

## **St. MICHAEL'S SCHOOL: VISION AND ACTION PLAN**

### **OUR VISION**

#### **Mission Statement**

#### **'We believe we can achieve'**

Our school is a happy, friendly and unified community, based on a firm foundation of Christian and British values, in which children and adults learn, grow and work hard to achieve success.

#### **Vision**

- To provide a happy, safe and nurturing environment based on Christian values
- To be a school in which every pupil receives an outstanding, wide and balanced education
- To inspire a positive attitude to learning which gives each child the skills and motivation to achieve their very best
- To value the uniqueness of each member of the school community, celebrate diversity and promote inclusion
- To show respect, care and concern for each other, the wider community and the environment of which we are a part

## ACTION PLAN 2016-19

Action	Responsibility	Leadership	Milestones	Success Criteria
<b>• To provide a happy, safe and nurturing environment based on Christian values</b>				
Continue close relationship with St. Michael's church through collective worship and community wide events	HT, staff, clergy governors, PTA, Mission and Community Committee	HT, Clergy RE governor	Collective worship links with the half termly Christian value. Community events are added to the agendas of the PTA and the Mission and Community Committee meetings and shared events are planned for.	Children show understanding of the core values, both through their books and in their interactions with each other. In pupil voice interviews pupils are able to talk about collective worship and what it means to them. Collective worship council say that they feel their views are listened to.
Apply for the RE quality mark – gold status – at the next assessment point (autumn 2016), demonstrating pupils' understanding of Christian faiths, and other faiths.	HT, staff, pupils, members of local community, clergy	HT, RE subject leader, all staff, governors	RE quality mark assessment due Autumn 16 (and then every 3 years)	Pupils are able to identify close links with community and show understanding of faiths covered in the curriculum.
Teach the pupils how to keep safe in all areas of their lives – in school, on the playground, at home, in the street and 'on line'. Ensure pupils know what to do if they ever feel unsafe. Maintain strong links with community police and seek support when talking to the pupils about safety, particularly out of school. Continue to offer cycling proficiency in years 5 and 6.	HT, staff, parents	HT, Inclusion Manager	Assemblies/workshops will be held at least twice year on the subject of keeping safe. Pupils will be reminded about safety rules every time they use computers in school. E safety posters will be displayed around the school. Road safety will be taught as part of the walk to and from lower school. Particular support will be given to pupils at point of transition to secondary school.	In pupil voice interviews pupils are able to talk about how to keep safe and what to do if they ever feel unsafe.
Apply for the 'Healthy Schools' Award	HT, PSHE lead, PE lead, all staff	HT, PSHE lead, PE lead	School is successful in applying for the healthy schools award	Pupils understand what it means to have a healthy lifestyle.

<p>• <b>To be a school in which every pupil receives an outstanding, wide and balanced education</b></p>				
Convene a working party to drive forward the governors' aim to move to single form entry so that pupils are taught in single cohort classes	FGB, HT	HT, GB Chair, GB Working Party	Initial development proposal -Autumn 15 Convene working party– Spring 16 Pre-app – Summer 16 Application for LCVAP funding – Autumn 16 Begin project as soon as funds secured	Physical site development completed and full cohort in all year groups.
Continue to forge good relationships with new parents to ensure support in future.	HT, EYFS teacher, all staff, other parents and FGB	HT, EYFS teacher, PTA,	Each autumn term the prospective parent tours have a high profile and include representatives from the whole school community. School visits take place in the summer term. New families are supported by all members of the school community.	All spaces filled in a Reception class of 30 children. Children are happy to come to school and be part of whole school community.
Whole school commitment to maximise the potential of all learners, including disadvantaged pupils, those falling behind and the more able.	All staff / subject leaders.	HT and DH	Short and medium term milestones in SIP. Longer term milestone in terms of "closing the gap" and progression for all children.	SIP milestones will be met. Assessment information will compare favourably to national and Hertfordshire.
Ensure learning is at the centre of strategic planning and resource management.	HT, staff and governors.	HT	Ongoing. Reviewed regularly through School Improvement Plan.	Pupils make at least expected progress in all curriculum areas. Pupils are able to talk positively and enthusiastically about their learning.
Build a strong staff team through good recruitment processes, continuing professional development for all staff and rigorous appraisal procedures.	HT and Governors (Personnel committee)	HT	Staff appraisal policy – ongoing. Focused recruitment when required. Succession planning and retainment planning – annual item in personnel committee agenda	Teaching is judged to be at least good, with an increasing percentage of outstanding provision. CPD is focused on need and has an impact on teaching and learning. Staff express job satisfaction
Monitor the curriculum to ensure creativity so that pupils are motivated by their learning.	HT, curriculum committee, link governors, subject leaders	HT	Annual review of the curriculum. Termly monitoring by subject leaders. Pupil voice subject specific interviews held annually.	Observations show that pupils are enjoying their learning. Assessment information is evidence that this is impacting on progress in all subjects. Pupil voice interviews confirm this.
Keep 'up to date' with new technologies so that pupils have access to appropriate equipment	All	HT and ICT subject leader	Plan rolling programme for purchase and renewal of ICT equipment	Pupils are excited by their learning in computing and are able to apply it to learning across the curriculum, following e-safety guidelines

Share effective practice and strengthen links with other local schools.	Staff	HT	Timetable of shared opportunities strategically managed	Staff able to share good practice and enrich their own learning. Pupils experiences are enhanced and this impacts on enjoyment, motivation and progress
Home-school links are enhanced through regular communication via newsletters and the website. Parents are informed about their child's learning through information evenings, parent/child consultations, curriculum newsletters and home learning activities	HT, staff, governors and parents.	HT	Annual questionnaire and 'Parent view' show that parents feel involved in their child's learning.	Attendance is at least 97% Pupils on time for school. Home learning is completed and is a positive experience for pupils and parents and has an impact on progress.
Strategically plan for appropriate use of resources including making use of our shared historic and natural heritage.	FGB, HT	HT, Resources Committee	Budget monitoring Curriculum monitoring Extra-curricular programme in place	Budget managed effectively. Curriculum reflects our shared historic and natural heritage.
Continue to ensure the Governing Body has the appropriate skills/ professional background / expertise.	GB	FGB	Skills audit of governors annually to identify and plan for any gaps	School able to achieve best value out of the resources it has available
<b>• To show respect, care and concern for each other, the wider community and the environment of which we are a part</b>				
Review the Behaviour Policy each year. Ensure pupils understand the rules, consequences and rewards. Revisit regularly with the staff so that the policy is applied effectively and the school's values and ethos are maintained.	HT, staff	HT, Inclusion Manager	Strong input at beginning of each new school year (and any other time when new pupils join school), regularly reviewed, used consistently.	Pupils say that they are happy and feel safe at school. Staff say that behaviour does not impact negatively on learning. Behaviours at stage 4 reduce year on year. Behaviour is outstanding in school self-assessment and in any external reviews.
Eco-council develop ways in which the whole school can support the environment.	Eco council leader, pupils, FGB, all staff,	Eco council	Eco-council meet once each week and report back to the rest of the school every term. They report to governors annually.	A reduction in our energy usage and carbon footprint, which pupils have played a part in bringing about and monitoring
<b>• To value the uniqueness of each member of the school community, celebrate diversity and promote inclusion</b>				

Equality Act is followed. Action plan is reviewed annually. Inclusion policy outlines the school commitment to value the uniqueness of each member of the school community.	HT, all staff, Inclusion Manager and governors	HT and Inclusion Manager	Equality Action Plan and Inclusion Policy reviewed annually.	Full GB review of any ongoing equality issues. Any discrimination is immediately reported and effectively dealt with and followed through. Incidents are few.
Celebrate diversity through collective worship, assemblies and in the curriculum.	HT, all staff, and governors	HT, class teachers	Termly planning monitoring of PSHE shows that diversity is celebrated.	Displays around the school are evidence that diversity is celebrated. Pupils are able to speak with respect about all members of the community.
British and Christian values are explicitly taught in the curriculum. This is monitored by the leadership team.	HT, class teachers, governors	HT, class teachers	British and Christian values strategically planned for through the School Improvement Plan and monitored through the SEF.	Observations and planning monitoring are evidence that British and Christian values are being taught effectively.
<b>• To inspire a positive attitude to learning which gives each child the skills and motivation to achieve their very best</b>				
Pupils are taught what it means to be a good learner – through PSHE lessons, assemblies and in the learning environment.	HT, All staff	HT	'Secrets of Success' are taught and developed year on year.	Pupils are able to talk about their learning and what helps them to learn. This is having an impact on progress across the curriculum.
Develop sports provision across the school, including opportunities for team sport and competition	HT, staff, parents	PE subject leader, all staff	Attaining PE award, offering multiple sports and opportunities to all	There is a significant take up of sports for both boys and girls. Children feel empowered to try new sports and enjoy representing the St. Michael's team at sporting events
Each child completes a one page profile, outlining what others admire about them, what makes them happy and how they can be supported to achieve their very best.	Inclusion Manager and Class teachers	Inclusion Manager	One page profiles are updated throughout the year.	Observations show that children are motivated to overcome challenges and achieve their best.