

2025-28 School Objectives

Our vision: We strive to flourish together as we **BEGIN** our journey towards **BECOMING** wise, hopeful, dignified and peaceful individuals. We **BELIEVE** that Jesus' parable of the Prodigal Son represents our vision. We know that our children must make their own decisions and learn from them. We are always here to help our children and they know that they are surrounded by love. They **BELONG** to our school community and God's family, who forgives them and shares in their joy.

Quality of Education	Behaviour and Attitudes	Pupil Development	Leadership and Management
The curriculum is expertly designed at each stage to enable pupils to develop secure, deep and fluent knowledge. This paves the way for future learning.	The school establishes strong and supportive relationships with pupils and their parents and carers. These result in positive behaviour and, where it is needed, marked improvements.	Pupils participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities. They are proud to represent their school and community.	Highly effective leadership leads to consistently high standards, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). These standards are sustained over time.
Leaders have a nuanced understanding of the quality of teaching across subjects, phases and year groups. Focused actions, with clear milestones and desired outcomes, drive continuous improvements in the quality of teaching.	Pupils are positive about learning. They show this through their self-motivation, cooperation with staff, and collaborative and supportive work with one another.	All staff are active and highly vigilant in supporting and caring for pupils. Relevant staff have the necessary expertise to provide high-quality support and care.	Governors'/trustees' contribution to the school's work is consistently strong.
Pupils' attainment in national tests and examinations over time is above national averages.	Leaders pay close attention to every element of the school's work to make sure that the school is a place that pupils want to attend. They make careful adjustments to pupils' provision, when necessary.	All pupils feel welcome, valued and respected. They feel that they belong within the school community	Leaders build and sustain strong, long-term partnerships with parents and carers and the local community. This has a strong, positive impact on pupils' achievement and well-being.