

Heathcote's School Plan

Ensuring Excellence

January 2020



Our Values and Vision

These are our values. They can be thought of as ‘non-negotiables’ – beliefs, *expectations and standards* that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they thought possible.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is we ensure our students are *empowered* to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – Personal ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. *We must recognise and celebrate these achievements.*

Achievement – Social: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal well-being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our school is among the best in the country.

<p>PRECISION</p> <p><i>Outstanding professional practice in and out of the classroom and excellent leadership will 'Ensure Excellence'</i></p>	<p>CONSISTENCY</p> <p><i>Every period, every day</i></p>	<p>Our examples of best practice include...</p>	<p>This will be a success if...</p>
<p>The Power of Education - <i>instilling a 'crucial sense of possibility'</i></p>	<ul style="list-style-type: none"> • Know every child well and use specific information to understand that every child is special. Understand their abilities and plan individualised next steps with great skill. Find time for 1 to 1 each day. • Identify how and why children learn and intervene with a relentless focus on achieving potential and removing glass ceilings. Aim high. • In planning, effectively differentiate lessons that motivate, engage and absolutely guarantee children enjoy their learning experience all children, • Ensuring that skilfully differentiated activities ensure that • In lessons, hook children's interest and complete attention by presenting them with provoking and exciting 'theme launches' and lesson starters. • Use 'first hand experiences'. Share 'where our journey ends' giving a sense of what is possible. Make the 'impossible possible' and 'investigate often'. • Be positive. Demonstrate passion and enthusiasm for the curriculum and bring it alive by regularly inviting in the community and enriching the curriculum with inspiring visits linked to the theme and cultural activities. • Develop 'emersion days' in which deepen and enriches their learning. • Shape the curriculum and home learning by asking children 'what they know and what else do they want to know. • Deepen knowledge skills and understanding by developing a love of 'home learning' because of high interest activities offered in imaginative ways. • Share great things. Spot the successes of every child in and out of school, offering rewards and wide recognition for pastoral, academic and wider contributions such as in achievement assemblies. • Be skilled at offering meaningful praise liberally and genuinely. • Develop focussed and planned 'whole class listening time' where all children speak and are heard and feel their contribution is valued. • When interacting with children ask ourselves 'How much progress have all children made and how many have made outstanding or good progress?' • Act as a role model exemplifying excellence, use other role model heroes to show possibilities. • Develop learning environments in and out of the classroom which are supportive, interactive, and which exemplify and celebrates success by: <ul style="list-style-type: none"> • Exhibiting and celebrating every child's achievements • Offering stimulating interactive displays which encourage interaction • Encouraging and valuing children's responses • Ensuring the learning environment is precisely labelled, and resource rich, with opportunities for choice over learning style and materials selected, as well as sources for further research • Offering a wide range of subjects to view and interact with 	<ul style="list-style-type: none"> • Regular meetings with pre-settings • Assessing Pupil Progress meetings ensure that next steps can be planned for effectively • Children are identified on planning and differentiated activities planned. • Thematic curriculum - cross curricular links made e.g. writing biographies about Ernest Shackleton • Lessons are interactive with a range of resources to engage the pupils e.g. creating a court scenario to try Anne Boleyn • Topic sharing events where parents/grandparents are invited in to learn alongside their child so they are enthused • Visitors in school to inspire the children to learn e.g. authors, disability awareness day, WW1 soldier • Super Starters and Fabulous finishes e.g. Afternoon tea with The Queen, WW2 end of the war party, fairy tale character dress up • Educational visits to wow children and to engage them e.g. Kenilworth Castle, Science Museum • Links with The Royal Shakespeare Company where children can learn alongside professional actors, or perform on The RSC stage • Entering competitions - Shakespeare week, Poetry links, Photography competitions, cross-country, football leagues • Celebration Assemblies which celebrate team spirit, values such as perseverance, attendance and effort. • Positive behaviour management - house points (for behaviour) stickers, praise, messages home • Specific praise given in marking and feedback which offers purposeful development • PSHE, RE, Mindfulness sessions all ensure that pupils have an opportunity to voice their views and share their concerns. • SMSC display ensures that all pupils can see themselves as successful learners and celebrates their achievements in and out of school • Pupil voice is very important to us: class councillors, school council, house captains, all have a voice and contribute to the development of our school e.g. School Council surveyed children on how safe they feel. • Through the value of democracy we hold elections for the above positions and every child decides who should be their voice. • Children lead assemblies on topics they feel passionate about e.g. e-safety, looking after equipment • Exciting and interactive displays in classrooms and around the school celebrate learning: Exciting writing, interactive theme boards, working walls which model and develop children's responses. • Online learning journals (Tapestry) in Reception share achievements inside and outside school. • School website celebrates and shares all of the exciting and inspiring elements of our curriculum. 	<p>Learners make <i>rapid and sustained</i> progress</p> <p>Lessons are stimulating, challenging, and learners are engrossed in their work.</p> <p>Staff value learners' efforts and personal achievements; there is a high level of success in motivating and developing all learners including those in vulnerable groups, such as those with Additional Educational Needs (AEN - SEN, HA, MA, LA, PP, Young carers, Looked after etc.)</p>

<p>Living Inclusivity - valuing students as individuals</p>	<ul style="list-style-type: none"> • Be emotionally intelligent • Understand the power of genuine heartfelt praise and regular reward. • Value individuals and show mutual respect. Take time to get to know children as individuals by interacting with them regularly, their parents and pre-school settings through e.g. parents evenings, home visits, stay and play sessions, personal interest photos. • Be a skilled listener, available to discuss and understand concerns. Show you care. Demonstrate you remember things children have said to you. • Know the special gifts and talents of children by encouraging parents and children to contribute to information about them • Find time for 1:1 out of lesson time to develop a positive relationship with children and their parents at parent's evenings and regular contacts. Develop extra- curricular and team building opportunities. • Catch children 'being successful' and use praise and rewards copiously. Reward academic and social equally. • Encourage self and peer assessment. Allow children to teach others. • Ensure children and parents know we are all on the same side, developing excellent relationships resulting in valuable 'home/school partnership'. • Differentiate and group flexibly, encouraging regular adjustments to ability groups once attainment has been secured • Intervene with a relentless focus on achieving potential, maintaining flexible groups and plan for 'accelerated progress' to target success. • Mentor academically and pastorally using circle time and nurture groups where required. Encourage pupil voice e.g. School Councils • Use internal expertise and external agencies appropriately to support children requiring on-going or one-off support in their time of need • Ensure support staff share in planning, understand children's specific barriers, are well directed and have a positive impact on progress • Use accurate progress information in a variety of ways to inform and plan for all groups accurately • Promote morals and values through meaningful SMSC and British Values opportunities. • Develop confidence by accepting that mistakes happen and we can try again and succeed. 	<ul style="list-style-type: none"> • We encourage the children to talk to us through different techniques - always being available, nurture groups, worry boxes, circle time, communication books • Mindfulness sessions and intervention sessions to support anxiety and anger ensure pupils have strategies to cope. • We encourage children to bring in achievements from outside of school e.g. sports/music • House points celebrate following behaviour policy. Messages home ensure parents can celebrate with their children beyond the school day. • House Captains choose a child each week who show Respect and award certificates in assembly • We follow a positive behaviour management and all staff genuinely get excited when children achieve • Show and tell sessions and sharing home learning celebrates creativity and develops children's speaking and listening skills • Transitions between nursery, home and school ensure pupils feel valued. • Open door policy where parents/carers can come and go and share life in the home knowing they will be listened to • Children are encouraged to self-assess and plan their next steps. They learn to create their own success criteria. • There is a buzz of learning in the school because staff promote high self-esteem and encourage the children to lead learning • SMSC display in our main entrance celebrates different gifts and talents - children love seeing themselves on the display • Tapestry (online assessment) ensures that parents/carers of Reception children share success and achievements from home. These are celebrated in school. • Parent consultations are structured conversations where there is a strong focus on what children do well and their next steps. • Newsletter which is shared weekly celebrates our creative curriculum and day to day life of the school - children quote about learning and activities • Regular press releases share the gifts and talents of the children • Marking grids ensure we look for evidence of skills used. • We do group children but all know these are flexible and change according to needs as learners to give the best possible support • Nurture groups make sure that pupils are given opportunities to discuss worries/concerns and also learn coping strategies • We use a range of internal and external support e.g teaching assistants spend time with children who need 5 minutes self esteem awareness, visual impairment team teach all staff how to support individual children • Planning grids identify additional children's needs - activities are planned that promote challenge and independence • Individual education plans developed with the SENDCo, parents and the child focus on barriers to learning and coping strategies • Cornerstones assessment tools, teacher's own knowledge and depth marking and feedback provide accurate information to plan for next steps • We celebrate British values and through focussed assembly themes teach the children about respect for each other, themselves and society • All of the staff regularly share mistakes they make and deliberately make mistakes when teaching so the children can see 'it is ok' to do so. • Our 'no erasers rule' means that children learn to edit and redraft their work and are not afraid to make mistakes. 	<p>Most learners have high self-esteem, can learn from their experiences and overcome difficulties.</p> <p>The proportion of learners at age 16 who find employment or undertake further education and or training is well above the national figure</p> <p>All staff (support and teaching) have very good relationships with all learners and consistently provide them with well judged advice and guidance.</p> <p>Learners are only excluded when their needs are greater than we are professionally equipped to deal with.</p> <p><i>Students feel supported in their choices and have access to a wide range of resources to inform their decisions</i></p>
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<p>Our Professional Best - ensuring excellent relationships for learning and behaviour</p>	<ul style="list-style-type: none"> • Engage and include all the children. Build and model positive relationships with children and be relentlessly optimistic, understanding that excellent relationships are the key driver. • Consistently apply our co constructed behaviour policy, focussing positively on reward. Reward small things such as uniform and manners. • Encourage older children to support younger ones, modelling expected behaviours, offering responsibility to those exemplifying our standards. • Have high expectations. Remind children regularly of our agreed rules, testing behaviours outside of these against them. Catch them being good. • Implement and openly support agreed school routines. • Actively model being the best examples, explain and exemplify children’s responsibility to ‘act first’ when others behaviour does not meet our standard. Give them the opportunity to resolve their own conflicts e.g. peer mediation. • Meet and greet. Ensure children arrive on time because they are rewarded; routines are comprehensively understood, supported and widely shared through the school’s publications and by staff. • Appreciate that one professional’s actions can impact on the work of others - positively or negatively <ul style="list-style-type: none"> ○ Never walk by a problem leaving it for someone else, taking direct and prompt action to reward appropriate behaviours in line with policy ○ Small acts of courtesy and politeness are noticed and rewarded ○ Model calmness by ‘never shouting’ and reducing pressure. ○ Develop the highest standards of behaviour and manners outside lessons by exemplifying regularly through public promotion and recognising ‘old fashioned manners’. ○ Practise and encourage mutual respect, fairness and friendliness ○ Challenge prejudice in every form at every opportunity • Reach out to parents by engaging them, inviting them in and informing them about children’s learning through celebrations and publications 	<ul style="list-style-type: none"> • In assemblies all of the children are encouraged to share their views and ideas • Debates regularly take place in the classroom through watching Newsround or recreating situations where children can contribute thoughts and solutions. • Pupil surveys ensure that the views of all children are taken into account • Clear differentiation means that learning is fully inclusive and therefore anyone can succeed • At the start of each year teachers spend time getting to know their children and their interests through various activities • Children are encouraged to share what they already know about subjects and what they would like to know and this feeds into medium term planning • Our one school rule of ‘Respect’ means that all fully understand the expectations. Teachers model expected behaviours. House captains can award house points and in assemblies sit in key places so they can quietly remind others how to behave • Mr Cote the badger is awarded to the class with the highest attendance each week. • House points for behaviour and academic success • In each class children are given responsibilities such as cloakroom monitors and model expected behaviours • Our positive behaviour policy is about celebrating the good in everyone. • With adult support victims and perpetrators meet and share feelings and work together to solve situations. Victims with support decide sanctions and agree if it is fair. • Staff are visible on doors and corridors. Our meet and greet first thing in the morning and after breaks means that children feel welcome and can share thoughts and feelings and know they are listened to. • Staff are role models; talking quietly in the corridor, walking on the left, speaking respectfully to each other, smiling. • Teachers support all other staff, particularly midday supervisors and are involved in monitoring and evaluating practice • Through assemblies, PSHE, raising money for charity, awareness days such as disability awareness challenges prejudice • Staff are trained in PREVENT and recognising radicalisation • A range of visitors teach the children about cultures and society • Me2You sheets, parents evening, topic sharing events, open mornings, newsletter, music soiree, assemblies, depth homework, website, sports events, fund-raising events engages parents • Regular emails and text systems ensures they are communicated with • Parents/carers are invited to celebration assemblies to celebrate success 	<p>Behaviour is exemplary; learners are self disciplined and resolve differences by looking at alternatives and making choices.</p> <p>Attendance is consistently well above the national figure, and unauthorised absences are rare; learners arrive in good time for the start of our school day and for lessons.</p> <p>Learners are self aware, and they have well-developed values, principles and beliefs which inform their perspectives on life.</p> <p>Learners cooperate very well with staff and other learners.</p> <p>Learners challenge prejudice</p> <p>Learners’ conduct is exemplary; mutual respect prevails and peer support is achieved.</p> <p>Learners play an active part in maintaining an excellent climate for learning and an environment free from bullying and harassment.</p> <p>Learners are confident that incidents will be dealt with swiftly and fairly</p>
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<p>Teaching - ensuring excellent progress within and over lessons</p>	<p>Develop powerful learning experiences that have variety and include in different forms:</p> <ul style="list-style-type: none"> ○ Plan learning activities which are activity based and practise skills taught. ○ Be flexible. Cater for all needs by planning for interactive individual, peer and group work, conducted in a variety of age appropriate learning environments and presented in forms to engage all. ○ Stimulate children’s interest and attention by presenting them with precisely planned exciting ‘starters’ which take account of their interest and ability. ○ Include theme based learning experiences which develop relevant links between subject, giving relevance and a platform to practice new skills ○ Clarify the journey end as a presentation, ‘take home product’ or performance with ‘real life audiences’ to give relevance to the learning ○ At the start of learning, present activities which provoke and excite. ○ Involve children in constructing meaningful learning objectives and agreeing success criteria which guide and support quality responses. ○ During learning regularly offer real life problem solving activities and ‘multi-sensory activity’ in a variety of ways. ○ Throughout lessons offer activity based learning activity and the opportunity to work with different groups and demonstrate learning in different ways. ○ Ensure the ratio between teacher talk and pupil activity allows children sufficient time to develop quality responses. ○ Present learning in a form which allows decisions on own level of challenge. ○ Regularly adapt learning by developing mini-plenaries which encourage individual evaluation, so that challenge is always present but attainable. ○ Encourage formative assessments by staff and children using devices which recognises key successes and clarifies next steps. ○ Allow time for reflection on feedback and the opportunity to respond. ○ Survey children’s understanding of learning processes ○ Plan plenaries which allow pupil assessment of level of success and next steps. ○ Offer home learning activity which deepens and widens learning in exciting and imaginative ways. ○ Teaching assistant and other professionals have a precise understanding of each child’s needs and the ability to move them on to their next stage because they share planning, assessment and the development of learning activity. <p>Use data in a sophisticated way to:</p> <ul style="list-style-type: none"> ○ Identify and address the learning needs of individual children ○ Identify gaps, checking through diagnostic checks. ○ Set challenging targets based on on-going precise assessments. ○ Group children to maximise impact of teacher/teaching assistants. ○ Track progress precisely and intervene with targeted interventions using accelerated progress plans, checking their success regularly. ○ Identify and rectify curriculum gaps and any teaching weakness ○ Moderate and share our standards through regular moderation set pieces, sharing best practise and what is most successful. ○ Develop progress meetings which challenge and account for progress of individual children. ○ Encourage and inform parents to support their children’s learning 	<ul style="list-style-type: none"> • Long term plans which feed into medium term plans ensure that all areas of the national curriculum are taught. There is a real focus on developing skills and reinforcing knowledge. • In EYFS each learning area focuses on developing skills e.g. learning to stipple in art, connect knex as opposed to duplo. • EYFS promotes deconstructed areas particularly in role play - this ensures all children will access the area and with enhanced resources recreate their own imaginative play • Forest school for Reception means that the children can explore the outdoors without prejudice • We actively promote learning outside e.g. hunting for minibests in science, angle hunts in maths, litter picking in the community • Professional chef, musicians, artists teach the children professional skills.. • Assessing pupil progress means that children’s needs can be met and differentiation planned for. • Teaching is planned to engage e.g learning to appreciate Shakespeare through drama, music, team games • Learning experiences are thoroughly planned and thought out - visits engage or wow the children, visitors bring learning into school • Parents are encourage to come in and share their skills • Real life writing opportunities - e.g. writing to The Queen • WAGOLL - What a good one looks like - excellent modelling means that children have something to work from and aspire to • Children create own ‘remember to’s - construct their own steps to learning • Noisy punctuation, karate times tables, dough disco offer multi sensory ways to learn • Practical resources are always available - after all you don’t drive a car without the steering wheel. Everything is labelled and accessible and children are taught how to use them effectively • Questioning is skilled and developed to teach children how to reason and explain • Opportunities are regularly given to mark the teacher’s work - spot the mistakes • WADOLL - What does a dodgy one look like? How can we improve? This is regularly promoted. • Verbal feedback, marking grids, self and peer assessment given many opportunities to progress and improve • Pink for think promotes reflection time, purple pens teach children how to edit and improve • Interventions, Assessing Pupil Progress, monitoring and evaluation, teaching assistant meetings, dialogue with teachers, SEND information shared regularly all inform developments. • Teachers take ownership of data, through effective assessments they are able to identify gaps and strengths and adapt planning accordingly • Progress meetings with the senior leadership team ensure that teachers are held to account and challenged • Parents are encouraged to come into school and discuss next steps • Senior leadership team with governing body monitor the school through learning walks, pupil interviews, book scrutiny, evaluation of the learning improvement plan, drop ins - advice and support is given at opportune times. 	<p>Learners make exceptional progress.</p> <p>Lessons are stimulating and challenging and activities are closely matched to individual needs. Learners are engrossed in their work.</p> <p>Learners are involved in the assessment of their work, set individual targets.</p> <p>Teacher planning is modified within and without the lesson context based on assessment information.</p> <p>A thorough programme of assessment is used consistently across all subjects.</p>
<p>Leadership - Ensuring learning centred leadership impacts in the classroom and on students outcomes “a well led school is well led by many”</p>	<p>Our leaders:</p> <ul style="list-style-type: none"> - Ensure that professional dialogue is of high quality. - Ensure monitoring and evaluation is accurate and occurs regularly. - Ensure ‘excellence’ is modelled frequently. <ul style="list-style-type: none"> - Colleagues are encouraged to innovate and lead. Their contribution is valued through exemplification of best practice - School improvement planning is based on accurate evaluation of successes and areas for improvement and has clear and well understood success criteria and time frames for improvement. 	<ul style="list-style-type: none"> • Performance management objectives planned with the teacher are linked to progress and attainment • SMART targets are planned which link clearly to the learning improvement plan • Monitoring and evaluation timetable is planned for the entire year and changes according to needs of the children and teaching and learning. It is clearly linked to the learning improvement plan 	<p>Learners make exceptional progress</p> <p>Leadership at all levels is dynamic and often inspirational. A clear vision for the future directs and guides staff and learners.</p> <p>Evaluation is embedded in our school’s practice at all levels. Improvement planning and strategic</p>

<ul style="list-style-type: none"> - Leaders seek and achieve external challenge and validation through awards and verification Quality is maintained and verified by: <ul style="list-style-type: none"> o Accurate monitoring and evaluation occurs frequently via peer reviews, internal learning walks, informal learning triads o Externally verification o Openly sharing success as ‘best practice ‘ o Issues are corrected by high quality support and professional development much of which is provided by internal expertise o Monitoring the quality of teaching and learning - formal/informal o Survey children regularly through our half termly focus on learning o Scrutinise planning, work and teaching triangulating evidence o Analyse data, focusing professional development and monitoring on areas of weakness o Involve parents and our wider community partners Develop and support others: <ul style="list-style-type: none"> o By effectively managing performance o Run meetings at every level which shares best practice and where ‘teaching and learning’ is the key focus o Ensure colleagues are in an environment where they can ‘learn the job, on the job’ o Ensure consultation, collaboration and collegiality o Be emotionally intelligent o Recognise and reward achievements genuinely o Develop communication and model great communication o Coach and mentor staff to be the best they can be o Develop future leaders- be relentless in building capacity and finding the talent that exists within. o Ensure recruitment processes are rigorous in identifying the best. o Ensure staff have access to relevant and appropriate CPD Maintain High Expectations: <ul style="list-style-type: none"> o Relentlessly seek out the next thing that is only good that should be outstanding. Implement strategies and support where needed o Strive for perfection and never dilute expectations or be complacent o Model what is expected in and out of lessons o Work collaboratively within school and across our school o Ensure professional empathy o Be accountable and hold others to account 	<ul style="list-style-type: none"> • Professional development clearly links with the needs of the children e.g. dyslexia in the classroom • Positive feedback is given from observations, drop ins and monitoring • Excellent practice is celebrated and shared - team teaching is promoted • All levels of staff meet and have opportunities to share achievements and suggest areas for development - SLT, staff, TA’s, MDS meetings, HT meets with admin, daily meetings with site staff • Moderation at all levels takes place - in house, trust, cluster, consortium and local authority - this means that assessments are accurate and accountable • Lots of opportunities to share best practice - outstanding teachers are used to teaching students, NQT’s and RQT’s observing them and learning from them • Peer observation takes place to increase knowledge and skills • Opportunities and responsibilities for all e.g. leading subjects, website, events, library development, line managing midday supervisors, meetings, assemblies • Learning improvement plan is a working document which everyone contributes to and develops over the academic year • Analysis of data means that gaps can be identified and interventions planned for. If necessary professional development is planned for according to the data e.g. Analysis of ASP (analyse school performance) can identify areas of the curriculum which need to be focussed on • Senior Leadership Team meet weekly and are focussed on monitoring and evaluating - regular book scrutiny, planning scrutiny, interviews, creative planning of vision ensures we are evolving and proactive • Even the children are leaders - house captains, school council, sports leaders, e-safety council • Teaching students join our school to learn from us and equally we learn from them especially from their fresh, creative ideas • Whatever the teachers learn professionally then so do the teaching assistants - we are teaching teams • SLT will teach in the class to ensure the teacher has the opportunity to see how their children learn and respond • Peer reviews through the trust mean we learn from each other across all schools • Head teachers, subject leaders meet within the trust and share strengths and areas for development • Succession planning is well thought out and all staff are given the opportunity to learn from each other and visit other schools in the trust to support and teach • Governors and HT are safer recruitment trained • Governors also have robust training plans to ensure they challenge and hold leaders to account • Staff have opportunities to relax and create an effective work-life balance 	<p>thinking is ambitious with clarity about goals.</p> <p>Staff across our school provide excellent teaching, learning and care for young people. Professional learning is informed by school planning, valued by staff, and its effectiveness is evaluated.</p>
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‘Education is the most powerful weapon which you can use to change the world’ – Nelson Mandela