

Reassessment Report

School:	Mowbray School
Headteacher:	Mr Tearle
Investors in Pupils Coordinator:	Karen Pickles
School Tour guides	Liam, Shannon and Jonty
Investors in Pupil Assessor:	Steven Ruse
Date of the Assessment:	Wednesday 22nd June 2016
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Local Authority/Academy:	North Yorkshire County Council

School context

Mowbray School is a co-educational special school in North Yorkshire serving a very large catchment area that covers 1,400 square miles from Stockton on Tees to Harrogate. The school currently has 189 pupils on roll aged from three to sixteen years all with either a statement of Special Educational Need or an Education Health Care Plan in place covering a wide range of learning difficulties.

The proportion of pupils eligible for a free school meal at 22% is below national average as is attendance at 93%.

Investors in Pupils

The Investors in Pupils programme is referenced in the current School Development Plan 2015-17 and has a dedicated Action Plan for 2015-16 detailing targets across a range of the Investors in Pupils key areas. The school website features the Investors in Pupils logo and a dedicated section on the 'About Mowbray Awards and Accolades' section of the website includes links to the programme website.

'Investors in Pupils' is communicated to the whole school community and supports much of the existing provision in school through a framework for pupil voice and participation. *"It's what we build on and underpins our values, it's one of our biggest achievements and the most acclaimed accreditation because it's specifically about our pupils"*. (Headteacher). At the most recent parents evening (15th June 2016) a display explaining the Investors in Pupils award and how it is implemented in school stimulated considerable interest amongst parents.

The Investors in Pupils programme has been integrated through a whole school approach, effectively led by the Investors in Pupils co-ordinator/deputy headteacher with strategic support from the headteacher,

teaching colleagues and support staff alike. Within the current school context, the implementation of Investors in Pupils closely links to the curriculum offer. The benefit of this approach was aptly summarised by one member of support staff commenting *“children come first; their welfare is paramount and it’s a place where everybody is happy and children feel like they can come and talk to you”* a view echoed by teachers when asked what Investors in Pupils meant to them *“it’s about preparing children for what’s to come ... in their learning and ensuring every child achieves their full potential ”* all of which was reinforced by good pupil awareness and understanding of the fundamental elements of the programme.

Significant strengths of the school supporting the principles of Investors in Pupils

Learning

‘Pupils are polite and welcoming. They are pleased to participate in conversations with adults. They work hard to have good attitudes to learning and this helps them learn well.’
(Ofsted, January 2013.)

- Assessor observations and discussions with pupils confirmed the inspection team’s judgment remains the case at Mowbray School. From a guided tour of the school it was evident that pupils were clearly on task and fully engaged in their learning e.g. theme park and science lessons. The schools’ mission statement SURE “Success, Understanding, Respect and Endeavour” is appropriately differentiated to the level of understanding of each group
- Each class visited had targets on display alongside the Investors in Pupils logo. Upon completion of the class target pupils gain an agreed whole class reward.
- Pupil personal targets (IET’s) covering a range of the key Investors in Pupils areas are evident in every classroom and recorded in student planners. The ‘2 build a profile’ software is used to evidence progress and achievement using ‘I Can’ statements, with ‘next step’ learning outcomes. The resultant reports are e-mailed to parents every half term
- Informal discussion with pupils demonstrated a level of awareness of targets and a clear understanding of their role in the target-setting process and negotiation of appropriate rewards.
- Evidence on the assessment visit confirmed that school shares personal targets with parents to enable them to more effectively support their children, a familiar approach aptly summarised by one parent commenting; *“Yes, always in the book; numbers, reading and behaviour. You can use the school systems at home like the respite centre – the school reinforced talk about sleepover at school.”* Parents can also contribute evidence on progress where they consider their child is achieving a target.
- Evidence of communications with parents ensures that information on ‘Investors in Pupils’ has been communicated through the regular channels including school website, on school displays, staff meeting minutes and the headteacher reports to governors. This is further enhanced by the ‘open door’ policy at the school that was aptly summarized in the following parental comment; *“Yes, definitely there’s completely an open door policy at school especially with his class teacher”.*
- The daily staff briefing before the start of school day, to which the assessor was invited, provided an effective mechanism for communicating pertinent issues relevant to the whole school and an opportunity for the headteacher to underline that the valuable work being done was being done in the best interests of the children and young people at the school.

Behaviour

‘Staff manage behaviour well and understand the needs of individuals. They are skilled in supporting individual pupils and maintaining safety and a good working atmosphere for the vast majority of the time. This is because there are strong relationships between everyone in the school community.’
(Ofsted, January 2013.)

- Assessor observations and discussions with pupils confirmed the inspection team’s judgment remains the case at Mowbray School. The positive behaviour modelled by adults who were all extremely well organised, professional and friendly, along with whole school systems, high expectations of pupils, well established routines, consistent reward schemes between teaching and support staff, and clear understanding of sanctions (verbal warning, time out, isolation, loss of reward shop points) throughout school provides an infrastructure that reinforces and underpins high levels of good pupil behaviour. It was a pleasure to encounter such polite, confident, articulate and happy children and young people.
- Governors and parents were unanimous in agreement that behavior at the school was good; *“it’s the ethos of the school... it’s not a special school with difficult children it’s a big community of people who all look after each other. Everyone smiles and says ‘hello’ that’s the general approach and atmosphere”*. (Parent) Support staff confirmed that instances of particularly good behaviour were reported to teaching colleagues who would reward pupils appropriately.
- A significant contribution to reinforcing positive behaviour at school, as well as a highly caring school ethos, is the effect of the positive strategies and reward schemes (developed closely with school council who have had a role in developing and maintaining the reward systems including what is in the reward shop and enhanced by pupils reminding one another of the expected standards) some of which were cited by pupils during the assessment including bronze/silver/gold stars in primary and Friday Rewards shop for Secondary. A particularly noteworthy example was provided by one student who cited a visit to a football stadium as being one of the best things he had done.
- The schools’ positive impact on the improved behaviour of one pupil was particularly appreciated by one parent commenting; *“His behaviour is perfect in school. I moved him to this school ‘cos he wasn’t happy with his last school and all of a sudden he flourishes... the key thing is the care for each other and staff...they deal with him with a sense of humour; that’s how it works here”*
- Public acknowledgement of the achievement of targets (personal and class) contributes significantly to positive behaviour with reward charts, primary star of the week and the golden ticket being referenced by pupils.

School and Classroom Management including knowledge of school finance

‘Pupils’ spiritual, moral, social and cultural development is developed well because relationships are strong. Good opportunities are provided for pupils’ personal development.’ (Ofsted, January 2013.)

- Assessor observations and discussions with pupils confirmed the inspection team’s judgment remains the case at Mowbray School.
- The school and classrooms 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, reflecting their good appreciation of the cost of resources.

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- There is a well-established, active and democratically elected school council with each school council member representing a class group. The school council meets regularly and canvasses the views of pupils in tutor and class time and provides feedback. 'School Council news' has its own dedicated section on the school website through which reports of minutes of school council meetings are communicated as well as hosting copies of the school council newsletter. An appreciation of the role of school council was clear *"to make plans for the school like changes that need to happen and raise money for charity"* (School councillor). Pupils were able to cite examples of the impact of school council e.g. new bike track and bike shed, playground equipment, mini-Olympics and regular fundraising including £130 raised through World book day. The school was also able to report the role of pupils in staff appointments whereby every prospective member of staff, as an integral part of the interview process, has to work with pupils who, in turn, feedback to teaching assistants in determining the extent they are considered to be 'child centred'. School Council is allocated a budget of £500 for which they are required to keep accurate records of spending through liaison with the school bursar.
- Pupils appreciate the opportunities to take on additional responsibilities in school including, amongst other things, roles on the school council, communications leaders as composters and class monitor jobs such as *"doing the date"*. (Pupil with additional responsibility)
- The school is confident that pupils have become increasingly familiar with the school budget including costs of equipment and resources borne out on the assessment visit as was the good level of financial knowledge that has been encouraged which it attributes, in part, to displays on costs of resources and equipment (devised by pupils), incorporation within the Maths curriculum and having a weekly savings bank in school.
- An appreciation of school governance is facilitated through governors being accompanied on monitoring learning walks by school council members and attending school council meetings as well as being visible in person in school. Regular meetings of the 'Curriculum and pupil wellbeing' governor's sub-committee ensures that communication on progress with the key components of Investors in Pupils are features and regularly reported to governors.

Attendance

- With an attendance rate at 93%, the majority of pupils evidently enjoy coming to Mowbray School.
- Further inquiry found that not only was there unanimous agreement on the importance of school attendance and punctuality; but importantly pupils also reported that they felt valued when at school, summarised by one school councillor's comments *"teachers like us, yes, they say 'Hi' to me and are friendly with me"*.
- Good attendance and punctuality is incentivized, and continually encouraged, by the school providing regular information on attendance. For a minority of students whose attendance is a cause for concern there is a pro-active parent liaison officer who monitors attendance on a weekly basis and undertakes home visits
- There was a palpable sense, gained through speaking with staff, pupils, parent and governors, that being at Mowbray School meant belonging to a very special school community

Induction

- Effective induction procedures were found to be in place, reflected on the assessment day through the ease and confidence with which both children/staff/parents/governors/ the whole

school community spoke about 'Investors in Pupils' and the positive contribution it makes to relationships between pupils and adults in school.

- As part of the induction process the school uses '2 build a profile' software to e-mail 'Welcome' video films to new parents and to parents and pupils to ease transition. This process is further assisted by the 'All about me' booklets providing a pupil profile that can be accessed by staff before pupils attend school
- All adults in school appreciated Investors in Pupils induction (procedures and booklets) as an effective way of getting to know new members of staff. All staff have a comprehensive induction when joining the school which includes information about Investors in Pupils at school.
- Pupils were able to reflect well on the range of roles adults undertake across the school which is impacted on by the corridor display produced by pupils and highlighting staff roles and responsibilities in the jobs they do.

Areas for development

Please note these actions are compulsory and areas **must be acted upon** to ensure that the standard is retained in the future.

- Review communication of Investors in Pupils to ensure a high profile awareness across the whole school community of the benefits and how the programme is effectively implemented in school