

Our vision	Be the best you can be			
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Our aims	All members of the school community engage in learning, activities and experiences that foster continuous personal growth and development.	Pupils are happy, confident and independent learners who self-regulate, demonstrate moral understanding, celebrate diversity and express their voices with assurance.	All students access an ambitious, broad and balanced curriculum that meets their needs and prepares them for future education and life.	Teaching and learning are consistently of the highest quality, personalised to ensure ambitious outcomes, and enriched through opportunities that develop character, resilience, respect and wellbeing.
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Our values	Brave	Happy	Independent	Kind
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Our learners	Pupils show courage by trying new things, persevering when faced with challenges, speaking up when something is wrong, sharing their opinions, expressing their feelings, and representing the school with pride.	Pupils build positive and healthy relationships, take pride in who they are, and celebrate their achievements and those of others.	Pupils take responsibility for their actions, make considered decisions, take appropriate risks, and recognise when and how to seek support.	Pupils show kindness towards themselves and others, celebrate difference and success, demonstrate respect, follow the school code of conduct, and care for the school and wider community environment.
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## Key areas of development

### Aims

Leadership & Governance	Curriculum	Developing teaching	Personal development & wellbeing	Sustainability
Middle and Senior leaders ensure a high degree of consistency within and across curriculum and pastoral realms e.g. quality of education, behaviour.	Continue to develop and embed an appropriate curriculum in place which meets the needs of the pupils.	High quality teaching is consistently in place across the school. Staff supported with internal and external CPD opportunities.	Embed a high quality PSHE/Independence curriculum is in place which includes careers, outdoor learning including Duke of Edinburgh and RSE	Embed sustainability and climate education across the curriculum and school operations, fostering environmental responsibility and active citizenship among pupils and staff.

Attendance	Behaviour & Attitudes	Inclusion	Safeguarding	Partnerships
93% attendance target with improved communications to secure parental buy-in.	A consistent whole school approach to behaviours for learning in place with a focus on restorative actions.	Targeted interventions and consistently effective adaptive teaching, both pre-planned and responsive, ensure that attainment gaps for underserved pupils are closing.	Foster an embedded, open and positive safeguarding culture across the school that prioritises pupils' safety, wellbeing, and best interests in all aspects of school life.	Develop strong, collaborative partnerships with families to support pupils' learning, wellbeing, and personal development.

## Actions

Leadership & Governance	Curriculum	Developing teaching	Personal development & wellbeing	Sustainability
Leaders at all levels demonstrate accountability for pupil progress and school improvement.	Prioritise Communication, Language and Literacy Pillar.	Improve lesson consistency by embedding the Pinewood Principles across all delivery as how we teach.	Develop and embed a cohesive PSHE and Independence curriculum that incorporates careers guidance, RSE and outdoor learning opportunities, ensuring consistency in delivery and measurable impact on pupils' personal development.	Develop and implement a whole-school sustainability and climate action plan that includes curriculum integration, pupil-led eco initiatives, reduction of waste and energy use, and community engagement projects promoting environmental awareness.

Attendance	Behaviour & Attitudes	Inclusion	Safeguarding	Partnerships
A target of 93% attendance in each year group and a rate of persistent absence of less than 15%. A robust system of tracking and communication with parents, particularly around the 90% threshold where improvement can be achieved.	Embed a consistent whole-school behaviour framework that promotes positive behaviours for learning through clear expectations, restorative practices, staff training, and regular monitoring to ensure consistency and impact across all departments.	Implement a structured programme of targeted interventions and professional development to strengthen adaptive teaching practices, ensuring that planning and classroom delivery effectively meet the needs of underserved pupils and reduce attainment gaps.	Embedded open and positive safeguarding culture that puts pupils' interests first.	Implement regular, structured communication and engagement opportunities with parents and carers, including workshops, meetings, events, and feedback channels, to foster collaboration, trust, and shared responsibility for pupils' progress.