

PANGBOURNE

— A community where you can flourish —



COLLEGE ETHOS

OUR MISSION

Our **mission** is to be a caring community of learners in which pupils from all backgrounds can flourish.

We enable pupils to succeed academically and to develop character through commitment to a curriculum that provides challenge and adventure. We equip our pupils with the values, knowledge, skills and confidence needed to grasp opportunities and make a positive difference to the world. We seek to increase the diversity and quality of our pupil body through the provision of transformational bursaries.

Our **values**, known as our Flag Values, are shared by staff and pupils:

Kindness

Compassion
Consideration

People and the natural environment
Exhibit the quality of being friendly, generous and considerate not only when it's easy to be kind but when it's hard to be
Be forgiving of others

Selflessness

Helping others (within the college and the wider community)

Service to others is a cornerstone of our naval history and traditions
Show more concern with the needs and wishes of others than your own
Be patient with others
Express empathy
Make yourself available for friends and family

Respect

Being tolerant and respectful of each other is what makes us human and helps promote individuality and diversity

It is about being considerate and honouring the feelings, opinions, rights and property of others

Respect is also admiring the abilities, qualities and achievements of a specific individual

Moral Courage

Strength of character

Spirit of mind

Moral compass

Ability to stand alone in what you truly believe when others deride or mock

The willingness to protect your values publicly

Set and lead by example

Industry

Staying motivated, energised and focused

Gainfully use advice to help develop your own mindset and achieve your dreams rather than just meeting other people's expectations

Resilience

Keep going

Pick ourselves up in the face of setbacks

Ability to endure tribulation without giving up

Recover strength, spirits, good humour quickly

Initiative

Leadership

Creating change/disrupt (in the positive sense of the word)

Enjoyment and excitement to bring others with you

Being able to teach, instil and promote confidence in others

Develop the art of subtle negotiation to encourage people to understand and support your decisions

Integrity

Being honest

Reliable

Delivering on our promises

Sincere

Prove trustworthy under any conditions

Speaking up when it's the right thing to do

Be honest about your shortcomings

Uphold confidentiality

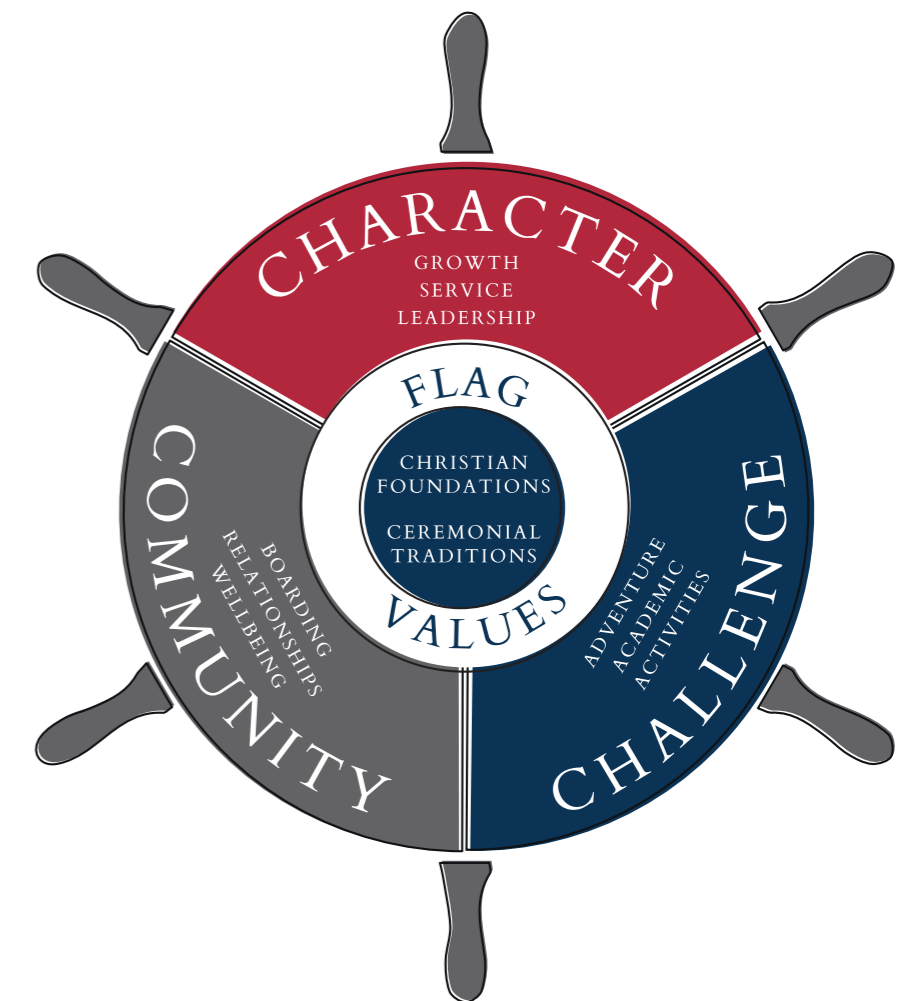
Be accountable





HOW WE DELIVER OUR ETHOS

We enable young people to flourish by **providing challenge** and inspiring learning through a relevant and adventurous curriculum that **develops character** within the context of a **caring community**, so that our pupils can make a positive difference to the world.



CHALLENGE

Children thrive when they are inspired and stretched; they are often capable of much more than we expect of them.

Our curriculum is designed to provide many opportunities to challenge pupils, within a framework which will keep them safe. We grow fastest when we are taken just beyond our comfort zone, so it must be recognised that 'safe' does not mean 'comfortable'. However, if taken too far, the anxiety caused can be crippling. Our non-selective, almost comprehensive pupil body means that in addition to challenge, we must provide support mechanisms.

The curriculum exists in order to provide a framework which will enable our pupils to flourish academically and in terms of their personal development and wellbeing. It consists essentially of two parts: the Academic Curriculum which is, to a large extent, shaped by the requirements of the current public examinations system and the mixed-ability profile of our pupils; and the Co-Curriculum which contains non-academic activities.

Our **academic** curriculum is designed to be as broad as possible, within our means. In addition to the core curriculum, a number of other subjects are offered. Challenge is provided by the schemes of work, effective differentiation by teachers, and by opportunities such as the Extended Project Qualification (EPQ) and the High Potential Achievers (HPA) programme. Pupils are supported by their teachers and through academic clinics and, for those who need it, a well-qualified Learning Support department. We aim to help each pupil to take ownership of their studies and to exceed the grades predicted for them following baseline tests carried out at the start of each Key Stage. We are proud of the results they achieve in public examinations. The curriculum includes the PSHCE curriculum and careers education. In the Sixth Form, in addition to these, pupils are provided with substantial guidance and help in making applications for university courses or other opportunities like apprenticeships.





Away from the classroom, we offer a wide range of activities which are mostly collaborative. An extensive sporting programme contributes to pupils' health and fitness, and allows each to experience competition against other schools, whatever their standard. For our size, our reputation for sport is strong. Music, Drama, Art and Design Technology allow the development of creativity and self-expression. A range of other opportunities such as shooting, a Student Voice publication, a film club, a French culture group, and classic car maintenance and rocket building activities add to the breadth of the education offered.

Our co-curriculum has a distinctive emphasis on **adventure**, and Pangbourne is relatively unusual in requiring all pupils in Year 9 to complete the DofE Bronze Award and to join the Combined Cadet Force (CCF) in Years 10 and 11. A significant proportion of pupils go on to complete the DofE Silver and/or Gold Awards. The Year 9 week in Llangorse and the Taking Responsibility Course for Year 12 are among the most enjoyable aspects of the Pangbourne Experience. The challenge provided by these opportunities, and in particular the overnight or expeditionary elements, results in accelerated development of qualities such as teamwork, selflessness and resilience.



CHARACTER

We are as interested in the people our pupils become as we are in their achievements.

The Flag Values provide a touchstone for the development of character, and are reinforced through assemblies, in tutor groups and in one to one conversations. They are assessed in the recruitment of staff and the selection of pupils for promotion. When mistakes are made, they are a reference point and provide a standard for improvement.

Guided by these values, the supportive environment and our challenging curriculum, we expect to see **growth in our pupils**. We encourage this mindset, which sets no limits on what our pupils might achieve or become, but focuses more on the process of learning than the outcomes (trusting that the outcomes will naturally follow from the development) and sees each failure or setback as an opportunity for learning. We teach pupils how to set goals and to work towards them, encouraging them to take ownership of the decisions they make. We take the professional development of staff seriously, providing a CPD framework which helps academic staff to reflect on their practice and to set personal improvement goals.





As a relatively small school, Pangbourne has prioritised collaborative activities over individual ones. These develop teamwork and we aim to teach pupils that, if they work together, the outcome can exceed the sum of the individual contributions. Our strong reputation for sport is built on our pupils' belief in this. In a team, everyone's contribution is valued and the weaker members are supported.

Pupils are encouraged to think of others, to reflect on what they can do to help them, and to put their needs above their own. **Service is practised in many ways**, such as by pupil leaders within their divisions, members of committees such as the House or School Councils, by peer mentors, through volunteering as part of the Duke of Edinburgh's Award Scheme (DofE)

or involvement in one or more of the many charitable initiatives each year. Pupils are encouraged to pay attention to current affairs and global issues such as climate change and to consider what positive difference they can make.

Teamwork and a willingness to serve are essential foundations for leadership. We want our pupils to be influencers for good, recognising that leadership is a function of how we act rather than of the position we hold. We aim to teach pupils about leadership, particularly servant leadership, and to give them opportunities to lead their peers or to effect change by contributing their ideas for school improvement. This is especially important in the Sixth Form but we aim to develop other opportunities at all levels of the school. The Queen's Gold Medals are awarded each year to the Chief Cadet Captains of College for the leadership and teamwork they show in their roles.

COMMUNITY

We are a community with a BOARDING culture, which is to say that it is difficult to imagine Pangbourne as a day school only.

Currently, 40% of our pupils are boarders. About half of them are part-boarders; there are an equal number of weekly and full boarders. Day pupils and boarding pupils are currently accommodated together within boarding houses, which ensures their integration. It is notable that day pupils often choose to convert to boarding as they progress through the school. Recent growth in the number of pupils, particularly day pupils, means that it is necessary to review the arrangements for accommodation.

In addition to benefits such as access to facilities and reduction of travel time, the boarding environment means that there is a living community at the heart of the College to which all pupils, staff and families are connected. The sense of belonging generated leads to better physical and emotional wellbeing (see below), which can in turn lead to better academic outcomes. Boarding helps to develop both independence and interdependence, and all pupils learn to take responsibility for their own actions and routines.

Boarding also allows greater cultural and racial diversity than would be likely if Pangbourne was a day school, located as we are in a predominantly white, middle class, expensive area of the UK. The availability of transformational bursaries helps increase the diversity of our community and this is a provision we are committed to growing. We recognise that this is a time of cultural and attitudinal change and, as stated above, aim to foster respectful conversations about our differences. We believe that diversity in our community is a strength. We are a school where the individual matters and it is important that each pupil feels that this is true.





Having a boarding culture means that **relationships** are strengthened through living together and are at the heart of the education offered. Adults share their enthusiasm, knowledge and experience with pupils, who 'catch' the Flag Values as they are modelled. Senior pupils care for their juniors and all learn to consider and be respectful towards others as they live together. Our community includes pupils, staff, parents, former pupils (Old Pangbournians) and other stakeholders such as the village of Pangbourne and the Nabugabo Community Learning Centre in Uganda.

We hope that these relationships will not only allow pupils and staff to flourish but will also be enduring ones. Pangbournians are encouraged to keep in touch with the College and each other, to enable opportunities for networking and support.

Human flourishing means not only achieving success in academic and other pursuits but also assumes social and emotional **wellbeing**. We foster this wellbeing by taking a proactive approach to safeguarding and pastoral care; by providing a safe and nurturing environment; through a well-designed PSHCE curriculum; through the opportunities for spiritual development provided by our Christian ethos; and by paying particular attention to mental health. This enables greater confidence in abilities, personal growth and development of the social and emotional skills and resilience needed to thrive in the modern world.



WHAT MAKES OUR ETHOS DISTINCTIVE?

Our ethos is distinctive in two principal ways:

CHRISTIAN FOUNDATIONS

Pangbourne has a Christian ethos, expressed by our Flag Values and the central place of our Chapel, but we welcome pupils and staff from all faiths and none.

We encourage pupils to think, to ask lots of questions about our world, ourselves, other people and God, as well as listening to the questions and ideas of others, so that they can reach their own conclusions.

We meet weekly in Chapel to listen to a reading from the Bible, to reflect on its meaning, and to worship in prayer and singing. By this and other means, our shared values (including the Flag Values) are reinforced and pupils have the opportunity to develop a practical understanding of faith.

Christianity affirms that all people are created in the image of God, uniquely made and equally valued and precious in His sight. Therefore, we **treat everyone with dignity**, respecting the contributions each can make and accepting them. We aim to foster respectful conversations about our differences. We rejoice in the diversity of the created world and accept our responsibility to be good stewards of it.

Our Christian values encourage us to serve others sacrificially and work for justice, peace, equality, and reconciliation throughout our lives. We recognise that we all get things wrong, so humility and a spirit of forgiveness is needed in our relationships.



CEREMONIAL TRADITIONS

Our uniform and ceremonial traditions, and the importance we attach to teamwork, leadership and service, set us apart from other independent schools. Founded in 1917 to prepare young men for careers as Officers in the Merchant Navy, the development of character qualities, including the Flag Values, has been a key part of our ethos from the beginning.

Although the College's aims were broadened in 1969 to provide an all round education, and in 1996 we became fully co-educational, our ceremonial traditions continue to make a distinctive contribution to our ethos. Parades bring pupils, staff, parents, former pupils (OPs) and other stakeholders in the College together at least seven times a year. This helps to generate the strong community spirit for which we are known.

Our pupils benefit in at least four ways:

- Parades are performances, normally to a large audience. Although initially daunting for the new pupil, they learn over time that if they prepare well, the performance will go well, which builds their **confidence**.
- Pupils grow in **self-discipline** through preparing themselves and their uniform for parades, because of the high standards of presentation which are expected.
- Parades depend on everyone in the College (in Year 9 and above) playing their part. All pupils are thus equally valued. They learn that without this **teamwork**, the high standards which are desired cannot be achieved.
- For the Sixth Form, our traditions allow a meaningful opportunity to exercise **leadership**, as senior pupils teach their juniors what is expected of them, model the standards themselves, and take the leading roles on parade.

The only acceptable standard on parade is excellence. It is hard to attain but the rewards, in addition to those outcomes mentioned above, are a sense of achievement and a healthy pride in one another. This commitment to excellence infuses all other aspects of the College.





We are proud of our historic links with the Merchant and Royal Navy, although these are no longer formal. We benefit from the support of many serving and former members of the uniformed services for such aspects as our parades, the Combined Cadet Force, and the careers and general studies programmes. We value the opportunity to take part in national events such as the Annual National Service for Seafarers.

Jargon around the College reflects our naval heritage, with 'cabins' used to refer to dorm rooms, 'gunrooms' instead of common rooms, 'galleys' instead of kitchens and 'divisions' instead of houses.

We are proud of the contribution OPs made in liberating the Falkland Islands in 1982 and take our responsibilities towards the Falkland Islands Memorial Chapel, the families of those who were killed and the veterans seriously. It is a privilege to host the Annual Service of Remembrance and Thanksgiving in June.

We are grateful for the support of the late Queen, who provided up to two Gold Medals to be awarded each year, maintaining the tradition begun by King George V and continued by King Edward VIII and King George VI. We feel honoured that the late Queen and the late Duke of Edinburgh visited the College several times, most recently to attend our Centenary Service in 2017.

Thomas Garnier
The Head



For more information on Pangbourne College, please visit: www.pangbourne.com