

Vision and Values – our journey

What different is it that we are a church school?

'Let your roots grow down into him and let your lives be built on him.' Colossians 2:7

The roots of the school are Christian. They are faith focused and Biblical based. It means that everything we do, our whole focus, is Christian. Think of a maypole, the pole is Christian, the ribbons leading from this are the lessons, policies, how staff and children interact etc.

What does this look like:

- Our vision and each of our values is based on scripture
- The environment in school our Christian ethos is evident, displays, prayer spaces, scripture
- Our week is deliberately bookended with collective worship, first thing on Mon and last thing on Fri. Other acts of collective worship is at lunchtime each day.
- Everyone joins in CW, not just attending but actively participating
- Every FGB starts with prayer
- Decisions are faith based: lottery grants, approach to SEN, behaviour or refugees
- Weekly prayer meetings clergy, staff and Governors

How and when did we form our vision?

Pre September 2019: *Developing children to become confident and ambitious life-long learners through a nurturing, inspiring and bespoke learning environment, 'for God so loves the world'. John 3:16.*

SIAMS June 2019:

'Governors and the headteacher have refreshed the vision and the values with the intention that the vision underpins the work of the school and shapes its policies and procedures. The vision is shared with parents. Governors, staff and parents feel that it is the Christian vision which makes the school a safe, nurturing environment where all pupils flourish. The Christian distinctiveness of the school is seen by everyone in the community to be engrained. The school encourages its pupils to become confident, ambitious learners and many of the activities are inspiring. However, the monitoring of the impact of the vision lacks rigour and consistency. It does not identify areas where pupils could be making better progress or where leaders should be monitoring pupils' outcomes more regularly, for example, in RE. The vision is not widely celebrated in documentation or on the school's website. However, it does appear to determine policies such as behaviour and attendance.'

'The school is determined to develop pupils as confident, ambitious and lifelong learners and can demonstrate that this is being achieved. Pupils are nurtured and inspired. However, it is not always evident that it is the Christian vision is driving the school's work or that leaders are checking that this is so.'

Area for development - Governors and leaders to monitor the impact of the vision specifically and rigorously in order to be sure that it determines the school's policies and procedures.

New Vision

Process:

- October 2019 Squirrel, Fox and Owl Classes list ideas for values
- School Council help Mrs France record the different values suggested by the children (36 agreed on)
- Squirrel, Fox and Owl Classes list values and 'Diamond Nine' them
- 23.10.19 Staff Meeting to 'Diamond Nine' values
- 24.10.19 TA Meeting to 'Diamond Nine' values
- 25.10.19 Newsletter to parents with 'Diamond Nine' explanation and invitation to participate
- 04.11.19 Parental responses (73% uptake) School Council help Mrs France collate
- 06.11.19 FGB to agree vision and values
- HF works on finalising logo, linking scripture to values, incorporating BVs, writing new prayer etc
- 10.01 20 Newsletter to parents with new logo, strapline, vision and values

GROWTH Values

Gratitude (Thankfulness) (cf British Value of respect) *Give thanks to the LORD, for he is good. His love endures forever* Psalm 136:1 **Seen in prayers in CW, manners, housepoints, values awards**

Resilience (courage, bravery, perseverance) (cf British Value of liberty) *I can do all things through Christ who strengthens me.* Phil 4:13 **Seen in growth mindset, no fear challenges, sports**

Outreach (Love, compassion, generosity, dignity) (cf British Value of respect) *whatever you did for your brothers and sisters of mine, you did for me.* Matt 25:40 **Seen in supporting TearFund for the year (Children in Need, Comic Relief, Jeans for Genes, local food bank), grow your pound, cake sale, reacting to national disasters (Tonga and Ukraine), work with School Council. Courageous Advocacy - Wycombe Homeless; Max's Muncher; Sobell House**

Wonder (awe, wisdom, creativity, respect) (cf British Value of liberty) *Who is like you— majestic in holiness, awesome in glory, working wonders?* Ex 15:11 **Seen in RE, Forest Friday, use of school grounds for lessons**

Trust (truth, faith, hope) (cf British Value of tolerance and law) *I am the way, the truth, and the life: no-one comes to the Father, except through me.* John 14:6 **Seen in Collective Worship, RE lessons, values based on scripture**

Harmony (friendship, teamwork, forgiveness) (cf British Value of respect and democracy) *Do unto others as you would have them do unto you.* Luke 6:31 **Seen in behaviour management, PSHE focus, family feel to whole school community**

Termly Values

Great consideration was given to whether the values should be worked through in order GROWTH meaning that Gratitude and Resilience were Autumn, Outreach and Wonder in Spring and Trust and Harmony in Summer. The merit of this would be the structure and making it memorable.

However, to be used effectively the value should underpin how we teach Christian faith and how they can be used to develop the children's knowledge and understanding. This meant that we wanted to use each value to build on one another in terms of explaining the Christian faith. Also, at the time SIAMS had a focus on ensuring that children understood the trinity. There is less focus now – but it remains a helpful structure.

Therefore, each value was linked to a part of the trinity, giving us:

God the **FATHER** linked to **Wonder** (recognising what God has done) and **Gratitude** (responding to it). We start with God the Father in the autumn term.

God the **SON** linked to **Trust** (learning about who Jesus was and trusting his as the way, the truth and the life) and **Outreach** (what He came to do and the example he gave). Having looked at God the Father in Autumn we move to Jesus the Son in the spring term.

God the **Holy Spirit** linked to **Harmony** and **Resilience** (the difference having the Holy Spirit in our lives makes). Finally, we look at the holy Spirit in the summer term.

The colours needed to be different and distinct and I have tried to do winter/ Christmas colours for Autumn, Spring colours and summer colours. The large leaves on the logo follow the order once you start with red of the background

GROWTH – application

The challenge: **SIAMS Area for development** - Governors and leaders to monitor the impact of the vision specifically and rigorously in order to be sure that it determines the school's policies and procedures.

I think it is more than that – it how it is truly **embedded** in the school's **culture**

The focus for all decisions made should be – 'How does this grow the child?'

We have shifted our focus on progress to GROWTH to work with our vision and values and the idea that our roots are in God and that we grow in him and through him.

We show GROWTH on through our planning, GROWTH books, Pupil Progress (Growth) meetings