

What are our *values*?

What do the *team of staff* do to *demonstrate the values* of Crestwood Park?

- listen and support each other
- dedicated to the school and its children
- give each other emotional support
- passionate about achieving well in all areas
- respect for all
- be approachable
- make each other feel valued, welcome and part of a team
- always available for each other, the children and parents
- committed to Crestwood Park and its continued success
- hardworking
- kind and caring towards each other and the children and parents
- are knowledgeable and always willing to share their expertise

What do the *parents and community* believe are the *values* of Crestwood Park?

- Crestwood Park is a 'family school'
- it's is an inclusive school
- children are encouraged to do their best
- parents are made to feel welcome and are involved in the school
- there are lot of opportunities for parents to be involved with their children's learning
- children are a credit to the school and high standards of behaviour are the norm
- a caring and nurturing environment is created
- staff know the children and families and both children and families feel valued
- concerns are addressed through a welcoming 'open-door' approach

What do the *children* believe are the *values* of Crestwood Park?

- we work hard
- we feel appreciated
- we never give up
- we help each other and are kind and caring
- we are friendly to each other and friendship is important
- we show respect
- it is a happy place to be
- we listen to each other and the adults around us
- it's is a family
- the teachers are kind and caring and are always there to help and listen; they understand us

"Crestwood Park people are the best people in the world!"

What is our *vision* for improvement?

How can we *address the barriers* for that prevent children getting into the 'golden box of opportunity'?

Self-esteem and Emotional Health

- find out what every child is good at through more opportunities for visits etc
- more chances to work with different groups, other children /adults
- more staff trained in nurture
- develop a clear whole school strategy for children indicating they need help, support, some 1:1 etc
- councillors in schools

Attendance/punctuality

- persevere with the small number of parental issues in this area
- school run breakfast club
- more incentives for attendance

Parental engagement

- persevere!
- find different ways to educate and support parents
- identify parent role models/ ambassadors to support other parents
- more regular open afternoons
- break down barriers- coffee mornings with a bit of training etc thrown in
- small groups invited personally
- library afternoons – limit number and staff model hearing readers etc
- aspiration - how can we improve this?

Learning difficulties / needs

- more: time, space resources
- space- timetable the space we do have
- homework clubs
- consider the pressures of society- give children jobs, identify role models etc encourage joining clubs etc to demonstrate good citizenship
- look at space differently- can we divide hall?
- find other areas
- more 1: 1 tuition, additional to class time
- door on Yr 2

What type of school do we want to be in 5 years' time?

- still successful, creating well rounded children who are academically successful
- an 'in-demand', over-subscribed school, with a fantastic reputation
- ensure that school attracts and retains excellent staff as the school is only as good its staff
- more facilities to address emotional health - purpose built nurture suite?
- full time emotional health/ pastoral TA
- a school that is outward facing with capacity to support others
- possibly a teaching school?

How do we *demonstrate our ethos*?

We say-

- we use a shared language
- we use praise and positive, encouraging language
- we are respectful in how we talk to each other
- we speak to children as individuals and are interested in them.
- we use and encourage the children to use good manners
- 'Do we do this at Crestwood Park?'
- 'Is that how someone from Crestwood Park acts?'

We think

- we take time to reflect
- we are part of team
- we have a shared belief in our values
- we believe in equity
- we feel appreciated
- we have a positive mental attitude

We feel

- we make a difference
- we are passionate about the school and its success
- we love the children
- we are committed, caring and understanding
- we are dedicated
- we demonstrate trust and respect in everything we do

We do

- we are good role models
- we give children a voice
- we focus on the positive
- we give clear boundaries
- we praise and reward
- we demonstrate consistent approaches
- we give support when need
- we seek advice and listen to others when we need to

Where we will go next?

- change and adapt
- stamp out negativity
- continued professional development
- ensure a better work life balance
- share our values and vision more clearly and regularly with all stakeholders
- play a more active role in the community