

Why Independent Schools?

Buxlow is proud to be a member of the Independent Schools Association. All schools within this association are characterised by their unique attributes and the offering of a wide array of special opportunities for pupils and families. In this regard Buxlow is no exception.

Buxlow's mission is to create a happy and inclusive school in which teachers inspire the love of learning and children learn to value working hard to achieve personal excellence in everything they do. In order to best prepare children for their secondary schools and their future lives we seek to meet their intellectual, social, and emotional needs through the provision of:

Small Class sizes

Research generally shows that pupils in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. Such positive effects of small class sizes are strongest for primary school pupils, and they become more powerful and enduring the longer pupils are in smaller classes. That is, pupils who have smaller classes in early elementary grades continue to benefit from this experience even if they are in larger classes in secondary school (Bruhwiler & Blatchford, 2011; Chingos, 2013).

Pupil Engagement in Learning

Academic performance is important, but it is not the only measure of pupil success. In the area of pupil engagement, findings consistently show the value of small classes. Pupils talk and participate more in smaller classes. They are much more likely to interact with the teacher rather than listen passively during class. Not surprisingly, pupils describe themselves as having better relationships with their teachers in smaller classes and evaluate both these classes and their teachers more positively than do their peers in larger classes. Pupils display less disruptive behaviour in small classes, and teachers spend less time on discipline, leaving more time for teaching. Specifically, teachers in smaller classes can diagnose and track pupil learning and differentiate instruction in response to pupil needs. In smaller classes pupils spend less time off-task or disengaged from the work of the class. Research also suggests that smaller class sizes can help pupils develop greater ability to adapt to intellectual and educational challenges (Bedard & Kuhn, 2006; Dee & West, 2011; Fleming, Toutant, & Raptis, 2002).

Teachers

Independent schools not only attract and recruit top teachers, but also offer environments in which teachers can develop their skills and become even better educators. Independent school teachers are granted a high degree of autonomy that allows them to shape their own programs to fit their personal teaching styles as well as their students' needs and to assess student achievement through their preferred methods. Faculty members are provided valuable professional development opportunities to further hone their teaching proficiency and abilities.

Environment

Independent schools focus on providing safe and secure settings that also offer a wealth of valuable resources and facilities.

Community

Independent schools are committed to creating and fostering a sense of community that extends to a variety of constituents, including pupils, their families, staff, and others. Parents are encouraged to actively engage in their child's school experience, and a wide range of events and volunteer opportunities help promote parental involvement and build camaraderie and fellowship. This sense of community is strengthened by a shared belief in and commitment to the school's mission and core values.

Extra-curricular

Independent schools recognise and embrace the value of providing their students with a multi-faceted educational experience that contributes to their personal development as well as their intellectual growth. For this reason, opportunities for participation in activities outside of the classroom are abundant, ranging from athletics to the arts to community service programmes. These activities are an integral part of the independent school experience and culture, and allow students the chance to explore their talents, apply lessons they have learned in the classroom, and interact in diverse settings with their peers and teachers" <https://www.independenteducation.org>

Buxlow parents often cite a further compelling reason which is a quality English education: The National Curriculum was introduced into England, Wales and Northern Ireland as a nationwide curriculum for primary and secondary state schools following the Education Reform Act 1988. Notwithstanding its name, it does not apply to independent schools, which may set their own curricula. Many independent schools choose to use the National Curriculum as the basis of their own curriculum and this is true for Buxlow. The Buxlow curriculum is overlaid with lateral and divergent activities to challenge and extend our children.