



All Saints C of E (VA) Primary School, Newton Heath, Manchester

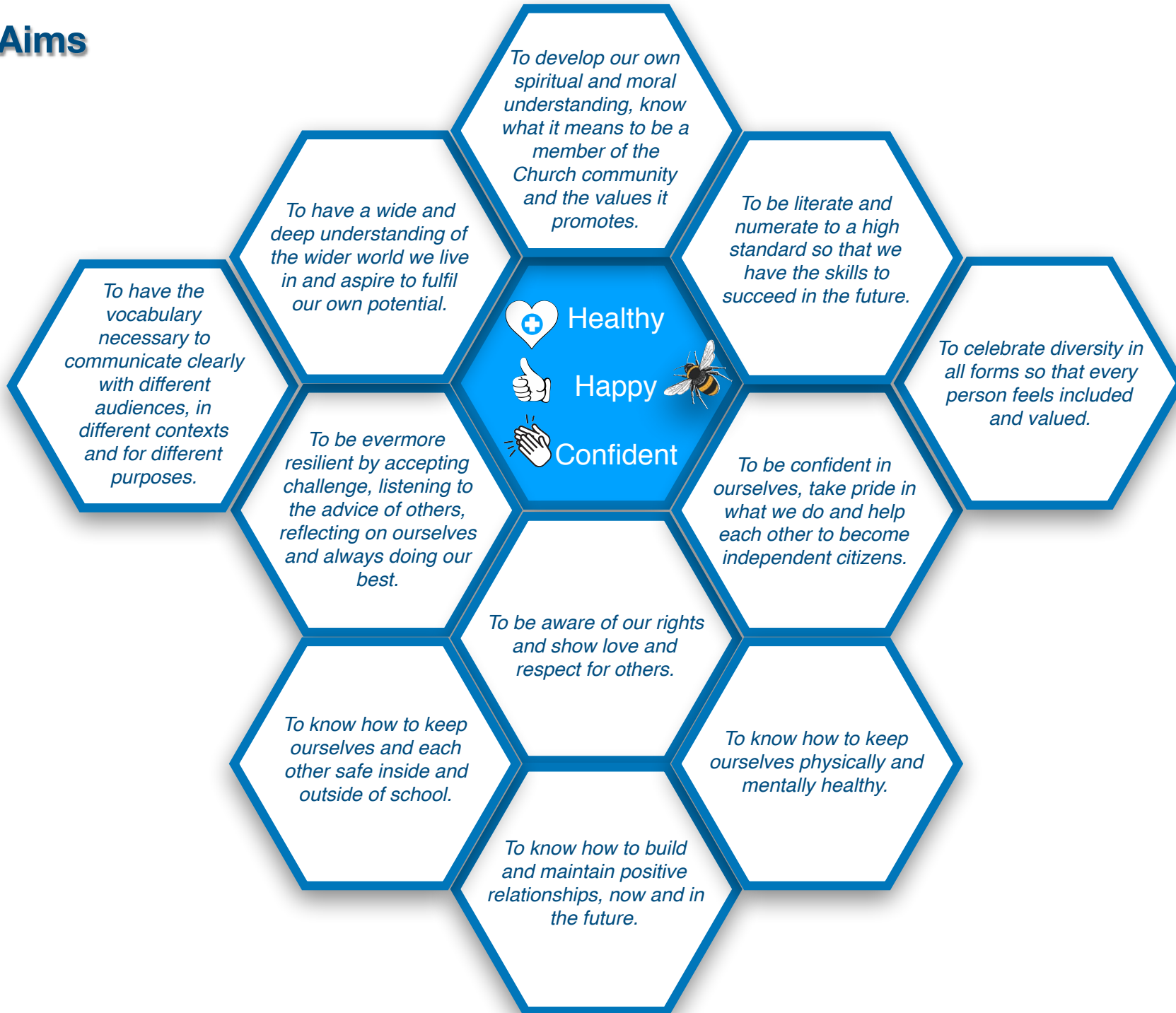
## Our Vision

*Through the Christian values of perseverance, respect and love we can all be*

# Healthy, Happy and Confident

*'From Him the whole body joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.' - Ephesians 4: 16*

# Our Aims



## What we provide...

**To know how to keep ourselves and each other safe inside and outside of school.**

<b>Children</b>	<b>Staff</b>	<b>Families and Wider Community</b>
<ul style="list-style-type: none"><li>• Being safe online</li><li>• Awareness of risks</li><li>• Child protection awareness</li><li>• Road safety</li><li>• Bikeability</li><li>• Links with Police, Fire Service</li></ul>	<ul style="list-style-type: none"><li>• Fire evacuation training</li><li>• Lockdown training</li><li>• Health and Safety training and consultations</li><li>• Critical incidents communication</li><li>• Safeguarding training and staff trained in KCSIE.</li><li>• Safer recruitment training</li></ul>	<ul style="list-style-type: none"><li>• E-Safety guidance</li><li>• Critical incidents communication</li><li>• Referrals to support agencies</li><li>• Strong links with Early Help</li></ul>

**To know how to keep ourselves physically and mentally healthy.**

<b>Children</b>	<b>Staff</b>	<b>Families and Wider Community</b>
<ul style="list-style-type: none"><li>• Being hygienic</li><li>• 2 hours activity a week minimum</li><li>• Healthy eating</li><li>• Teeth hygiene</li><li>• Mental health sessions and child mentors</li><li>• Caring school ethos</li><li>• Hygiene sessions</li><li>• PANTS sessions</li></ul>	<ul style="list-style-type: none"><li>• Regular surveys and consultation</li><li>• Protected non-contact time</li><li>• Workload reduction measures</li><li>• Support services available</li><li>• Regular communications</li></ul>	<ul style="list-style-type: none"><li>• Guidance shared related to sleep, dummies, diet, teeth, hygiene</li><li>• Staff available to provide support</li><li>• Referral to support services</li><li>• Regular communications</li></ul>

## To be aware of our rights and show respect for others.

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• Rights Respecting School</li> <li>• Full attendance is promoted and supported</li> <li>• School Council</li> <li>• VFL Assemblies</li> <li>• Caring School Ethos</li> </ul>	<ul style="list-style-type: none"> <li>• Clear job descriptions and specifications.</li> <li>• Caring ethos</li> <li>• Regular surveys and consultations.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT on the yard before and after school and accessible to discuss anything.</li> <li>• Early Help available for families who need support</li> </ul>

## To know how to build and maintain positive relationships, now and in the future.

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• Broad and balanced curriculum that promotes collaboration and cooperation</li> <li>• Learning about all types of families</li> <li>• Teaching children about emotions, feelings and behaviour</li> <li>• Responsibilities across the school</li> <li>• Mentoring schemes - TLG</li> <li>• Caring School Ethos</li> <li>• PSHE focused curriculum</li> <li>• RSE Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Supportive ethos and mentors for new staff</li> <li>• Surveys and feedback mechanisms used to gather a wide range of opinions</li> <li>• Respect the desire for a work/life balance</li> </ul>	<ul style="list-style-type: none"> <li>• Regular communication between staff and families</li> <li>• SLT on the playgrounds before and after school</li> <li>• Regular opportunities for families to share their views</li> <li>• Signposting to organisations who can support family relationships</li> <li>• Providing families with basic essentials through our links with other organisations</li> <li>• Clear understanding of Special Needs and support given to the school by consenting to outside assessments where needed</li> </ul>

**To be confident in ourselves, take pride in what we do and help each other to become independent citizens.**

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• Celebration of achievements</li> <li>• School Council</li> <li>• Urban Crew</li> <li>• Sports Leaders</li> <li>• Clear uniform expectations</li> <li>• TLG Coaching</li> <li>• PSHE Enriched Curriculum</li> <li>• Outside performances (e.g. BIG Sing)</li> <li>• School team competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisals for all staff</li> <li>• Sharing successes regularly</li> <li>• A culture of openness and asking for support where needed</li> <li>• Developing leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities in further learning opportunities advertised in newsletters.</li> <li>• Feeding back successes to families regularly</li> <li>• Recognising the contribution that families have made to school improvements</li> </ul>

**To be evermore resilient by accepting challenge, listening to the advice of others, reflecting on ourselves and always doing our best.**

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• VFL Assemblies</li> <li>• Open Book Assemblies</li> <li>• TLG Coaching</li> <li>• PSHE Enriched Curriculum</li> <li>• Formative Assessment focused lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal Process</li> <li>• Peer support</li> <li>• Time for reading research</li> <li>• Training plan</li> </ul>	<ul style="list-style-type: none"> <li>• Early Help Assessments</li> <li>• Adult learning links</li> <li>• Regular communication from school</li> <li>• Signposting to support agencies</li> </ul>

**To celebrate diversity in all forms so that every person feels included and valued.**

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• Children of all backgrounds are welcomed and receive the education that meets their individual needs</li> <li>• Broad, balanced and challenging curriculum</li> <li>• ‘The Hub’ - specialist teaching for children with more specific needs</li> <li>• Celebration of being unique but all within our school family.</li> <li>• R.E. teaching to focus on other religions as well as Christianity.</li> <li>• Charity fundraising for different causes</li> </ul>	<ul style="list-style-type: none"> <li>• Fair recruitment process that does not discriminate</li> <li>• Staff from all backgrounds are welcomed and their experiences used to support the children</li> <li>• Staff with any personal belief are welcomed as long as they strive to support the vision and ethos of the school</li> <li>• Adaptations made to working practices to support the unique needs of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Translation links on all parts of the school website</li> <li>• Families from all backgrounds are welcomed and their experiences used to support the children</li> <li>• Families with any personal belief are welcomed as long as they strive to support the vision and ethos of the school</li> <li>• The right to withdraw from collective worship is fully supported</li> <li>• Adaptations made to working practices to support the unique needs of families</li> </ul>

**To have a wide and deep understanding of the wider world we live in and aspire to fulfil our own potential.**

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• Broad, balanced, well-sequenced and challenging curriculum which is designed to meet the needs of our children</li> <li>• Broad and stimulating range of trips</li> <li>• SEND provision</li> <li>• Support for disadvantaged children</li> <li>• Feedback and guidance provided to help make good progress</li> <li>• Links with others schools and communities</li> <li>• Community projects and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Good subject knowledge, mentoring - feedback</li> <li>• CPD and research materials funded and time provided, as well as links with other schools and networks maintained</li> <li>• Opportunities to be creative when matching lessons to the needs of children</li> <li>• Continuous assessment is embedded within practice</li> <li>• All staff provided with support on enhancing their own leadership</li> <li>• Mentoring opportunities and student placements used to develop leadership, reflection and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is shared regularly with families to showcase the curriculum, opportunities and aspirations</li> </ul>

**To develop our own spiritual and moral understanding, know what it means to be a member of the Church community and the values it promotes.**

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• Inclusive school and open to people of all beliefs who support the ethos of the school</li> <li>• Daily collective worship, prayers and reflection</li> <li>• Church services with the rector</li> <li>• R.E. lessons about Christianity and other religions</li> <li>• Ethos of the school set within Christian values</li> </ul>	<ul style="list-style-type: none"> <li>• Christian values are embedded in the ethos of the school and staff are supported personally and professionally</li> <li>• Inclusive school and open to people of all beliefs who support the ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Christian values are embedded in the ethos of the school and families are supported with a range of needs</li> <li>• Inclusive school and open to people of all beliefs who support the ethos of the school</li> <li>• Participation in collective worship, assemblies and church services</li> </ul>

**To be literate and numerate to a high standard so that we have the skills to succeed in the future.**

Children	Staff	Families and Wider Community
<ul style="list-style-type: none"> <li>• Daily learning on phonics, spelling, reading, writing and mathematics.</li> <li>• Clear expectations of the next steps and resources well matched to each stage of the curriculum.</li> <li>• Reinforcement of developing language across the curriculum</li> <li>• Opportunities to practise core skills at home</li> <li>• Children know their own strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Regular monitoring, feedback, coaching, mentoring opportunities linked to CPD plan</li> <li>• Adequate funding provided to allow staff to experiment with the new best practice and high quality resources.</li> <li>• Adult learning training provided where needed. Modelling correct grammatical structures and correcting where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult education services are linked with the school</li> <li>• Sharing policies, curriculum progressions, teaching strategies with families</li> <li>• Online platforms shared with families to help them understand expectations and teaching strategies</li> <li>• Regular sharing of work with families so that they can better support the children at home</li> </ul>

**To have the vocabulary necessary to communicate clearly with different audiences, in different contexts and for different purposes.**

<b>Children</b>	<b>Staff</b>	<b>Families and Wider Community</b>
<ul style="list-style-type: none"> <li>• All of the school curriculum links with vocabulary and language structures</li> <li>• Broad curriculum to give the children a wide range of experiences</li> <li>• Trips and visitors used to expand the children’s knowledge of the world</li> <li>• Adults are good role models for using appropriate language choices and have high expectations of the children when speaking and writing</li> <li>• Class assemblies and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Support provided on reporting to parents, both in written format and within meetings</li> <li>• Guidance provided on sharing learning and guidance on the school digital platforms</li> <li>• Training and resources on developing vocabulary both in terms of word choices and different grammatical structures</li> <li>• Opportunities to present to the governing body and other external bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of language learning with families on a regular basis</li> <li>• Adult learning links established</li> <li>• Sharing with families common errors that can be improved upon at home</li> </ul>



# School Structure

