



Our School Ethos

Ethos - from the Greek meaning "character" which is used to describe the guiding beliefs or ideals that characterize a community and its fundamental values.



All of the following is about our ideals and the way we go about doing our work so that the children in our care achieve everything that they are capable of.

It's a mixture of our own thoughts and words and things that others have said in the past.

Please take the time to read this because it's what we are all about!!!



“Education is not the filling of a pail, but the lighting of a fire.” William Butler Yeats



'What we want to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.'
G B Shaw

'Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.'
Dr Suess

“I'm not afraid of storms, for I'm learning to sail my ship.”
Aeschylus

Shoot for the moon. Even if you miss it you will land among the stars.'
Les Brown



We aim to help every child develop into the best person that they can possibly be and the following gives an indication of what this means, and the tenets which we believe will enable this to happen in the most effective way.

It is vital that children are supported, encouraged and given time to develop in their own way at a proper and appropriate pace. This will allow not only progression but the equally important and often over-looked concept of consolidation. We believe that by recognising this distinction progress will be real and long-lasting, leading to ever greater heights in the future.

In this way children can develop sustainably for the future. In contrast too many approaches are manufactured and unrealistic.



“The only thing that interferes with my learning is my education.”
Albert Einstein

The Early Years and Key Stage One

In the early years our central and most important task is to develop children who enjoy and are committed to the things that they do in school.

We seek to unleash the latent creativity which we believe lies within every individual and to encourage the development of an investigative mind which is willing to think, explore and experiment. We aim to prepare our young learning with a mind that is not only ready to succeed, but which is also equally willing to accept failure and learn from this.

It is our underlying principle is that there is more value and joy in the experience of undertaking a task than in anything that can be obtained from its completion.

If we believe that arriving at the end of a journey is the only experience which has value then the traveller is never likely to experience anything more than an airport terminal and the inside of a plane.

This is not to say that there is no value in learning important skills like reading, writing and number however, at this stage, these are secondary to the attitudes that our children form. It is this that we seek to address as our highest priority so that all of our children are ready for the next stage in their development.



'I'm trying to free your mind, Neo. But I can only show you the door. You're the one who must walk through it'
Morpheus, The Matrix

'We will not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.'
T S Eliot



Lower Key Stage 2

'I was born excited' Mark Twain

When our children are in their middle years the challenge is greatest. They will build upon everything that has gone before, and the tenets that we have laid down and explained above, will continue to provide the basis and the driving force behind all that we do. This will also be the point at which our children begin to firmly establish and build upon the skills that they will need in the future.

The challenge for our children in Lower Key Stage Two and indeed in other age groups is to create that balance between expression, creativity and the joy of learning. At the same time, individual children are developing a sense of rigour to appreciate their strengths and weaknesses and develop their skills.

These middle years are often treated as the end of a journey for children rather than the beginning of an exciting new route into discovery. The destination is fleeting but it is at this point that children find with themselves the conviction, confidence and desire to move on and continue their journey.

This is the point of any education.

'Just because some of us can read and write and do a little math, that does not mean we deserve to conquer the universe.'
Kurt Vonnegut



Years Five and Six

We believe our oldest children have succeeded when they experience a sense of joy and wonder at the astonishing universe in which they find themselves. It is at this stage that they are introduced, in a new way, to challenging and exciting concepts. They immerse themselves in scientific experiments, historical journeys, literary discoveries and sporting endeavours.

As the children we have shared the journey with leave us, there is no more powerful judge of our success or failure than observing their joyous awakening to life.

If our children have achieved this basic tenet and are ready for the next stage in their journey then we believe that we will have succeeded and there is nothing stronger than this that we believe we can, or should, be judged by.

If we have succeeded in our task, then our oldest children will be committed to the things that they are doing and determined to do their very best whenever they can. They will have minds which are interested and inquisitive and they will be able to structure the things that they do so that they can follow their own direction and are not constrained by the viewpoints and objectives of others. They will have developed the knowledge and skills which will allow them to do this and will be able to apply them in a truly independent way.

If we have succeeded, our children will have already experienced the widest possible range of things that life can offer, but more importantly they will have developed a thirst to "drink ever deeper from the well" so that in the future they will always want new experiences and in time will look back at their lives with few regrets pertaining to things which simply slipped by, or opportunities which were never taken or properly explored.

In life, it is the process that allows us to learn and to grow, not the knowledge, beliefs and preconceived expectations forced upon us by others. This is not to say that there is no value in considering the advice and support that other people are able to offer us as we progress, or, for that matter, the experiences that others have had in the past. Yet we should not allow others to live our lives for us. We can listen, we can learn and we can allow others to support us, but, in the end, we are alone and this means that we must make our own way.

If we have succeeded our children will have developed the strength of will and character to function alone and to be able to stand by the things they believe to be true, but will also have the strength to accept others and beyond this the willingness to give the time that is needed to understand them.



“Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.” Oscar Wilde



Returning to the analogies we've been making about a traveller on a journey, having travelled joyfully, and reached somewhere worth being, where will we go next?

If any journey is to be considered truly worthwhile, it must surely have contributed to the growth of the traveller. This is not to say that everything will have been positive and successful, but it is to say that there has been value in every step that has been taken and this will apply to both the journey itself and the traveller's final destination.

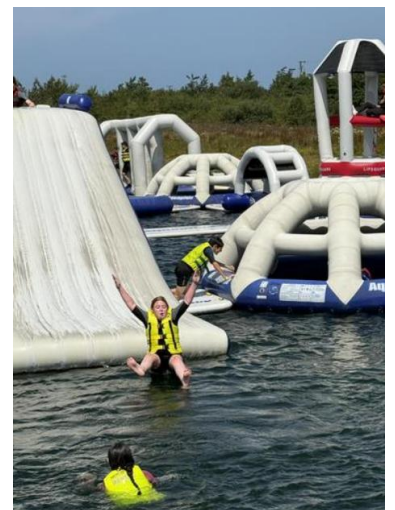
There is of course no such thing as a final destination and whilst our children's time at our school does indeed come to an end, this in reality is nothing more than another step and one which we hope they are ready and willing to take.

If every one of our children is ready for this next step, and if we have helped them in some way to take every step that comes after, then we believe that we will have succeeded.



We hope that our children will remember where they have been with fondness and understanding, but that more importantly that they will think most clearly about whatever is going to come next, and that they will do so with excitement, joy, wonder and commitment towards whatever "next" may turn out to mean or be

'Do not confine your children to your own learning for they were born in another time.'
Hebrew Proverb



"Children have to be educated, but they have also to be left to educate themselves."
Ernest Dimnet

'Some people see things as they are and ask 'why'? I see things as they have never been and ask 'why not?'

George Bernard Shaw

'Ever tried. Ever failed. No matter. Try again. Fail again. Fail better'. Samuel Beckett

'You see things and say 'Why'? But I see things and say 'Why not?'

G.B Shaw

'Imagination is more important than knowledge.'

Albert Einstein

'As your island of knowledge grows, so does your shoreline of wonder.'

Anon

'Too many young people are being taught to give up their dreams before they have any experience attempting to pursue them'. Robert Fritz

'Don't think. Thinking is the enemy of creativity. You simply 'must do' things.'

Ray Bradbury

'There are two mistakes one can make along the road to truth - not going all the way, and not starting.'

Buddha