

Our vision for Pinner High School



Group discussions, 10 November 2014 - summary

This document summarises the views and issues raised by parents at the round table discussions during the open meeting on 10 November where groups considered their vision for Pinner High School.

1. Ethos

An inspiring, dynamic school that encourages talents and interests, and supports students so that every child can reach their full potential.

A school that is happy, friendly, and supportive, where each student is well known, and where there is understanding and tolerance of the diverse local and global community.

A school that prides itself on personal development of individuals as well as their academic success to ensure that students leave 'world ready'.

An outstanding local community school, which students, staff, and the community are proud of.

2. Expectations

A school where strong leadership, high expectations, traditional values, and best practice ensure that students achieve outstanding results.

A school that learns from others, focuses upon every individual, and develops well-rounded young adults.

A school that prepares students for effective progression into university or employment.

A school that harnesses its 'smallness' for pastoral care, and harnesses being part of the Harrow family of schools to ensure curriculum breadth and staff expertise in the first years in particular.

3. Curriculum and educational provision

A broad curriculum that includes sciences, sport, creative subjects, and a range of languages, while ensuring an appropriate focus on the core subjects.

A curriculum that is outward looking and includes a range of educational and cultural trips, public performances / competitions, engagement with universities and employers, and community involvement.

A curriculum that meets the needs and interests of all students, and where there is effective support and challenge for students of different abilities and needs.

A curriculum where students are able to follow their interests / talents through a wide range of curriculum and extracurricular opportunities.

A school that is IT rich and uses it effectively.

4. Staff

A school where staff and teaching quality is paramount, where teachers are inspiring, have strong subject knowledge, and collectively have a breadth of experience and backgrounds, and where staff retention is high.

A school where teaching quality is consistently high, where students are engaged, and where staff use ICT effectively.

5. Class sizes and setting

There were mixed views expressed about setting.

A school with small class sizes.

6. Pastoral care

Sufficient and effective pastoral care.

7. Uniform

A simple, affordable uniform that is consistently and strictly enforced.

There were a variety of views expressed about what the uniform should be beyond being simple and affordable.

8. Behaviour / discipline

A school with good discipline and behaviour inside and outside of school, with expectations that are effectively and consistently enforced and where positive behaviours are recognised and rewarded.

A zero tolerance of bullying.

9. Catering

A school where there is a good selection of fresh and well balanced hot and cold food available that has been prepared on site, potentially including before and after school.

10. Extracurricular activities

An extensive range of extracurricular activities, including sports, languages, music and performing arts, which take place before and / or after school.

A recognition of the needs of working parents – before and after school but also holidays.

11. School day / year

A school that has a 'core day' with extensive extracurricular either side and at lunchtime.

A school day that takes into account local primary schools (especially Cannon Lane Primary School to reduce traffic impact)

A school year that mirrors other local schools.

12. Transport / access

A school that encourage walking / cycling to school and is respectful of the impact on local residents.

Note: suggestion to establish a 'back entrance' to the site via Cannon Lane Primary School that can be used both ways (i.e. from CLPS to PHS and visa-versa).

13. Involving parents

A school that helps parents help students by reinforcing successes and showing where additional support is required.

A school where parents know what their children are learning, how they are progressing, and how they can help.

A school that uses its 'smallness' to harness strong parental involvement, including a PTA.

14. The school within the community

A school that is an active member of the community, with students involved in community activities, and the community able to access the facilities at the school (in particular the sports facilities and swimming pool).

15. Site / facilities

A school that takes advantage of its site and retain the current green space.

A school that has high quality facilities for specialist subjects, and good curriculum equipment and resources.

16. Admissions

A school where the admissions policy ensures that the school serves the local community.

17. Ensuring an effective launch

The school needs to continue engaging with prospective parents and local residents in the run up to launch.

The school needs to demonstrate how it will ensure curriculum breadth / quality in the early years while it has low student numbers, and how it will put in place effective role models / mentors for the first cohorts.