

Corrie Primary School's Cultural Fit

Working in a school where you are not aligned with the culture is a miserable experience. So ... we both need to have alignment if you come to work here!

- Our **Vision** is to ensure all children will be confident, well-rounded citizens who are ready for the next steps in their education journey.
- Our **Core Values** are to **be PROUD** to be part of Corrie: Look after **Property**, be **Respectful**, be **Organised**, be **Understanding** and be **Determined**.

- We believe that staff come first and are constantly looking at ways to support staff well-being.
- We believe that we all have a professional obligation to improve as teachers, and teaching assistants. We are a learning community.
- We believe that every child deserves a Champion.
- We believe in a culture of the possible, where we can all make progress beyond what anyone, including ourselves, could have imagined.
- We believe in the TEAM and we support each other.
- We believe in talking first.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence-informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that hard work is the key to success for staff and students.
- We believe that you cannot just wish for staff and students to be better - you have to create the conditions for them to grow.
- We believe basic literacy and numeracy are essential to students making good progress.
- We welcome diverse ideas to solve problems and are solution focused
- We value generosity of spirit.
- We acknowledge that we all make mistakes.

- In this school we integrate therapeutic and Attachment Aware and Trauma Responsive interventions into our everyday practice.
- From research we are aware that any disruption within the early years from pregnancy onwards can impact minds and bodies in three key areas: affect regulation, attachment and executive function.
- From research we understand that the toxic stress involved in ACEs impacts the nervous system of human beings.
- From research we know that over-compensatory, rich, relational interventions can bring about recovery so that children and young people can function well at home, school and out in their communities.
- We view ourselves as an important part of any pupil's recovery journey. We believe in recovery in community.
- We will not discriminate how we relate to the pupils in our care as we believe each pupil is worthy of our time, energy and patience. However, we will differentiate, according to need.
- We will have compassion for those who have muddles, are hurting and/or grieving for whatever reason.