







Pirton Hill Primary School

School Vision (Autumn 2022 – Summer 2026)

Overarching Values	 Expect	 Believe	 Achieve	 Enjoy
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:

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

Key Performance Indicator Rationale:

This rationale is for governors only and allows governors to see why each KPI has been selected / why it is important.

A cross-section of KPIs have been selected to cover many aspects of the work of the school. It is recognised that there are a large number of KPIs (20) but the responsibility for monitoring these is split across the FGB and the committees.

KPI	Rationale
1.1	Ensuring the safeguarding / child protection practices are reviewed annually and any areas for development are swiftly targeted is a priority.
1.2	Checking that safeguarding / child protection practices are having the intended impact and are making children feel safe is also crucial.
1.3	The Ofsted handbook describes best practice; regular self-evaluation against the Ofsted criteria ensures that the school continues to deliver good value for money.
1.4	Strong attendance is crucial in children making good progress, attaining well and developing good learning habits – preparing them for the next stage in their education.
1.5	Developing effective behaviours (good behaviour, correct uniform, correct equipment and completing homework) are essential in preparing chn for the next stage in their education.
1.6	Good behaviour is a prerequisite of good progress and strong teaching. Having an accurate picture and seeing that the policy / actions are having an impact on trends is crucial.
1.7	Termly parental engagement is crucial in engaging parents / carers with learning and maximising the opportunities for the children to fulfil their potential. This includes engagement with parent consultation meetings, wows, individual parent meetings or workshops.
1.8	Strong governance is essential in holding the school to account and ensuring effective long-term planning.
2.1	A broad curriculum is a key feature of our vision. Ensuring that the planned curriculum / timetable gives all chn the opportunity to maximise learning in every subject is crucial.
2.2	Early reading is a priority (both of the school and Ofsted). Ensuring that the majority of children learn to read accurately and efficiently by the end of KS1 is essential.
2.3	Ensuring the children make at least expected progress in reading, writing and Maths each year, and across key stages, is crucial in ensuring high outcomes in Year 6.
2.4	The attainment of different groups (e.g. SEND, PPG, EAL) is crucial. Monitoring their progress and adapting provision if/ where it is not impacting is essential.
2.5	Maintaining a high quality teaching team (inc. TA support) is essential in achieving KPIs 2.1-2.4.
2.6	Holding staff to account, and developing them, is essential in developing and retaining a highly skilled, motivated and impactful teaching team.
3.1	It is essential for the long-term sustainability of the school, and for contingency planning, that a 3-year budget (with a minimum 5% of Sec 251 reserve) is maintained.
3.2	To ensure long-term financial sustainability, having an affordable, core staffing structure is crucial. 80% is deemed “high” by the DfE but reflects our context. Enhanced staffing (which may exceed target) could still be targeted aligned to short-term SIP priorities / short-term contextual changes.
3.3	It is a requirement that targeted funding (e.g. EHC Plan, Pupil Premium, Sports Premium) is targeted, the expenditure is planned and impact is monitored by governors.
3.4	Ensuring compliance with H&S is essential. This may be best monitored through termly governor visits. It is also important that the Premises Development Plan and IT Strategy are monitored.
3.5	Increasing and maintaining pupil numbers (60 per year group) is essential for the long-term financial sustainability of the school, maintaining the core staffing structure and achieving all other KPIs.
3.6	High staff attendance and maintaining a strong staff team (with high quality CPD) is crucial in achieving all other KPIs. Monitoring staff absence and retention also allows governors to have a tangible measure of staff well-being.