

Tenbury Primary Academy Church of England School

Vision

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

Friendship, Compassion, Respect, Courage, Perseverance

Key Strengths

What are the key areas which you have developed in your school as a result of your Christian vision?

Provision	Impact of this provision
<p>Vision and Leadership: Sep 2019 – whole staff, governors, parents, children and clergy worked on developing a vision for our school. Everyone’s input included in final wording.</p>	<p>This is now at the core of everything we do. This vision now shapes all policies and practice. The format of the School Development Plan was changed for September 2021, to ensure our school vision and Christian values are at the core and act like a ‘golden thread’ all the way through. RE and Collective Worship always feature in the SDP, ensuring priority is given to our status as a Church of England school. Our motto ‘Therefore encourage one another and build each other up’ is integral to school life and lived out through our story ‘Have You Filled Someone’s Bucket Today?’ Our pupils regularly reflect on what they have done to encourage others and the impact this has on others and themselves as they fill someone else’s bucket and their own! School leaders strive to support our school partnerships with our local church – St Mary’s in Tenbury wells, local groups such as ‘Open the Book’, our school choir is led by a local church leader, we join with other churches in Ludlow for the ‘Experience Easter’, ‘Experience Resurrection’ events. Rev. Mark, our local incumbent, led weekly bubble worship from April 2021 and is now back to leading monthly whole-school worship. Our Local Academy Board strongly support and monitor our effectiveness as a church school – our Vice Chair co-ordinates the ‘Open the Book Team’ and one of our parent governors is the pastor of the local Elim Christian Church. ‘Church School Effectiveness’ is always a standing item on the Headteacher Report to Governors and governors regularly visit school for Learning Walks, lesson observations and participate in worship (pre and post Covid). Governor monitoring ensures our church school ethos remains at the core of our SDP and priorities and has led to increased confidence in our governors to participate in worship themselves e.g. Remembrance Day, prayers in church services, organising inspirational visitors (e.g. Lizzy Yarnold) and providing further ideas/resources for prayer activities.</p>
<p>Wisdom, knowledge and skills:</p> <p>Staff have worked collaboratively to develop a creative and ambitious curriculum to enable all children to flourish</p>	<p>We have worked hard to develop the role of Subject Leaders, incorporating our Christian vision into a vision for each curriculum area. We made the decision to keep our creative topic-based curriculum, with exciting and meaningful learning opportunities, as we feel this offers more opportunities for inclusivity and enables all pupils to make good progress in their learning.</p> <p>During Lockdowns we introduced Google Classroom as a way to deliver remote learning but with a personal touch where pupils, parents and teachers could still chat to each other, upload photos etc to continue to ‘encourage one another and build each other up’ even though this was in a virtual environment. We ensured that we loaned Chrome Books to any families who could not access the virtual classroom (9 families) and set up our own bespoke support service for parents. This support email was accessed by over 50% of our families and, where needed, personalised training was organised. Food parcels were delivered personally to some of our more vulnerable families and school now supports the local Food Bank in Tenbury.</p> <p>As a staff, we are extremely effective at identifying those children who may be more vulnerable/have additional needs. We hold Pupil progress meetings every 6 weeks where the class teacher, SENDCO and Headteacher (who is also DSL) discuss learning needs and solutions to any potential barriers to learning. Provision maps for SEND and Pupil premium children are continually updated to ensure academic progress is made and discussions are regularly held to ensure their emotional needs are addressed e.g. through our horse riding scheme.</p>
<p>Character development: hope, aspiration and courageous advocacy</p>	<p>Our vision is all about working together to develop aspiration in our school community. This is threaded through the SDP, through staff meetings and through Pupil Progress meetings. In September 2020, when returning to school following the first Covid lockdown, we chose the Christian value of ‘Hope’ to be our focus, our prayer trees became ‘aspiration trees’ and we focused on inspirational figures around us.</p>

<p>We have made developing aspiration and building resilience one of the 'Big Stones' of our School Development Plan</p>	<p>Our curriculum has 'Global Learning' opportunities embedded throughout and from the large 'global family' display in the main reception area, to the photos of our link with our partner school in Tanzania and the last visit by our Tanzanian teachers in November 2019, our children are encouraged to look beyond themselves and think globally. September 2021 – we chose to start the new school year with the Christian value of 'community', enabling us to further embed the understanding of school, local, national and global communities. We introduced a new sticker scheme, encouraging children to reflect on the value and demonstrate it in action, thereby linking back to our school vision of encouraging one another.</p>
<p>Community and living well together:</p> <p>We are school which is here for the local community and our Biblical reference 'Therefore encourage one another and build each other up' underpins all of our policies including our behaviour Policy, Anti-Bullying Policy and Attendance Policy.</p>	<p>Our school has key 'Golden Rules' which enable everyone to get along together and flourish in our community. These link to our Christian values and children are encouraged to live these out in their actions by receiving stickers linked to the values which are then celebrated every Friday, with pupils able to explain what their sticker was for and how they have contributed to their community. Forgiveness, reconciliation, a 'fresh start' are all key elements to our Behaviour Policies. Mental health and wellbeing of pupils is always discussed during Pupil Progress meetings and the Headteacher is able to refer pupils for further support if needed. The Headteacher is now also a 'Mental Health First Aider'. School also funds individual mentoring for particularly vulnerable pupils, if it is felt this would be of support. We have a history of being inclusive and successfully re-integrating pupils into school, following a period of home-schooling or after leaving other local schools (9 pupils in the last 4 years). Senior Leaders regularly discuss progress of our most vulnerable children and often state 'We are MAD!' where this stands for 'Making A Difference!' Our pupils have a genuine voice and are encouraged to make a difference through School Council, Worship Crew and Eco Warriors. From May 2022, we also had the addition of 'Rosie', our school dog, who has very quickly become a valued member of our school community!</p>
<p>Dignity and respect:</p>	<p>Our Behaviour and Anti-Bullying Policies and records evidence that there are effective procedures in place and any incidents are dealt with swiftly. Staff are quick to challenge anything that is inappropriate and, therefore, incidents are few and far between. Dignity and Respect are both core Christian values that we focus on in collective worship and encourage children to show these values in action. Staff regularly refer back to our school motto and the filling buckets analogy to encourage children to reflect on their actions and impact positively on behaviour. The impact of this is that our children are very accepting and positive towards children from different backgrounds/with different needs e.g children with Autism/children with physical disabilities/EAL children. We have a clear and comprehensive PSHE and RSE Policy that supports pupils in forming healthy relationships. In addition, we are using the 'Goodness and Mercy' resources to support the teaching of RSHE in our Church school.</p>
<p>Collective worship:</p> <p>We aim for collective worship to be inclusive, invitational and inspiring</p>	<p>A range of different types of worship eg. whole school, class, Open The Book, Songs of Praise, Rev. Mark, using a range of Bible stories, songs, silence, reflection, role play to engage all children. During lockdown we were able to post videos of worship by Mark Harrington (Diocese) and Rev. Sian from Tenbury to our Google Classrooms, along with other ideas for worship linked to our Christian value for that half term. We also added worship activities to our virtual classrooms in lockdown such as uploading photos of our Easter Gardens. We also provide home-school activity sheets for each value on our school website. Our pupil Worship Crew play a key role in planning, monitoring and evaluating worship in our school. We also use the 'Window' (looking out), 'Mirror' (looking in/reflecting) and 'Door' (looking ahead) resources to support children's spiritual development and reflect on their behaviour, values and attitudes. Great value is placed on children writing their own prayers and a pupil prayer is always shared at the start of Governor meetings, which is always a very profound moment. Our Worship Crew have worked alongside another local school Worship Committee, to share ideas and make our collective worship as inclusive, invitational and inspiring as possible. This is an area to be developed further post Covid.</p>
<p>Religious Education (RE):</p>	<p>Curriculum planning for RE is extremely effective, with clear progression of skills and concepts built into the long term plans. We use the 'Understanding Christianity' resource throughout the school and encourage children to look at the 'Big Picture' from the frieze to recognise the key themes. RE CPD for staff is refreshed annually as we are part of the Hereford Diocese Partnership Agreement. Through our RE curriculum pupils also develop an understanding of a range of religions and worldviews, with a curriculum which is broadened and enriched with visits and visitors. An effective assessment system for RE is in place, together with RE Floor Books, which demonstrate that all children are making progress and provide evidence of further opportunities for discussion and reflection in lessons. Through our quality RE teaching, the confidence of all pupils, including our most vulnerable children is developed, so that they are able to contribute their opinions and understand that all thoughts are valued and respected.</p>

Key Areas for Further Development

Area for development	How will this increase the impact of your vision?
<p>Character Development:</p> <p>Global Learning Courageous advocacy</p>	<p>The Headteacher has recently (September 2021) become the Cluster lead for a group of 12 schools – 6 in the local area and 6 in Tanzania. She has secured a bid from the British Council of £5000 to set up a virtual partnership between the schools and work together on the Connecting Classrooms activities based around climate change and sustainability. We have now set up a 'Padlet' page where staff from all 12 schools can begin to upload activities and photos linked to our Global learning. Together with the creation of our Eco Club to coincide with the COP26 summit in Glasgow, we will be further embedding the concept of courageous advocacy, developing aspiration for the future, and encouraging our pupils to think globally with confidence.</p>
<p>Collective worship:</p> <p>Spirituality</p>	<p>In the academic year 2021/22 we considered what spirituality is, working collaboratively on a definition for our school and then considered spiritual development, looking at different spiritual styles. This provided time for staff to reflect on their spiritual style, as well as the children. In the academic year 2022/23 we will look again at our prayer spaces and develop an outdoor spiritual garden, as we aim to become a S.P.I.R.I.T filled school.</p>
<p>Vision and leadership:</p> <p>Strengthen links between church and school</p>	<p>Following the easing of Covid 19 restrictions, we are aiming to re-establish and further strengthen these links to establish a real sense of belonging and connection to the church community and building. In the academic year 2021/22, we established an area in St Mary's for our Y5 pupils' art work, linked to their work in RE, which will be refreshed annually. We also set up prayer boxes which are swapped between school and church every month, giving each community a chance to write prayers for the other. In 2022/23 this will be strengthened further by introducing our youngest pupils to our Church Family. Our Reception children will make handprints which they will take to church, supported by our Y6 pupils, where these will be displayed, again giving the community opportunity to pray for our pupils and build a relationship with our school.</p>