

Our vision for Pinner High School



Group discussions, 10 November 2014

This document records 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.

Note: numbers in brackets (ie (x7)) shows how many times a very similar comment was made.

1. Ethos

An inspiring place for children to learn

A caring and nurturing environment

A place where every child can reach their full potential

A fun but disciplined environment

Good all round opportunities

Multi-faith understanding

Small and friendly

A happy school with happy students

Ensure that personal development is given priority, not just academic success – produce well rounded individuals

Local community school for local people

Developing self-confidence and life skills

Healthy competition

Balance between academic and personal development

Positive and dynamic ethos

Emphasis on manners and respect

High aspiration

Encourage and nurture all interests and abilities

A focus on all students of all abilities

Respect for all within the local multi-cultural, diverse community

Community / family feel – keep the ‘smallness’ as a positive

Bring the outside world into the school – thinking about progression and ensuring students leave ‘world ready’

Link with international school(s) (x2)

Child centred education, not just exam-based values!

Fully secular education

Questions

How will the ethos of the school be decided? – eg a focus on academic excellence etc, or a more balanced approach to personal development?

Is it a secular ethos?

What is the long-term vision for Pinner High’s place within the education system?

2. Expectations

Strong leadership (x3), but likeable

Learns from other top schools

Preparation for, and links with, universities and businesses (x5)

Focus on each individual and unlock their talents

Beat the private schools

Academically excellent (x7)

Teaching children to take responsibility, be tidy, and be respectful to residents

High expectations and high standards

To have strong Key Performance Indicators and use those to measure progress

High expectations from children – how they behave with each other, being kind, generous, thinking about people less fortunate than themselves

Academic focus and good range of subjects

The best practice and ideas from the collaborating schools (x2)

Promote high standards and targets

Promote mindfulness and support children's mental health

Promote cohesion and collaboration between students

Help students to identify what their goals and aspirations are

Promote (healthy) competition through sport etc

Well communicated school ethos and strong identity

A school that students are proud of.

3. Curriculum and educational provision

Breadth and subjects

Balanced curriculum – including sciences, sport, languages, and creative (x5)

Curriculum – needs to be rounded, and include public performances (sport, music, drama etc)

Ensure that the curriculum is not inferior to other local high schools (x4)

Engaging curriculum for all levels of ability

Good choice of subjects for GCSE and A level

Wide range of subjects offered

Flexible enough to cater for student preferences and talents

Fun, engaging, motivating

Focus on core subjects / basics (x3)

Ensure curriculum includes 'getting out' – i.e. trips (x2)

Include applied science – lots of practical experiences (x2)

Music for all students

Good choice of musical instruments and lessons

Choice of relevant modern languages (x5)

Choice of languages from Year 7

Good range of language choices

Broad range of arts opportunities

Include arts and performing arts as well as core academic curriculum

Make sport competitive

Forge links with local sports clubs

Varied sports programme including tournaments – support talented youngsters

Make use of the outdoor space

Develop 'soft skills' as well as subject knowledge (x2)

Include work experience

Curriculum links with business

Consistent marking

Appropriateness for students

Every child needs to be noticed, praised, encouraged to reach their potential

Provision for all students – including for able and those needing extra support

A well-resourced special educational needs department

Good integration between students of all abilities

Support for children who can't keep up

Equal treatment of all kinds of all abilities, not just the extremes

Stretching and challenging more able students

Technology

Good use of technology

IT teaching (but not all of us agree on this!)

Digital and physical resources, and use technology effectively

Use of modern technologies, including computer coding

Up to date IT facilities and a tablet for every student (x2)

Easy access to internet resources via tablets (for research and understanding, not necessarily writing)

Bring Your Own Device compatibility

Homework

Get the balance between quality and quantity right – recognise school/life balance for teenagers

Regular and structured homework

Questions

How will Pinner High ensure a breadth of subjects given that it will be relatively small? Which languages would be taught? What GCSE options would there be?

Will there be a specialism / focus (ie arts or science)?

What year would GCSEs start – we like the Year 9 start of other high schools?

Would the curriculum include the IB?

4. Staff

Ensure high quality staff (x6)

Share teaching staff with local high schools, especially during early years (x2)

Inspiring teachers – mix of experience and backgrounds (x6)

Primary school teachers employed to liaise / support the first few years. Many primary teachers in Harrow have Year 7 experience due to the recent age-of-transfer.

Specialist teachers.

Quality teaching

Ensure good staff retention / aim for low staff turnover (x2)

Focus on consistency of teaching and teaching staff

Focus on outstanding teaching so that students are engaged

Need staff who are able to use ICT effectively (x2)

Experienced Headteacher with proven track record

Well led and managed teachers

Headteacher will real vision to be supported / guided by project team

Professional, qualified teachers

Questions

Will staff be dedicated to Pinner High or shared with other schools in the early years? How many teachers will be recruited for 2016? How to recruit high quality staff in the first years when they do not have GCSE/A level students at Pinner High?

What is the ratio of pupils to teachers?

5. Class sizes and setting

Setting or mixed ability – jury is out

Class sizes of 20-25 (x4)

Setting for Maths and English / mixed ability for some subjects

Appropriate class sizes

Questions

Will there be mixed ability classes and / or sets?

Will the ASD provision be 12 places in total, or 12 annually?

6. Pastoral care

Buddy system (x2)

Peer mentoring

Nurturing and caring environment where students are treated as individuals

Sufficient and effective pastoral care (x2)

School councillor

Questions

How will pastoral care be organised so that every student is known and supported?

7. Uniform

Need to be able to purchase widely (ie white shirt); only one item with logo on (ie jumper); well presented / smart; clear PHS identity; pupils to be proud of it

Keep it simple, smart, affordable. Similar for both boys and girls.

Clean and simple – crest

Consistently and strictly enforced (x2)

Standardised uniform – including a blazer (used to be brown and yellow when it was Pinner County Grammar).

Affordable and smart uniform – recognisable and distinctive

Affordable uniform (in classic colours)

Affordable uniform for both boys and girls

Smart-casual comfortable uniform

Simple, affordable uniform

Cheap, simple, easy to replace and buy from local shops, good quality

No summer uniform

Uniform could be ‘anything one colour’ (ie blue)

Uniform is properly enforced

8. Behaviour / discipline

Good discipline, effectively and consistently enforced (x5)

Strong behaviour policy with good communication with parents

Discipline – 0% tolerance, traditional values, behaviour policy which rewards good behaviour – students need to feel safe and secure, bullying policy where students are accountable for their actions

Students who are recognised for excellent behaviour in and out of school

Ensure behaviour of children (and parents) beyond the school gates

Strict discipline and teaching of respect and values

Good discipline and conduct in and outside school

Zero tolerance of bullying (x2)

A rights respecting school, discipline, safety and anti-bullying, buddy system

9. Catering

Cooked meals on site (x2)

Checking students eat healthily (x3)

Good selection of fresh and well balanced hot and cold food (x7)

Provide breakfast and after school food

10. Extracurricular activities

Extracurricular activities include some mandatory involvement

Include competitions with other schools / part of local leagues

Include things like homework club, chess, sport, drama, languages

Link these to the curriculum, not just as a 'bolt on' at the beginning or end of day

Ensure there is provision for before and after school clubs (x9)

Clubs to provide opportunities for interaction across the school (i.e. between year groups) and to experience subjects / topics / interests that students do not otherwise know about

Holiday camps / activities

Ensure variety of extracurricular activities – eg, music, sports, languages (x4)

Value the extracurricular activities for impact on health, lifestyle and well-being

Duke of Edinburgh award (x2)

School orchestra and choir

Ensure they support working parents needs

Good music programme

Questions

Will the school operate in evenings and at weekends?

11. School day / year

Optional clubs before and after school

Balance lessons and play

Staggered lunch – eg, youngest are first to eat

Activities and things to do at lunchtime

School hours to take into account those of local primary schools (especially Cannon Lane Primary School to reduce traffic impact)

Core day to finish at 3:30 to allow other activities to 5pm or beyond

School year to mirror other local schools

Plan the school day with local primary schools for parents

12. Transport / access

Good transport links – how improve bus coverage? (x4)

School bus from Pinner high street

Need to encourage walking / cycling to school and reduce traffic (x2)

How much extra traffic is expected?

Keep deliveries to the site in reasonable hours

Traffic control and how to prevent parents driving if wet / cold etc

Stagger end of school day with other schools (especially Cannon Lane Primary School) to reduce congestion

Establish a 'back entrance' to the site via Cannon Lane Primary School that can be used both ways (ie from CLPS to PHS and visa-versa) (x3)

Traffic control measures for local roads

13. Involving parents

Help parents help students – reinforce successes, where need support etc

Strong parental involvement – use email / text / social media (x3)

Good communication with parents (x3)

Regular feedback and reports to parents

Quarterly meetings – performance of school and students

Week by week information about what students are studying so that parents can support

Use the ‘smallness’ of the school to ensure that parents are heard and involved

Parents continually able to track progress of children online

Establish a strong PTA

14. The school within the community

The school must play a big role in the local community – community cohesion

Have respect for neighbours, including traffic impact

Students getting involved – ie Duke of Edinburgh, gardening, support for elderly, charity work

Students who make the community proud

Well integrated into the community

Fund raising

Retain the existing sports facilities and have them open to the public (x16)

Make a connection with the site’s grammar school roots

Please do not increase the number of places higher than 180 (x2)

Students to be involved in local primary schools

15. Site / facilities

Do not build on green pitches / playing fields (x2)

Good equipment, library and resources (x2)

High quality equipment / resources

Provide a safe environment that’s welcoming to all students and staff (x2)

Good music and sports facilities

Need modern, well equipped facilities – i.e. science block

Limit the building work once the school opens

Student quiet zone and common room

Cashless school – safer for students

Establish a 'back entrance' to the site via Cannon Lane Primary School that can be used both ways (ie from CLPS to PHS and visa-versa) (x3)

Questions

Will the buildings be expanded? (x5)

Is there sufficient car parking for staff on site? (x2)

Can the site / buildings cope with a school of 1,150 students? (x2)

Is the swimming pool being retained? (x5)

Will there be an all-weather pitch?

Is the field being kept? Or sold? (x2)

16. Admissions

Need a clear admissions policy

Admissions policy to be fair to local residents

Strong community school – intake for local children

Intake and mix from local primary schools – admissions primarily for local students

Questions

What will the admissions criteria be? Will local children get places? Will Harrow residents get admissions preference? Will admission be available to Hillingdon residents? Will there be feeder schools?

Can we prevent people renting temporarily to 'cheat' the system?

17. Ensuring an effective launch

Inform and engage with local residents (x4)

Keep communicating with prospective parents (x2)

Put in place effective role models / mentors for the first cohorts (x3)

Keep regular open meetings (x2)

Gain the confidence of parents and students

Need to know the teachers in 2015 so that parents know the staff before they apply

How to ensure specialist subject staff from the beginning?

Good links with primary schools, especially Year 6 – Year 7

Questions

Why will people apply with no proven school record?

Will there be enough depth of teaching expertise and a broad enough range of activities in year 1 when there are only 180 children? How will the first cohorts learn from older students / have effective role models and are not mollycoddled?

How will PHS overcome teething problems?

How do we ensure that the first cohorts are not guinea pigs? How will performance be checked in the first few years when there's no exam data? When would the first Ofsted inspection be?

When will we receive further updates? Will there be regular Q&A sessions up to September 2016 for parents / community, and especially up to the point of application in October 2015?

When are other key members of staff being appointed / starting (besides the Headteacher)?

What support will other high schools offer? (x2)

Will parents be involved in the Headteacher recruitment?

How will the school be funded?