

# Investing in ...

Welcome to a special edition of Investing in... a termly publication of examples of good practice from Investors in Pupils assessments. The publication is for schools working towards the standard and those who have achieved it and are looking for directions to take it in next.

**Secondary**

**Special Edition**

**Spring 2012**

## Swanwick Hall School, Derbyshire

**Students know exactly the key data for their form e.g. attendance, lates and warnings - but how are they going to do about improving it?**

At the end of each half term, the school distributes data to each form group. This highlights their attendance, lates, warnings and referrals. This allows each form group to compare their data to the previous half term. Representatives report on this during

sessions known as "Pitches" where a prepared presentation, including full data as evidence, is delivered to other form representatives and to the headteacher and assistant headteacher in an effort to become 'Form Of The Term'.

The skills and knowledge involved in these presentations are impressive. In most cases, there are noticeable improvements in key areas. This demonstrates the positive impact of the 'Investors in Pupils' programme. .

2009/10 to 2010/11 comparative school data shows overall attendance up from 92.5% to 93.5% and persistent absence down from 8.37% to 4.99%. As for behavioural data, the school credits 'Investors in Pupils' introduction as a major factor in the improvement.

## St Lawrence Academy, North Lincolnshire

**Students track their progress towards Investors in Pupils on a website**

Behaviour and relationships in the Academy have been described by Ofsted as "excellent" and while this is clearly true the demeanour of pupils reaches a standard which goes beyond the expectations of a well ordered school. Many pupils have a level of maturity and a set of social competences which one would associate with mature people oper-

ating in a professional environment. This arises directly from the opportunities for responsibility and leadership which the young people access. The pupils provide leadership through school council but also by:

- supporting improvement in teaching and learning (subject leaders),
- making presentations to internal and

external audiences,

- delivering classroom inputs,
- supporting tutor group work,
- peer mentoring,
- supporting the induction of new intakes,
- student to student in-class learning support
- issue related leadership e.g. eco-warriors, recycling, healthy eating,
- developing commu-

nications through ICT and "Radiowaves"

- supporting the administrative and management tasks of the school.

The schools has put a large amount of evidence on the Radiowaves website. For more information please visit:

[www.radiowaves.co.uk/thestlawrenceacademy/c/investorsinpupilsaward](http://www.radiowaves.co.uk/thestlawrenceacademy/c/investorsinpupilsaward)

## **Investors in Pupils**

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INVESTORS IN PUPILS

"student  
representative was  
very clear about  
how much money  
could be saved in  
energy bills"

**Investors in Pupils** builds on the principles of Investors in People, at its heart is pupil voice and pupil participation.

Investors in Pupils helps pupils find out about their school, the jobs of everyone in it and that the school has a budget. It supports them in setting targets for the class and for themselves whilst recognising the importance of the roles and responsibilities of everyone involved in their education, and how they as pupils can make a difference.

## **Morley Academy, Leeds**

### **A key aspect of the standard is an awareness of the School Budget**

The students interviewed from Year 8 were articulate about the finances of the school, knowing that the school budget is paid by the Council, from taxes. They know what the money is used for and that staffing accounts for a major share. The bursar has worked with Years 7 and 8 in relation to school finances and the students have gone on to look at the financial costing and the development of an education plan for setting up a school in Kilimanjaro.

Students expressed strong opinions about how the school budget should be used wisely. For example, there was discussion about the Music centre being built before the school toilets had been refurbished and the 'Go 4 Set' (engineering project) student representative was very clear about how much money could be saved in energy bills if the school took on board a number of energy saving initiatives. He appeared to know the savings to be made to the penny!

## **Other benefits schools have found from achieving Investors in Pupils**

### **Canon Lee School, York**

There is a marked improvement in KS3 of pupils wishing to be more involved in opportunities and role in School, and fewer incidences of Fixed Term Exclusions.

### **Hemsworth Arts & Community College, Wakefield**

- Attendance improved : 95.06% (Jan 2011) 94.50% (Jan 10)
- Increase in positive referrals : 1444 (894 Jan 2010)
- Decrease in negative referrals : 42 (60 Jan 2010)
- FT Exclusions down : 6 days (Jan 2011) 22 days (Jan 2010)

### **Bradford Academy, Bradford**

- Increased attendance (reduction in Persistent Absence from 9% to 5%)
- Reduction in fixed term exclusions (2 Fixed term exclusions , 60% reduction, for 2010/11 academic year);
- Increase of student representation from 12 to 66 students (introduction of Home Team reps to complement Student Council reps).