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OUR PRINCIPLES, VALUES AND BELIEFS REGARDING LEARNING AND TEACHING

Children learn better when:

- they are challenged and motivated
- they have the opportunities to take risks in their learning
- the lessons and teaching material are relevant and directly linked to their everyday lives and experiences
- they can build upon and expand their current levels of knowledge and abilities
- they can enjoy themselves and have fun whilst learning
- they are given opportunities to learn collaboratively with their peers
- they are given opportunities to teach others
- they are given repeated opportunities in a variety of different contexts to apply, practise, and consolidate newly learnt skills
- they are allowed to utilise various learning styles, notably visual, auditory and kinaesthetic (including via ICT), to access knowledge and skill acquisition
- they are encouraged to understand, describe and reflect their own learning methods and styles
- teachers recognise their individual skills, learning styles and needs and consequently offer them appropriate assignments that are suitable to their levels of ability
- they are confident and happy with sustained high levels of self worth and self belief
- they know that staff are proud of their achievements and are safe in the knowledge that 'failing' is merely a learning opportunity
- they are given opportunities to develop independent and reflective learning and study skills with occasions to consult a wide variety of sources
- they are actively encouraged to develop their verbal, thinking and reasoning skills
- their teaching staff represent realistic role models for them

Teachers teach better when:

- they have a passion for and believe in what they are teaching
- they have a wide and secure subject knowledge of the material they are teaching
- they can use a variety teaching styles and strategies
- they have the availability of up-to-date ICT teaching resources
- they are competent and skilled regarding pupil monitoring and assessment
- they are confident in their abilities and have high levels of self-esteem
- the school environment actively encourages them to take risks in order to learn new approaches
- they are motivated to innovate and improve
- they are self reflective and recognize not only that they can learn from others, but that colleagues have much to benefit from their skills
- they are working in a supportive environment which values their unique abilities and contributions
- school leadership and governance offer plenty of opportunity for internal and external professional development
- they are given opportunities and responsibilities to gradually develop their leadership skills within school
- they are in an environment where all staff have opportunities to contribute to whole school policy and practice development
- they have well developed self management and organisational skills

Schools are more effective when:

VISION AND SCHOOL DIRECTION

- all school improvement and strategic planning has the explicit aim of raising standards of pupil achievement
- teaching and learning is the driving force behind all school activity and school improvement
- all the staff and governors understand and promote the school's vision

CURRICULUM

- ongoing curriculum development is committed to offering a dynamic and inclusive curriculum, rich in breadth, balance and opportunity, with built in progression, continuity and differentiation
- high levels of cross-curricular linkage, both within and across the kodesh and chol curriculum, ensure increased opportunities for skill building and consolidation of learning
- ICT is used effectively across all areas of the curriculum
- speaking & listening and independent writing skills are developed in all curriculum areas
- children's physical, spiritual, moral, social and emotional development is integrated throughout the curriculum
- good use is made of extra curricular and outside school learning opportunities
- children have opportunities to celebrate their own heritage
- children have opportunities to learn about the lives and cultures of different peoples in their local, wider and global community in order to fully prepare and equip them to contribute to life in a multi-cultural society

TEACHING AND LEARNING

- teaching and learning is the focus of the majority of discussions and projects within the school
- there is an agreed, cyclical and rigorous but unthreatening framework of teacher observation and feedback including peer observation and feedback
- local networking and learning groups allows staff to share and develop good practice
- all staff encourage children to recognise, talk about and reflect upon their learning skills
- good use is made of extra curricular and outside school learning opportunities

PUPIL PROGRESS AND ACHIEVEMENT

- there are consistent, established and well monitored frameworks for tracking pupil progress/attainment and achievement
- pupil progress is analysed and evaluated against available local and national data in order to set appropriate whole school targets for improvement
- all relevant staff contribute to target setting
- pupils are well challenged and expectations are realistic but high
- there is an understanding and expectation that pupil assessment informs planning
- there is a commitment to providing the appropriate resources to meet all children's needs within the complete ability range
- positive behaviour management is valued, promoted and consistently practised by all teaching and support staff in all areas of school life

STAFF

- all staff work together as a cohesive and co-ordinated team
- staff can work in a happy, friendly and welcoming environment
- staff enjoy coming to work
- staff contribute to and believe in the school's principles, values and beliefs
- all staff are committed to personal and professional development
- everyone enjoys other people's accomplishments
- staff feel safe and comfortable being observed, and observing other colleagues' lessons
- staff welcome the performance management process as an opportunity to develop their skills and abilities enhance their role within the school community
- channels of communication are good and all staff and families are kept well informed regarding any changes to arrangements
- school leadership encourages staff to develop healthy work-life balance lifestyles
- school leadership and governance are fully committed to continued professional development for all teaching, support and administrative staff

STRATEGIC PLANNING AND SCHOOL IMPROVEMENT

- there is whole school shared responsibility for improvement
- all teaching and non-teaching staff are invited to contribute to the process of decision making, sharing ideas and judging the school's effectiveness in order to make it more successful
- whole school improvement initiatives are valued as positive opportunities for growth rather than unnecessary and burdensome
- school improvement is well planned and ongoing within a cyclical framework that responds to identified areas of need
- self evaluation is ongoing, rigorous, accurate and consistent with available evidence
- all staff are invited to contribute to the school self evaluation process
- staff performance management is directly linked to the school improvement plan

SCHOOL MANAGEMENT AND ORGANISATION

- allocation of resources, notably time (timetabling), space, staffing and teaching resources is based on maximising teaching and learning opportunities
- it is recognised that the investment and use of appropriate and up to date ICT and other management systems greatly increases and improves the efficient running of the school, allowing the human resources to concentrate their energies on teaching and learning
- it is recognised that the beneficial effects of effective and professional whole school sound financial management can be best achieved via the employment of suitably experienced personnel

SCHOOL LEADERSHIP

- they are well led by a confident, inspiring, calm and trustworthy Head, who sets the standards in all areas of conduct, can articulate and realise the school's vision and prioritises the development and achievement of all pupils and staff
- the governors are directly involved with the ongoing development of the school's vision
- governors are interested and involved in the teaching and learning as well as the day-to-day administration and management of the school
- governors are involved in the school improvement and development plans and monitor their outcomes
- governors think strategically in terms of planning for the future
- the Headteacher and governors are self reflective and can critically evaluate their own and the school's performance with the aim of developing realistic and successful plans for future improvement

FAMILIES AND COMMUNITY

- families are considered and valued as significant partners and contributors to their children's development and learning
- families make significant contributions to daily school life; extra curricular activities and general school development
- there is an atmosphere of mutual respect and understanding, particularly in regard to all verbal and written language, between and amongst the staff, families, governors and extended school community
- they draw upon the expertise and skills of external professionals and agencies in order to enhance the provision to children and their families, as well as maximising the effectiveness of all areas of school leadership and management
- the local and wider community are recognised and used as a valuable and valued teaching and learning resource

Families can support their children's learning better when:

- they believe in the school's ethos and reflect it in their practice at home
- they feel valued and listened to as equal partners in their children's education
- they are invited to contribute to their children's assessment
- school staff make it explicit how much they appreciate home teaching and learning experiences, especially in the early years
- they are kept well informed regarding their children's progress
- they are given opportunities to learn alongside their children
- they feel welcome within the school building
- all the school staff speak to them using respectful language
- all school signage and written communications has an appropriate respectful tone
- they can see the school staff working together as a happy team
- they are kept well informed regarding school activities, projects, developments and changes
- they can see that the school staff care for the welfare of their children, and not just their academic achievements
- they are invited to volunteer to assist within the school and with extra curricular activities
- they are given opportunities to contribute their own personal and professional expertise to the development of the school
- they feel that the Headteacher and staff are accessible
- they are encouraged to network and meet together
- they have opportunities to benefit from school organised adult learning initiatives
- schools offer social and emotional support where appropriate to families

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