







Pirton Hill Primary School

School Vision (Autumn 2022 – Summer 2026)

| Overarching Values |  Expect |  Believe |  Achieve |  Enjoy |
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| Values Statements | We all expect to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons. | We all believe in ourselves, and each other, and know that everyone has something special to contribute. | We all have the opportunity to achieve, and fulfil our potential, regardless of our backgrounds. | We all strive to develop passionate and determined life-long learners who enjoy learning, understand how to progress and take pleasure in succeeding. |
| Values Statements (Child Version) | We all expect to work hard and expect others to help us to succeed. | We all believe in ourselves and know that everyone has something special to contribute. | We all have the opportunity to achieve and fulfil our potential. | We enjoy learning and are determined to improve on our personal best. |
| Linked British Values | <i>The Rule of Law Individual Liberty</i> | <i>Democracy Tolerance Mutual Respect</i> | | <i>Individual Liberty</i> |
| Our vision for the whole school community | To create a safe school, underpinned by high expectations, where everyone is nurtured, challenged and supported. | To foster an ethos that has a 'team' spirit, and our traditional values, at its heart. | To embed the expectation that everyone will fulfil their potential and provide the resources to enable them to do so. | To ensure that everyone enjoys the experience of success, whilst also feeling confident enough to risk failure. |
| Our vision for the children | To develop children who expect to work hard, take responsibility for their actions and make the most of every opportunity. | To develop confident and articulate children, who are able to learn independently and collaboratively. | To ensure that children are prepared for the next stage of their education and life in modern Britain. | To develop self-motivated and resilient children who love learning and relish success. |
| Our vision for the learning and curriculum | To provide a broad curriculum based on high expectations, offering new opportunities and embedding effective learning behaviours. | To provide a curriculum that reflects the needs, talents and interests of the children. | To provide a balanced curriculum which builds on what children already know and develops key skills for the future. | To promote an effective partnership between home and school. |
| Our vision for the staff and governors | To maintain a high quality team who are compassionate, have high expectations and do not accept excuses. | To maintain a strong team where every skill and contribution is recognised and valued. | To ensure that the team has a range of skills which can be deployed flexibly to accelerate pupil progress. | To maintain a team who are enthusiastic about their own development and thrive on success. |



Key Performance Indicators:

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| 1.1 Strong & effective safeguarding practices are in place (175/156/SCR audit) | 1.2 All children are safe and know how to keep themselves safe (95%+ on annual pupil and parent survey) |
| 1.3 Ofsted rating is at least 'good' for each area of inspection (SE document) | 1.4 Pupil Attendance is at or above the national average & persistent absence is below the national average |
| 1.5 Effective learning behaviours embedded (80%+ achieving Green Postcards) | 1.6 Pupil behaviour is improving (reduction in incidents / after-school detentions / suspensions / exclusions) |
| 1.7 95%+ Parental Engagement every term (Parent Evening / Wow attendance) | 1.8 Full complement of governors with appropriate skills and experiences (NGA Skills Audit / SFVS) |
| 2.1 Curriculum intent which develops depth of knowledge across all subjects. | 2.2 All children learn to read quickly and accurately (95%+ passing Phonics Check by end of Year 2) |
| 2.3 All children make at least expected progress in R,W&M (KS2 progress data) | 2.4 The attainment gaps between groups of children is less than the national average & diminishing further |
| 2.5 Teaching is consistently good or better (95%+ against Teacher/TA Pathway) | 2.6 All staff to meet appraisal targets and access continuing professional development |
| 3.1 Sustainable 3-year budget with reserves above 5% of Sec251 income | 3.2 Core staffing structure costs are below 85% of total school expenditure |
| 3.3 Targeted funded is used effectively to accelerate progress (e.g. EHCP/PPG) | 3.4 The school is compliant with all H&S legislation, supporting safe and effective learning opportunities |
| 3.5 Number of pupils roll is 90%+ (overall capacity) & 95%+ (Reception intake) | 3.6 Staff attendance is at or above the national average and annual staff retention is 90%+ |
| 1. Monitored by Full Governing Body | |
| 2. Monitored by Quality of Education Committee | |
| 3. Monitored by Resources Committee | |