



What makes Pinner Wood School Special?



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At Pinner Wood we have worked to develop a school that is rooted in mutual trust, respect and understanding. We have developed effective partnerships powered by communication and the sharing of our views and ideas. Together we have improved our school and made sure we are able to offer our children the very best.

None of this has happened by chance. It has been our chosen mission.

The essence of Pinner Wood is inclusivity. Everyone matters to us and we strive to help our children and families succeed what ever their challenges or aspirations.

What does Pinner Wood stand for?

Our motto at Pinner Wood is:

Learning as we grow, growing as we learn.

Our aims are for everyone to:

- Be safe and happy.
- Have respect for and show kindness to each other.
- Learn and achieve to the very best of their ability.

How have we made parents and carers part of our school?

The Special Relationship

Firstly, and most importantly, the parents and carers know we want to include them in our work and that their views are valued and respected. Parents and carers are first educators and we respect the fact they have a crucial part to play in their child's education.

We make parents and carers feel welcome and valued by:

- Being friendly and approachable and listening to our parents – we are here to be of service.
- Being accessible before and after school – we make ourselves as available as possible whenever possible.
- Inviting parents to come and review their child's progress at key times.

- Sharing our work with parents in letters; via the VLE; in link books; via the website; on notice boards; in workshops; at meetings; in family learning sessions; at the coffee mornings.
- Making sure Pinner Wood reflects and respects the cultures, traditions and languages of all our families so that everyone feels our school belongs to them.

What happens if a parent is unhappy?

If a parent has a concern we ask them to talk to the class teacher or headteacher straight away. Then we try our best to resolve the situation as soon as possible, preferably within the same day as any delay will only lead to more unhappiness and frustration. Over a period of several years we have built up high levels of trust and credibility with our parents and carers; this means they feel able to talk to us and ask for our support. Of course we have an agreed complaints policy that parents and carers can turn to if they need to but there have been very few parental concerns or complaints in recent years.

Why is the behaviour at Pinner Wood outstanding?

On our website you can read a copy of our Behaviour Policy and I am sure its very positive approach is similar to the policies of many other schools.

So what makes Pinner Wood different?

- The underlying ethos I have already described to you. The very essence of Pinner Wood.
- The way in which the policy is applied by all members of our school with confidence and consistency so that everyone knows what our agreed expectations are.
- The emphasis we put on 'behaviour for learning' in our learning to learn work. Not quiet and compliant behaviour but the behaviour that allows children to work in teams, investigate their own ideas and expand their thinking. The sort of behaviours that will see them as future leaders, succeeding in life.

The Golden Rules

At Pinner Wood we all follow the Golden Rules. As you can see these rules are expressed positively and help us make our school a safe and happy place to be for everyone.



It's great to be good!

We introduced the sunrise poster to capture all the wonderful things that happen when children keep the Golden Rules.

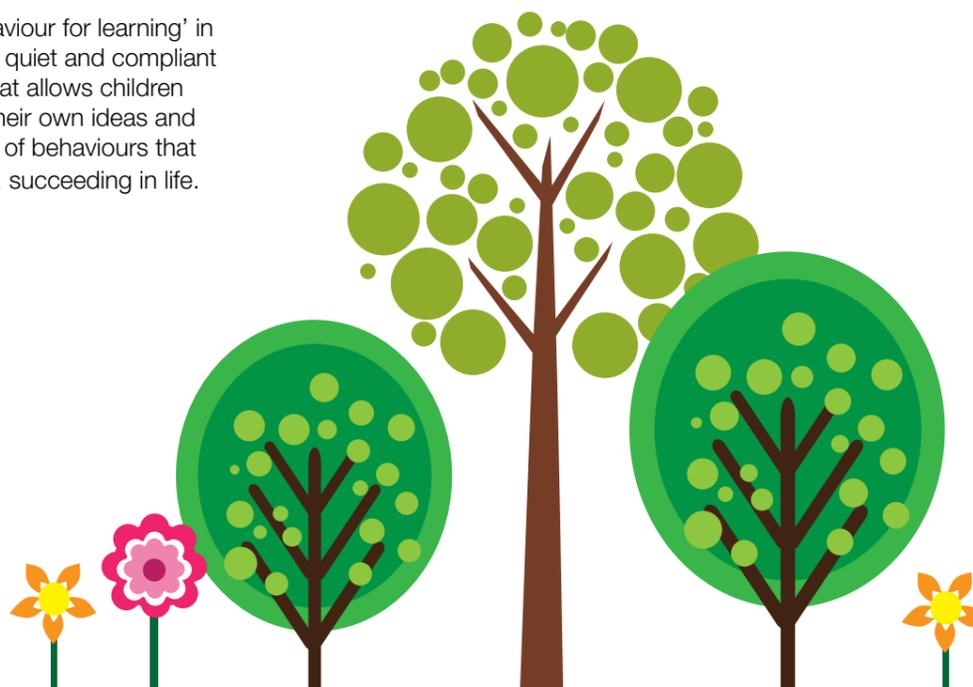
If there is an incident of poor behaviour it also reminds us what can happen next. Thankfully we do not need to use these sanctions very often because the children understand the pleasure and reward good behaviour brings.



Our children are proud of their school

Every term we choose a group of children from Year 2 and Year 6 to hold special responsibilities such as being a prefect or an ICT monitor. We also choose 2 children from each class in Years 1-6 to be part of the school council. These posts have many benefits to the individuals chosen and our school as a whole.

- The children gain leadership experience and they develop their skills and confidence.
- Their good behaviour and attitudes are acknowledged by the other children and the staff.
- The self esteem of the chosen children is boosted and they provide good role models for others.
- The children have a voice and a presence in their school. Their ideas and opinions are appreciated.
- The children make a difference to the quality of our school and our wider community.
- The children have a chance to express their pride in being part of our school and give something back.



What happens if a child needs some support?

Most children will be able to thrive, learn and enjoy themselves at school within the security of our policies. However, sometimes a child will need support beyond what we always offer in terms of pastoral care or medical support. Children can be affected by things like: increased expectations regarding work, homework and the need to be more independent, friendship issues, a house move, separation, illness, bereavement, divorce, their development as they approach puberty. If we notice a child needs support, or their parents approach us, we can arrange for that child to work with our learning mentor, play therapist or counsellor during the school day. This work never takes place without parental permission.

Sometimes children need support that is not available in school. If this happens we talk to parents and carers and draw on the excellent relationships we have with outside agencies.

Moving up and moving on

As children move through our school and on to High School they have to adjust to new environments, different people and changing expectations. From their first day in nursery to their last day in Year 6 we work to support the children on their journey and with their next steps.

In nursery we begin by meeting our new children and their families at their home and then we continue by passing on information, meeting with parents and carers and sharing information as each child progresses through the school.

The children are prepared before they change classes and we make sure the parents and carers understand the expectations of the next year group too. This work is done in a personalised way. One child may require a different type or level of support from another.

As they approach High school we run transition groups and there is a programme of opportunities to prepare the children to leave Pinner Wood. Our children go on to a variety of different schools and we are delighted when they come back and tell us how well they are doing.



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