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**Vision Statement**

“Each and every child is special to us. Throughout their learning journey we aim to develop self-belief, confidence, positive well-being and independence in a culture of mutual respect. We want our children to be the best that they can be”.

**Mission Statement**

*Street Lane Primary School allows everyone to participate by*:

 Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners.

 Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.

 Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

*Street Lane Primary School encourages everyone to excel by:*

 Striving for the highest possible standards of achievement and behaviour in a stimulating environment.

 Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.

 Striving to be a centre for truly excellent teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

 Providing prompt and timely interventions, focussing on pupils’ emotional well-being and mental health and academic pupils, for pupils as and when required

*Street Lane Primary enables everyone to be proud of their achievements by:*

 Encouraging everyone to do their very best.

 Developing a love of learning inspired by quality teaching.

 Building and developing upon individual strengths and talents.

**The ‘Street Lane Way’**

**I smile and say hello**

1. **I listen to learn and do as I am told first time**
2. **I care for everyone and everything and keep our hands and feet to ourselves.**
3. **I keep healthy and have a positive attitude and speak kindly and politely to others.**
4. **I work hard and challenge myself.**

The above are linked to the school behaviour policy.

**School Strategy**

Below is a list of the aims that the school has prioritised for achieving our vision.

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|  | **School Aims:** |  |
| 1. Pupils’ Progress - Achievement and Standards | **We will create a school:**   Which has high standards of attainment and progress  In which all lessons taught are good or better and an increasing number are outstanding  Where a clear emphasis is placed on Reading, Writing and Numeracy within a broad and balanced creative curriculum  Which prepares children for each stage of their education   Which challenges our children to achieve their full potential | **How we will create this:**  Focussing on the whole child, including their emotional well-being and mental health. *Durlak J, Weissberg R, Dymnicki A, Taylor R and Schellinger K (2011) found that there was an 11% boost in standardized achievement tests linked to school programmes that directly improved pupils’ social and emotional learning.*Providing high quality before school care to raise attendance Addressing children’s mental health and well-being by providing a range of interventions including: social stories, nurture time and lego therapy. Providing support from specialist outside agencies such as Space4you, behaviour support and the Education Psychologist.  Promoting whole school well-being and key values through PSE themed assemblies and half termly PSE themed days.  Celebrating all achievements in our celebration assemblies, on our wall of fame and on our website and Tapestry platforms. Involving all stakeholders including governors, parents, the community and children in our whole school vision and aims for our children.  **How will we measure this:**  Closely monitoring data each half term Closely monitoring interventions each half term Reports from outside agencies Pupil and Parent questionnaires about the education they are receiving Feedback from events such as PSE assemblies and celebration assemblies. |
| 2. Pupils’ Personal Qualities - Personal Development and Well Being | **We will create a school in which children:**   Are happy and safe   Achieve behaviour and standards we are proud of by following the school rules.   Are independent in their learning   Begin the journey of lifelong learners   Promote respect for themselves, others and the environment  Develop enquiring minds and a spirit of curiosity | **How we will create this:**  Focussing on the whole child and each child’s personal qualities, gifts and talents, including their emotional well-being and mental health. *Bandura (2010) found that through promoting activities at school that promote self-efficacy has a positive impact on pupils’ academic achievement.*  Providing nurturing classroom environments which the children take ownership of Providing areas and methods of communication that encourage talk e.g. our relaxation garden, our worry box system, our friendship buddy system and our buddy bench Openly talking about well-being in class, during PSE days and during PSE assemblies. Having outside agencies in to support our work on emotional well-being and mental health Providing systems that encourage the pupils to have a voice e.g. the school council, anti-bullying ambassadors and well-being champions Ensuring all staff are aware of how to support children and their needs through continuous CPD. Instant, up to date and continuous systems of communication to discuss children e.g. online chronologies and mid-day supervisor break time books. Ensuring all that we do is based on mutual respect e.g. modelling manners and expectations. Looking after children’s well-being through enrichment activities e.g. lunchtime yoga on Anomally, the daily mile and Good to be Green termly treats. Ensuring key events are covered in school e.g. anti-bullying week, well-being week and internet safety week. Providing a vast range of enrichment opportunities in school and after school to ensure all children have access to high quality provision e.g. swimming, cooking club, craft club, music lessons, homework clubs, breakfast club and nurture group.  **How will we measure this:** Pupil and parent questionnaires School council minutes Anti-bullying ambassadors, friendship buddies and well-being champions feedback |
| 3. Resource Management - Quality of Provision | **We will create a school:**   Which makes the most of the local environment in children’s learning   Where staff are committed to their own learning journey and the sharing of quality practice   Which achieves value for money   Which becomes a hub school for excellent teachers   Which provides training/career progression for other professionals | **How we will create this:**  Focussing on the whole child, including their emotional well-being and mental health. *Young Minds (2018) report that children spend over 7,800 hours at school…. However, despite the known benefits of good well-being provision, at present the education system is unbalanced. There is too much emphasis on academic achievement and not enough on promoting the wellbeing of students. [Even though all recent research suggests] Emotional wellbeing is a clear indicator of academic achievement, success and satisfaction in later life.* Subject leaders to ensure staff provide real life experiences and use the local area to its full advantage. Ensuring staff attend relevant CPD and share learning with other staff members Ensuring staff get time to peer observe each other and share good practice. Providing opportunities for staff to plan together and encourage the use of skill sets. Ensuring staff are supported by relevant subject leaders to use ICT and equipment to its full potential All staff to have attended well-being training so they are able to respond to pupils’ needs and provide quality provision Reflecting on the planning and marking policies to reduce teacher workload Ensuring staff workload and well-being is catered for through small class sizes Ensuring support for SEN children is provided via the SENCo and outside agencies; when appropriate funding applied for and used appropriately. Developing our outdoor areas so that our outdoor physical activities is as good as the quality provision provided within the classroom.  **How will we measure this:** Pupil and parent questionnaires Staff CPD reflections / feedback Lesson observations Visiting professionals feedback EMET / LEA/ Ofsted reports |
| 4. Leadership & Management | **We will create a school:**   Which has outstanding Leadership & Management   Which creates effective leaders at all levels   Which communicates effectively with all stakeholders | **How we will create this:**  Focussing on the whole child, including their emotional well-being and mental health. *Ofsted (2013) report ‘Not yet good enough: personal, social, health and economic education in schools’ has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.*Ensuring all staff are clear about the schools vision and aims including emotional well-being and mental health Ensuring all staff are committed to well-being and that this is clear in the school improvement plan and subject leader action plans. Ensuring all stakeholders are clear in our vision e.g. governors assigned to subjects and having regular meetings, constant communication via newsletter for parents and the community, weekly assemblies for pupils Ensuring all staff receive support e.g. NQT having an NQT mentor, RQT has support for subject leadership, senior leaders have support from the head teacher. Providing staff regular CPD linked to classroom practice, subject leadership or future aspirations e.g. NPQML, NPQH.  **How will we measure this:** annotated subject leader action plans Feedback from stakeholders EMET / LEA / Ofsted reports Pupil and parents questionnaires Subject leader termly reports for governors CPD feedback / reflections |
| 5. What Makes Street Lane Special - The X Factor? | **We will create a school which will:**   Place the emphasis on making learning fun   Have a warm, friendly family atmosphere   Encourage children, staff, parents and local community to work together as a team   Embrace technology and the Arts   Promote outdoor learning in all year groups | **How we will create this:**  Ensuring there are lots of opportunities for the staff to work as a team Ensuring all staff are well-being trained and know the 4 factors that can impact on children therefore providing an environment with early identification and intervention Ensuring all staff and parents use regular communication portals e.g. Twitter, Tapestry, website, e-mail. Planning whole school days such as PSE days, end of year seaside trips, Lea Green, Good to be Green treat trips that encourage a ‘small school, big family’ feel. Encouraging parents to participate through events e.g. assemblies, workshops, trips, enterprise, parents’ evenings Encouraging teachers to plan cluster events e.g. cluster musical events, joint trips Ensuring all teachers and subject leaders plan regular opportunities to use the outdoor learning environment  **How will we measure this:** Pupil questionnaires Parent questionnaires Well-being questionnaires Staff questionnaires |