



**Barwell C of E Academy
Mission Statement 2017-2018**

**We want happy,
confident, successful
children.**



BARWELL



CHURCH OF ENGLAND

ACADEMY



BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFE TIME

Our Vision 2017-2018

We want happy, confident, successful children.

The aim to have happy, confident, successful children must be at the core of every decision we make as a school. It forms our fundamental purpose as to why we are here. It is the responsibility of every adult connected with the school to work together as a team to be successful in this aim. We see learning as a journey in which we are all working towards becoming the 'best version of ourselves', adults and children.

'Becoming the best version of ourselves'

We are a Church of England School and there should be no doubt about this when visiting our school in person or via other forms of communication. Our values should shine through in our school environment, in our interactions with each other and in our decision making. We should explicitly teach our Christian Values which include: hope; friendship; thankfulness; trust; compassion; forgiveness. A close partnership with St Mary's Church will help to ensure that we keep true to our core Christian values.

Developing Our Character

Developing children's character underpins the work we do to help children to become the best version of themselves. We should explicitly be working to develop children's academic character to help them to achieve through an engaging and exciting curriculum, where barriers to learning are removed and disadvantages are dissipated. Their character values, which include our Christian Values and British Values, should be investigated and developed throughout the curriculum enabling children to progress with their social, moral, spiritual and cultural development. As a priority, the emotional well-being of children, staff and parents should be paramount to our day to day work. Specifically, we should focus on: resilience and grit; courage; risk taking; confidence; optimism; self-efficacy; self-esteem; and feeling safe and secure.

'You have the permission to be you...'

Every person involved with our school should be treated with respect and feel valued for their contribution. As well as teamwork being integral to our systems, the acknowledgement that we are all individuals should be celebrated, with everyone having permission to be themselves within the team.

Our vision is very clear, and is communicated at every opportunity, but what does this look like in reality? How do we ensure that our day to day actions are true to our vision and that every one of us is working towards a school where all of our children are **happy, confident and successful**?

First of all, it is important to unpick what we mean by our main core vision so we have a shared understanding of what it looks like for us as a school and a community:

Happy: when we talk about being happy, we mean in a universal more holistic way. A better word may be flourishing – we want our children to flourish. In order to do this, it needs to be an intrinsic version of happiness where outside forces can of course affect us but our inner happiness is not bound up with the actions of others or external events. This is so true for us as adults too. If we are going to indeed help our children to be happy, we need to be flourishing as adults too so that we can give our best, day after day. We need to be able to model 'happiness' in its truest form. Our work based on *The Art of Being Brilliant* is key here and we must not forget the vital learning from this work as we journey to become Top 2%ers. Our character work, for us as adults and in our work with our children, is also pivotal in this area. Providing children with opportunities to work on areas of their emotional well-being will give them a firm grounding to enable them to become successful in their lives.

Confident: confidence is a strange concept. So often, we perceive those around us as being confident because of their actions or words but confidence is such a personal character trait and what is seen on the outside, often does not portray accurately the state of mind within a person. For our purposes, we want children who are confident in themselves as individuals. It is the part of our vision which promotes individuality, which of course is not a separate entity to being part of a team. It feeds in from happiness, where children know themselves and are content with who they are. They radiate confidence within lessons and around school because they are in control of themselves, their thoughts and their feelings. This aligns perfectly with both our values character work and our work on becoming a 'Growth Mindset' school where children feel they have the power to make mistakes and learn from them. Getting things wrong is not failure; it is a path to improving and 'growing their brains'. We must also ensure that we, as adults, continue to have a growth mindset too. In order to strive to be our best versions, we will often make mistakes or try something that does not work. This is not failure and we should give ourselves permission to not see it as such. If we are to continually improve, we need to have permission to innovate and at times, fail.

Successful: this is probably one of the more controversial aspects of our vision because it begs the question: 'what does success look like?' For many, the answer to this may be very different. For some, success will be measured by our children's ability to achieve National Expectations or above in their SATs at the end of Key Stage 2; for others, who look further ahead, it may be to look at what our children are achieving when they have left school and are in the outside world and whether they lead happy and fulfilling lives. So, how are we defining 'success' in our school? When we measure success, we look at the whole child but ultimately, if we get all of the 'building blocks' in place, our children will be successful academically. We do not have a 'no excuses' approach because, for some children, whether it be a significant cognitive special need or extensive additional needs, their learning will be affected by external factors. However, we do have a 'problem solving' approach to allow us to work as a team to remove barriers to learning which allows the vast majority of children to achieve Age Related Expectations or above in their year group.

So, we are all clear on our Vision and what we are striving to achieve. The next question is, how does this play out on a day to day basis? How does it evidence itself in the work of every member of staff who is part of our whole school community? Lots of this is of course is common sense but remember, in our rowing boat, it takes only one rower to be out of time or in fact rowing the wrong way, to have a huge negative impact on how we achieve our vision.

Below is a set of actions, which in themselves are quite small and may seem pedantic, but in painting a larger picture, show how we can all row together to ensure that we can achieve the aim of becoming the best school in the world.

The start of each and every day:

One of the most important aspects of carrying out our vision is the way that we start every day. This is crucially important as you may be the first person that a child will encounter that day. In fact, you may be the first person another adult involved with our school will interact with. You will be influential in helping to 'set the weather' for that other individual. We have all been in the position where we say good morning to someone and they answer in a depressed voice and slumped shoulders and we all know the negative impact this may have. If your 'glass is already nearly full'* this can have a huge bearing on your day. So, **our mission** is to start each day with open and welcoming body language, a smile and a friendly good morning. We may even ask how someone is or use a positive affirming comment. It is such a small thing but can have a wonderful impact on someone's day. Remember, your first interaction with someone from our school may not be in our school but on the drive in, in the carpark, at Breakfast Club, in the main office, on the phone and so on.

Time management:

We work to help ensure that our children are punctual at school and, as adults we should model good time keeping ourselves. There are some key times within the school day that we should be regimented in keeping as these can affect those around you. Of course, there will always be those times that you will be delayed but it should be **our mission** to ensure that: teachers are in their classrooms at 8:40 to greet their class by name at the door with a good morning; at 9:00 be in the hall for collective worship; at 11:15 to collect the group you are leading from the playground; at 1:10 to collect the group you are leading from the playground; at 3:20 to lead the group you are leading out of school. If you are greeting children at the front of school, it is imperative that this is done at 8:40 precisely.

Around school:

We all have a collective responsibility for the behaviour of children around school whether we are involved with a particular class or not. In fact, even if our job is not primarily class based, we still all share ownership of our school. It is **our mission** to ensure that children move around school in an orderly fashion and should address behaviour. All children should walk around school in single file quietly. All staff members should assist in this by commenting on good character shown or addressing where it is not. Teachers of classes bear the main responsibility for this and should address any needs, for example, 'practising the desired behaviour' in children's own time.

Uniform:

Again, as above, it is our collective responsibility to tackle when we notice that children are not following our uniform policy. Children, unless in a school year 6 hoodie, should not be wearing a hoodie at all and staff should comment on this if they see infringements. The same goes for coloured trainers. It is **our mission** to ensure that we do 'sweat the small stuff' as this shows that we care about the detail and want our children to take pride in our school.

Collective worship:

Every member of staff who is leading a class should be present for collective worship and sit with their class. The only exception to this should be if a parent requests an urgent meeting or a member of staff is covering a class unexpectedly. It is **our mission** that our children show the best version of themselves at all times so it is the responsibility of the class teacher to ensure that their children come into collective worship in single file without talking. They should sit in lines of 10 children with their legs crossed, facing the front. The adult is responsible for ensuring that their children take a full and active part in worship and should address areas where children do not show their best version of themselves.

Responsibility:

As well as having a shared responsibility for many aspects of the school day, it should also be remembered that we have individual responsibilities for different aspects of school leadership. To ensure that leaders are 'freed up' to carry out their responsibilities, it is important that there is a clear line of management for different aspects of our school. It is **our mission** to stay focused on our core responsibilities: The Headteacher is primarily responsible for teaching and learning and behaviour. Her job is to enable teachers to carry out their jobs to the best of their abilities and have the freedom to experiment. She also has responsibility for assessment throughout the whole school. The Business Manager is responsible for the running of the school in terms of administration and finance. The Deputy Headteacher is responsible for the provision and progress of vulnerable groups and deputises in the absence of the Headteacher. The Learning Support Leader is responsible for the work of our support staff and arranging cover. Our Family Link Worker is responsible for liaising with families and the welfare of our high needs children. All teachers, apart from Newly Qualified Teachers, have a subject area/s within school that they are responsible for. The Lunchtime Manager is responsible for the work of the lunchtime supervisors and the Premises Officer is responsible for the work of the cleaning staff. All adults within school have the responsibility for their own personal learning. Everyone is a leader and has the ability to affect change and have a high impact on the work we do. **Our mission** is to ensure that every member of staff feels valued for the work they do and we have an open approach to addressing areas that need to change. Remember, Barwell Business* is everyone's business.

Shared language:

As Frank Outlaw said 'watch your thoughts, they become words; watch your words, they become your actions; watch your actions, they become habits; watch your habits, they become character; watch your character, it becomes your destiny'. This is the approach that we take with our character work within school. We all have a responsibility to know the character traits we are working on and have a real understanding of what each one means. It is **our mission** to ensure that the work we do on character becomes our children's destinies. It is our mission to ensure that our character is worked upon at every available opportunity and that we all use a shared and understood language. In lessons, around school, on the playground, in books, when talking to parents, character should be instrumental to the work we do.

Attendance and punctuality:

Every moment of missed school is a missed learning opportunity. We must all endeavour to work together to ensure that children have good attendance and are punctual. This cannot be achieved by one person alone. It is **our mission** to work with children to promote good attendance and punctuality and challenge it when it is below our expectations.

Learning:

Although the learning to be completed in each year is set out in our Barwell Curriculum and in our curriculum policy, teachers must have the freedom to plan Learning Journeys that inspire and motivate our children. It is **our mission** to ensure that all Learning Journeys are 'Real' so that they bring learning to life; 'Immersive' so that children have time to allow for deeper learning; 'Purposeful' so that there is a reason children are learning – an audience at the end of the journey to share what they have learnt. Our mission is to have children who 'yearn to learn' and so we let 'RIP'!

Progressive:

In order to ensure that the learning in each group is progressive and builds on what has been previously taught, we have a set of Key Non-negotiables for each year group in Reading, Writing and Maths. Within each learning journey, it is **our mission** to ensure that teachers and support staff – and parents – understand the focus of these non-negotiables. We track children's progress against these non-negotiables to find gaps in learning and inform planning/interventions for the next phase of learning.

Focus on learning:

Throughout each day, it is important to ask 'what impact is this having on children?' and to remember our core purpose and main aim of our vision. If we are going to have successful children, we must always be striving to become the best version of ourselves. In this aim, there should always be a focus on the learning that is happening. We do not scrutinise each other or monitor to check what has been done. Instead we focus on learning, we observe to see what makes for successful learning and question what could be done to continue to improve. It is **our mission** to ensure that all adults continuously improve the provision that is offered to our children. Everyone in school has a collective responsibility to ensure that children are learning, every minute of every day. Whether this is on non-negotiables or working on character, we all have the power to build the best learners in the world.

Workload and well-being:

In striving to be the best that we can be, it can be easy to forget about our own well-being and create a workload that is unsustainable. We must remember that our core purpose happens between the hours of 8:40 and 3:20 when our children are in school. This is when we should be at our best; this is when the 'magic' happens. **Our mission** is to continue to try and reduce teachers' workload so that they can be their best versions during the day. We also all have a collective responsibility to look after the well-being of ourselves and others in our school family. We cannot begin to give our children the best education in the world if our own well-being is not looked after.

**Glass is already nearly full – a really good analogy to use when dealing with others is to think of each person as a glass. When we go through a day, stressful events or difficult situations can add to this glass. If we are happy and content, we start with a glass that does not contain much so, as the day progresses, our glass just becomes a little fuller. For some though, a difficult life, or a big thing happening in someone's life, may mean that their glass is almost full even when they first walk through the door. If more is added to the glass throughout the day, there is danger of the glass spilling over. It is important to monitor how full our own glass is throughout a day and take measures to empty some of it out if needed. Mindfulness is a really good tool for this.*

**Barwell Business – it is important that we keep communicating regularly. Barwell Business is a way for all staff to express what is going well and what could be going better. It is also a way to point to areas that the SLT can improve on and make it easier for staff to do their job to the best of their ability.*

And finally...

Our mission is not to be a good school or even an outstanding school. Our mission is to have a great school which stands out for the right reasons. We will not judge ourselves on how well we are doing by an OFSTED grading; we will judge ourselves against the person we were yesterday. We will strive to be better than the day before. We will be judged on the experiences of the children day in and day out and how we are viewed in the community. We will strive to be the best that we can be and not settle until we have the best school in the world. In education, it is easy to get caught up in the reasons why it can be difficult and it is clear that anybody who comes to work in a school did not do so because they think it is going to be easy. However, we have a choice. We have the choice to focus on the things that stand in our way, those things that make our job difficult. Or, we can choose to be Tiger Teachers, all rowing in time in our boat together. Our children only get one chance at their primary education and it is our job, our core purpose, to ensure that we do everything in our power to guarantee that we develop **happy, confident, successful children**.

'Whether you can do, or dream you can do, begin it. Boldness has genius, power and magic in it. Begin it now.'

Goethe





Our Characteristics

Academic Characteristics	Values Characteristics	Emotional well-being Characteristics
<ul style="list-style-type: none"> Concentration Creativity Curiosity Passion for Learning Managing Impulsivity Imagination Reasoning Making Links Revising/improving Imitation Perseverance Listening Communicating Metacognition Questioning Problem solving 	<ul style="list-style-type: none"> Empathy/Consideration Respect Humility/Gratitude Integrity (Honesty) Co-operation Inclusiveness Peace Good humour Kindness Christian Values: Hope Friendship Thankfulness Trust Compassion Forgiveness 	<ul style="list-style-type: none"> Resilience/Grit Courage Risk-taking Confidence Optimism Self-efficacy Self-esteem Feeling safe and secure