

At the heart of what makes our ethos distinctive, lie our beliefs in the Christian church, hope in the power of the school to develop the potential of all its members. The world for which young people are being prepared will not always best use an individual's abilities, therefore certain qualities are needed to cope with this. Our church school helps to tackle how this might be achieved from its position of faith, in which endurance and hope are significant values. Christian values are at the heart of the school's values. They are lived out in the web of relationships within the school community and manifest in every classroom. Thus, it is this very DNA which threads through and underpins the whole vision. As part of that Christian faith, it matters that every child matters- the able and the strong, the disadvantaged and the disabled, the gifted and the talented and those with special needs. There should be no discrimination by race, gender, faith, ability, age or language. It matters to us that the whole child matters-physically, emotionally, socially, morally, intellectually and spiritually and that the whole and every person in the family of St. Anne's matters.

Our vision statement here at St. Anne's draws the whole community together around a common goal, supporting learning for all. We believe that such a heavy responsibility should be distributed amongst Governors, staff and parents. With everyone involved, informed and accountable for the whole-school development, there is a strong feeling of ownership and commitment, fostered by regular acknowledgment of effort and by professional reflection. Drawing on the often untapped expertise of its stakeholders, St. Anne's moves forward as an interdependent team, with a vital resource for its development being the teachers, who co-coach, observe and plan together and share good practice with other schools in an outward-looking culture, thus laying the

foundations for long-term networking. We aim for all its stakeholders to be valued and respected as cogs in the process of driving St Anne's forward on its journey towards excellence.

We invest in our staff by promoting subject leadership, crucial to raising accountability. We support teachers to develop a system based on individual progression and underpinned by assessment for learning principles, ensuring that the core skills of reading, writing, number work and ICT are secure and being continuously extended. Having staff which are passionate about placing children at the centre of their vocation, who have high expectations and plan for progression, differentiation and challenge, is key to striving for excellence. Thus, teaching and learning is characterised by ambitious objectives and challenging personal targets. We aim for an unremitting focus on gap-narrowing through more rigorous assessment procedures and early appropriate intervention strategies. To this end, cohort plans with individual development profiles for each child identify strengths and weaknesses. For although standards at St. Anne's have shown a steady upward trend over the past four years, there is no room for complacency; through the sharing of accountability across school, there is still more capacity to improve.

The emphasis lies on a curriculum that is rich in opportunities and focuses on optimum progression for individual pupils, whatever their ability, based on the belief that all children have talents needing to be discovered and developed, even though these gifts vary in kind and potential. Promoting self-evaluation through challenging criteria with breadth and depth, negotiated with pupils, drives their own learning forward, encourages social interaction and enables mutual learning support.

Pupils at St. Anne's are prepared for the next phase of their learning journey, by ensuring depth of task in activities provided, with limits fixed by the potential of the activity and capability of the child, rather than the teacher. By giving process a heavier weighting than product, they develop as individuals, acquiring the transferable skills necessary to promote lifelong learning. Opportunities to take thinking beyond the obvious and developing deeper questioning through open-ended, real-life investigations equally enhance the learning process. Children are provided with a rich range of resources to equip them for the increasing technological demands of the 21st century, but are equally challenged to find their own.

Aspiration is raised by bringing high standards to the attention of the learners with examples of achievement from a wider range of real world contexts, for example from the work of acclaimed artists, engineers, writers, sports people and links with local universities.

Holding posts of responsibility in school produces confident role models. Opportunities for oracy, proven to raise attainment, are provided through involvement in local community projects. In these, developing skills of leadership and teamwork further encourages citizenship and promotes lifelong learning. Local links are equally enhanced by moving the school to a higher level of Rights Respecting.

We aim to increase opportunities for extra-curricular learning through residential stays for our younger children, which promotes similar attributes, alongside a respect for local context, in terms of its history and geographical features. We also aim to improve

outdoor provision based on Forest School principles. It is equally important to develop an awareness of our national heritage, which our National WWF partner schools across the UK will engender, as well as widening the avenue for our young learners as environmental champions

We have extended links with our French partners to encompass both key stages, with skyping sessions and a shared learning platform . To support this, language learning has increased to include all year groups from Reception to year 6, with our oldest children learning German. Our French friends' annual visit to the school raises intercultural understanding on a European level, whilst developing our Southern link with Bangladesh will further enhance global citizenship. Appreciating the value of diversity, dispelling barriers and celebrating similarities in this way, has laid firm foundations for realising the full International School Award.

We aim for St. Anne's to be a safe, happy, healthy learning environment with warm, open, responsive relationships, where excellence, enthusiasm and creativity, whether academically or in sport, art, music or drama are valued, and contributions at all levels are respected. An ethos which builds on self-esteem and self-confidence, where changes of mind, risk-taking and creditable failure are an integral part of teaching and learning, develops caring, thinking, mature individuals.

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