and relationships confirmed that they feel safe in school and respond well to the positive feedback, encouragement and rewards they receive. 'Everyone feels safe ... We feel safe because we have rules' (Infant pupils).
- Feedback from pupils, staff and parents confirms that bullying is not tolerated, instances are very rare and action is taken promptly to address any issues: 'It just doesn't happen'(parent). This view echoes Ofsted's comments at previous inspections.

School and Class Management including knowledge of school finance

- Reference to Investors in Pupils is evident throughout each school. The logo is highly visible around each school and there is a detailed description of the standard on the Infants' website.
- The schools trust their pupils and they are given many opportunities to take on responsibilities. They value these responsibilities and there were several excellent explanations of roles such as House Captain, Librarian and Head Boy and Girl.
- Pupils have a reasonable age-appropriate understanding of the school budget and are aware that resources are not finite. There is, however, a recognition that this area offers an ideal opportunity to further develop pupils' broader financial understanding. Financial awareness is also encouraged through various fund raising and charity events including the forthcoming Children in Need day.
- Developing financial understanding is therefore an important focus but is, understandably, a difficult concept for many younger pupils to learn and understand.



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- A brief overview of lunchtime indicated that it was calm, purposeful and obviously enjoyable for the pupils observed.

Attendance

- Attendance is a challenge for both schools but as Ofsted previously acknowledged, a great deal of effort has been put into improving this area. Persistent absence is a particular issue for the Junior school where a small minority of families present a genuine challenge.
- *'Although still slightly below the national average, attendance is improving quickly'* (Infants Ofsted 2016)
- Attendance is rigorously monitored and any vulnerable children and families are supported. Staff are thorough in all aspects of their approach to sustaining high levels of attendance.
- Pupils were clear about links between attendance and learning; "You come to school for a decent education" (Junior pupil).
- Weekly class attendance is celebrated and rewarded.
- Pupils clearly enjoy coming to both schools because of the wide range of exciting learning and fun activities the school provides for them. Pupil interviews indicate that they clearly appreciate what the staff do for them: 'My teacher puts a smile on my face' (Infant pupil).....'I like seeing my teacher each morning' (Junior pupil).

Induction

- Pupils explained the importance of welcoming new pupils and staff into school.
- Every class has developed their own age appropriate booklet that they share with any new members and visitors.
- One classroom showcased an excellent powerpoint presentation to support induction.
- There are well established systems in place for transition between both schools and then to the secondary school.
- Induction is taken very seriously and there is a full induction programme for all new pupils and staff.

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.

- Consider ways in which financial understanding can be further developed for pupils in both schools.
- As the governing body becomes more settled and secure, consider how pupils can develop a better understanding of governance at an age appropriate level