

Statement of Purpose

Date of Policy: September 2017

Date of Review: September 2018

At Gretton School we believe that every student must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all students are happy, enthusiastic and purposeful learners.

We are working together to:

- Raise achievement through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, enthusiastic and confident learner.
- Provide active, co-operative and independent learning through dynamic and high quality teaching.
- Create an atmosphere where each student is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.
- Ensure equality of opportunity at all times, so that each individual is given appropriate support and enrichment.
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Provide an innovative, creative and integrated curriculum which inspires and motivates individuals to learn and which takes account of different learning styles.
- Work in partnership with parents, students and the wider community.

Aims of the School/Boarding Provision

- To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all students.
- To raise expectations and standards of learning and teaching.
- To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of students development.

- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively.
- To provide inclusive and fully integrated Waking Day Curriculum provision to enable students to fulfil their potential.
- To provide a safe and secure learning environment which enables student to continue to treat others with understanding & respect.

Leadership and School Organisation:

- To continue to provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the school.
- To enable staff with leadership responsibilities to be accountable for high standards and achievement.
- To increase involvement of parent in students learning.

Staff Development:

- To ensure performance management and review is effective in supporting professional development for all staff.
- To ensure that all staff continue to have opportunities for the professional review of their work.

Values:-

The success of each individual is founded on our core values of respect, dignity, trust and well-being, a commitment to realising the potential of each young person through a broad and enriching curriculum, growing independence and widening the opportunities for continued learning and work.

Objectives:-

The school will ensure that the welfare of our young people will be safeguarded, and their personal and academic growth secured, by ensuring that:

- We focus on continuous improvement, quality assurance, external evaluation, the continual professional development of our staff and partnership working with local authorities and other agencies.
- All staff are suitable and have the appropriate skills and qualifications to work with young people and are provided with professional and personal development to keep up to date with theory and practice and to provide the highest standards of education and care.
- We offer a pleasant, clean and safe environment, which is geared to the needs of the students and enables them to live a full life; and gives a firm structure and sense of order through which they can develop and be educated;
- We have sound procedures for investigations, recording and disclosure ensuring effective handling of any matters of concern and specifically any allegations of

physical, emotional and sexual abuse. Our designated members of staff for Safeguarding are Zoe Kirby (Head teacher), Julie Myles (Deputy Head), Sally Smith (Assistant Head), Clare Bailey (Head of Compliance) Paula Dopadlik (Pastoral Manager) and Stuart Nimmo (Assistant Head of Boarding).

- There is clarity in the standards of behaviour expected, how they are to be maintained and how inappropriate behaviour is to be tackled.
- We are responsive and flexible to the needs and potential of individuals
- We maintain an atmosphere within which students feel confident and able to express their views and take a full and active part in the processes of decision making around them;
- Students learn to develop self-control, confidence and a sense of responsibility for their own lives and behaviour;
- Relationships are supportive and capable of responding to problems and dealing with disciplinary matters fairly, sensibly and with sensitivity;
- All students are provided with a range of learning opportunities based on the QCA guidance, the National Curriculum framework, Vocational Qualifications in which subject specific aims sit alongside the priority of spiritual, moral, social and cultural development. Further learning and development is encouraged through the Waking Day curriculum and the contribution of Residential Support Workers.
- Learning programmes are paced, personalised, delivered flexibly to small class groups and based on teaching styles that combine personal support and counselling with effective classroom teaching
- Initial assessment takes account of referring authority requirements, family/carer expectations and includes care and education plans.
- Recording and reviewing of progress, takes place on a regular basis and informs individual development as well as supporting effective relationships with local authorities and parents.
- Education and Residential Support Workers work closely together to assess support and guide learners; in a spirit of care, encouragement, tolerance and thoughtfulness;
- We promote and facilitate cooperative work between the school and other professional agencies;
- We engage with families, local authorities and agencies to support and strengthen the students place within their family and community. We place a particular emphasis upon the role of parents and the relationship they have with us.

Gretton School upholds the values that strive towards achieving equality of opportunity in all of its service provision and employment practices. This is especially important given the discrimination and difficulties that the majority of the children, young people and their families will have experienced. We aim to eliminate inadvertent and unlawful discrimination practices in order to enable all our young people and employees to have access to opportunities to realise their own potential. Our aim is to build a diverse and socially inclusive environment that is responsive and appropriate to all.

This Statement of Purpose is reviewed annually.