



VISION STATEMENT

'Motivating and inspiring our children to achieve in a creative, caring, Christian community'

Orsett CE Primary School is a Church School and the work within our school is underpinned by Christian values.

We believe it is essential to foster a spiritual and moral view of life in all our children and we aim to provide a high quality of education, within a safe, stimulating Christian environment.

Together, with a sense of worth and a genuine concern for others, we aim to give every child the opportunity to develop and enjoy his or her maximum potential, not only in academic work, but also in creative, practical, sporting and social activities, so as to prepare them to understand and live a healthy and productive lifestyle.

We have a strong belief in the traditional values of hard work, courtesy and good behaviour. We promote consideration for others and we have an expectation that respect will be shown at all times.

We value the expertise, commitment and enthusiasm of the staff. They, in turn, value the happiness, security and education of our children.

Our children are placed first in whatever is planned, considered and completed.

As a school we aim to:

✠ **Support our children to become confident and happy in our school by:**

- ✓ Ensuring that the learning environment is both supportive, secure and stimulating through;
 - ⇒ listening and caring for our children
 - ⇒ ensuring the appropriate support/intervention for identified children
 - ⇒ setting clear, published rules and boundaries that are applied consistently
 - ⇒ having an active anti-bullying policy and providing opportunities for mediation
 - ⇒ ensuring a positive learning environment is evident throughout the school e.g. interactive, visual and eye-catching displays
 - ⇒ encouraging children to take an active role within the school e.g. extra-curricular activities, class forum

- ✓ Celebrating achievement and planning for success through;
 - ⇒ promoting a 'have a go' environment
 - ⇒ encouraging and praising children for their best efforts
 - ⇒ ensuring children know and understand how to improve further and are supported to do so
 - ⇒ developing creative thinking
 - ⇒ working with outside agencies to provide effective support for our children

- ✓ Ensuring that staff are both committed to and enthusiastic about the learning within the school through;
 - ⇒ working together as a team towards our shared vision
 - ⇒ providing mutual support
 - ⇒ providing opportunities for ongoing professional development

- ✓ Involving the family and wider community through;
 - ⇒ providing an 'Open Door' policy
 - ⇒ creating opportunities for families to take part in the daily life of the school including inviting them to attend workshops, events
 - ⇒ keeping families well informed of school issues
 - ⇒ creating strong links with other schools, businesses, organisations and the church

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† **Provide a safe and positive learning environment with mutual respect for all by:**

- ✓ Ensuring safety measures are in place and adhered to through;
 - ⇒ safer recruitment and effective induction of all staff
 - ⇒ undertaking all aspects of safeguarding
 - ⇒ training all staff in the child protection procedures
 - ⇒ undertaking regular health and safety checks
 - ⇒ maintaining the building to a good level of repair and cleanliness
 - ⇒ updating first aid training
 - ⇒ carrying out risk assessments as appropriate
 - ⇒ providing children with opportunities to learn about their own personal safety

- ✓ Setting clear boundaries and expectations for children, staff and parents through;
 - ⇒ consistent use of the Behaviour Policy (rewards and sanctions)
 - ⇒ effective induction of all staff
 - ⇒ modelling expectations and behaviour
 - ⇒ building relationships with families to mirror expectations in school

- ✓ Promoting respect for all through;
 - ⇒ ensuring an understanding of diversity and cultural awareness
 - ⇒ promoting learning opportunities about different cultures
 - ⇒ promoting the Christian values of tolerance and understanding
 - ⇒ acting a role models to all who are linked to the school
 - ⇒ ensuring a respect for both personal and school property

† **Foster an ethos which accepts and values the contributions of all those who are a part of school life by:**

- ✓ Providing regular opportunities for children to be involved in decision making within the school through;
 - ⇒ School Council
 - ⇒ Class Forums
 - ⇒ pupil questionnaires
 - ⇒ focussed pupil discussions

- ✓ Ensuring all staff are involved in the decision making within the school through;
 - ⇒ Regular staff meetings with open forums for discussion
 - ⇒ Phase Group and cross Phase meetings
 - ⇒ Regular meetings regarding intervention strategies across the school
 - ⇒ staff questionnaires

- ✓ Ensuring governors are actively involved in all areas of school life through;
 - ⇒ governor monitoring visits
 - ⇒ discussions with staff, pupils and parents
 - ⇒ committee meetings
 - ⇒ monitoring the School Improvement Plan

- ✓ Ensuring parents are actively involved in all areas of school life through;
 - ⇒ regular newsletters
 - ⇒ regular parent/teacher contact
 - ⇒ working with OPT-IN (Orsett Parents and Teachers Included) to improve the quality of provision for all our children
 - ⇒ parent forums and working parties
 - ⇒ encouraging parent/carer help within the school
 - ⇒ inviting parent to attend events and PACT (Parent and Child Together) Sessions
 - ⇒ holding regular Parent Evenings and workshops
 - ⇒ parent questionnaires

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- ✓ Ensuring the wider community involved in the school through;
 - ⇒ encouraging close links with the church including arranging regular assemblies led by church members
 - ⇒ working together with the Partnership Schools (Bulphan CE Primary and Horndon-on-the-Hill CE Primary)
 - ⇒ fostering close links with pre-school and secondary school settings
 - ⇒ promoting links with community groups and local businesses

† **Foster an ethos which values individual effort by:**

- ✓ Actively acknowledging the contributions made by the children through;
 - ⇒ weekly Achievement Assemblies
 - ⇒ using the school's reward system e.g. stickers, Headteacher Awards, Roll of Honour, lunchtime stars, letters of congratulation
 - ⇒ acknowledging children's progress towards their individual targets
- ✓ Overtly praising children's best efforts and achievements through;
 - ⇒ sharing examples of good work with the class
 - ⇒ sending children to other staff to share their achievements
 - ⇒ displaying children's work both in class and around the school
 - ⇒ reporting to parents using interim and annual reports and Parents' Evenings
- ✓ Rewarding children for positive behaviour and effort through;
 - ⇒ identifying children for the 'Top Table' at lunchtimes
 - ⇒ using the school's reward system
 - ⇒ informing parents of children's positive attitude through regular parent/teacher interaction
- ✓ Actively acknowledging the efforts all those working within the school through;
 - ⇒ identifying where good practice is seen and informing others
 - ⇒ ensuring that others' efforts are openly appreciated
 - ⇒ ensuring that all staff and children are made aware that their contribution to school life are valued e.g. by saying thank you

† **Provide learning opportunities which will motivate our children so that they become independent learners by:**

- ✓ Ensuring children have the necessary support to further their own learning through;
 - ⇒ accurate identification of children's individual needs
 - ⇒ providing appropriate intervention strategies e.g. phonics, mathematics
 - ⇒ identifying children with specific gifts and talents and providing further challenge
- ✓ Enabling all children to become active learners through;
 - ⇒ ensuring that opportunities for 'hands on' learning and investigations are incorporated into lessons
 - ⇒ promoting collaborative learning and encouraging independent thinking skills
 - ⇒ providing opportunities for independent research both at home and at school e.g. internet, library
- ✓ Ensuring children understand how they can continue to progress through;
 - ⇒ ensuring children are involved in the assessment of their own learning and next steps e.g. targets,
 - ⇒ providing opportunities for children to use talk partners
 - ⇒ ensuring opportunities for children to reflect on prior learning through time to look at marked work

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- ✓ Providing opportunities for children to become involved in decision making within the school through;
 - ⇒ promoting child-led activities e.g. play leaders, School Council
 - ⇒ encouraging children to undertake fund-raising activities to improve the school environment and/or support charitable works

- ✓ Encouraging to children to become personally responsible through;
 - ⇒ ensuring that resources can be accessed independently
 - ⇒ supporting children to undertake independent tasks e.g. dressing themselves
 - ⇒ encouraging children to take responsibility both in class and around the school e.g. keeping class areas tidy, looking after their property

† **Ensure our children are supported to achieve their potential and leave our school equipped with the core skills necessary for the next phase in their education by:**

- ✓ Accurately identifying the next steps for all children through;
 - ⇒ setting annual targets for all pupils in reading, writing and mathematics
 - ⇒ termly summative assessments and ongoing formative assessment
 - ⇒ termly Pupil Progress meetings
 - ⇒ termly Action Plans focussing on the needs of individual pupils
 - ⇒ termly Provision Maps identifying key actions and staff to support identified pupils

- ✓ Ensuring a smooth transition for children from class to class and school to school through;
 - ⇒ encouraging children to attend secondary transitions weeks
 - ⇒ holding a series of induction sessions for children due to join the Early Years Foundation Stage
 - ⇒ holding transition days at the end of each year for children to spend time with their new teacher
 - ⇒ holding handover meetings between staff at the end of each year

- ✓ Ensuring children have the appropriate levels of support to prepare them for the next phase of education through;
 - ⇒ accurately identifying pupils for intervention and challenge programmes
 - ⇒ providing opportunities for pupils to develop their social skills
 - ⇒ ensuring that all children are taught the basic literacy and numeracy skills
 - ⇒ providing opportunities for children to learn life skills which will support them in the next phase of their education
 - ⇒ ensuring that there are regular opportunities for children to undertake problem solving activities working in collaboration with others
 - ⇒ holding regular meetings with parents to encourage positive home school links
 - ⇒ monitoring homework and demonstrating expectations to parents and children through workshops

- ✓ Providing a learning environment that encourages a love of learning through;
 - ⇒ using a skills-based approach to teaching using themes that are relevant to the children
 - ⇒ ensuring children have a clear understanding of the purpose for learning
 - ⇒ encouraging and developing independent learning
 - ⇒ raising children's self-esteem through praise and the school's reward system
 - ⇒ encouraging an environment where children are confident to 'have a go' and willing to ask to support

- ✓ Providing opportunities for children to have aspiration for the future through;
 - ⇒ Holding cross phase themes and activities
 - ⇒ Arranging for outside companies/agencies to work with children in workshops
 - ⇒ Developing links with secondary schools, professionals and businesses so children have additional experiences of applying their knowledge
 - ⇒ Holding days that focus on skills needed for the workplace e.g. Industry Days, 'I want to be..' days

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