



Our School Vision

This document outlines a blueprint of what we would like our school to be - some targets are already achieved and some we are still working towards.

5 Year Vision

RE and Spiritual Growth

1. Continues to enhance children's spiritual growth and understanding of the Anglican faith through the delivery of outstanding Worship and R.E.
2. Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
3. Provides children with opportunities to: recognise, reflect and do - supporting personal spiritual growth
4. Children and adults build each other up in love and learning

PSHE and Mental Health

5. Children and adults feel happy, safe and secure benefiting from outstanding pastoral and emotional wellbeing support
6. Early recognition and intervention to support those struggling with mental health
7. Empathetic engagement - supporting and sustaining young people's emotions and behavioural wellbeing
8. 'Sustainable Development Goals' are central to our values and curriculum and children and adults take action to achieve these goals
9. Children feel comfortable to explore who they are and are not restricted by stereotypes and prejudice

Pupil Voice

10. Children challenge stereotypes and discriminatory views, stretch boundaries- they stand up, speak out, be the difference and change the world
11. Children understand their place and role in the world - school provides a happy, safe environment in school, in the community and across the world - global citizenship
12. Children are independent- children have learning and skills modelled and we then encourage independence
13. Children are empowered and their voice is heard at school, in the community and the world.

Teaching and Learning

14. Deliver a broad curriculum in line with NC and Early Years Educational Programmes with opportunities that extend, excite and stimulate children

with a deep conceptual understanding allowing them to discover individual talents and self-worth

15. Children and adults love learning and feel proud of their accomplishments
16. Children and adults have high expectations of academic outcomes and global citizenship
17. Children understand themselves as learners - metacognition
18. Children are learners who take risks/make mistakes - resilient in their approach to learning - a culture of growth mindset for the school community
19. Our staff provide an outstanding learning and teaching model which allows all children to make rapid progress across all areas of learning through quality first teaching.
20. Teachers aim for all children to make at least outstanding progress.
21. Teachers/SENCO intervene quickly when gaps are identified.
22. Our staff quickly close any specific gaps – disadvantaged pupils - in order to ensure equitable life chances.
23. Children, regardless of their individual needs, are supported to overcome barriers to learning and social development
24. Children, regardless of their individual needs, have opportunities to thrive and flourish, find a talent, demonstrate their abilities and overcome barriers to learning, or barriers to living a happy and full life.
25. The curriculum evolves to explicitly provides opportunities to meet the ever- changing challenges of 21st century life e.g. computing, critical thinking
26. The curriculum is designed to ensure our children are ready for each transition and are ultimately secondary- ready - building relationships with secondary schools to ensure success
27. Children and adults represent school in all areas of school life in different projects – exceeding and leading
28. Lead innovative research through projects in either UK or abroad - research-led learning - science of learning
29. All staff, including middle leaders, keep abreast of new developments in their area and communicate to staff.
30. Middle and senior leaders strive for excellence in their area of responsibility
31. All have access to opportunities that will develop them academically, physically and emotionally.
32. All staff recognise that cultural capital supports social mobility and everyone is engaged in enhancing this through the curriculum and opportunity
33. All staff have up to date training / subject knowledge

Community

34. Staff are proud of their role in supporting the school community and feel fulfilled as part of the St Stephen's team
35. Staff learn from each other as a teaching community
36. Develop open and positive partnerships with parents so that we understand all children's needs
37. Work with our the friends of St Stephen's to support our school community
38. Develop and maintain relationships in the local community to achieve our school vision. Both giving to the community[outreach work] and being supported e.g. Church, police, nurse, SPA

School Environment

39. The school's environment is well- organised, equitable and supports learning
40. Displays and learning environment reflects an exciting, vibrant and relevant curriculum, within a Christian framework
41. Children's behaviour, attitudes and appearance are consistently outstanding, reflecting our school values.
42. The newly founded Eco Committee drives children's understanding of a more sustainable future which is evident in school surroundings and our ethos.

Communication

43. Clear and concise communication with key stakeholders, adopting a collaborative dialogue with children, parents and the wider school community