

Strands of the vision	Learning, loving and encouraging through Christ	
	Actions	Impact
<b>Vision</b>	<p>Is at the heart of all we do and believe.</p> <p>Theological narrative – St Barnabas</p> <p>CW develops understanding of vision and values, as well as reflecting on global issues and this can be child driven</p>	<p>Underpins school plan, ethos and policies.</p> <p>Theological narrative known by all and celebrated weekly- everyone in the school community is encouraged to be a Barnabas – child are kind, supportive and encouraging to each other</p> <p>Reflects love and trust placed in each person. Children actively care about the world and the people in it- asked HT to ban laminating as it is bad for the environment after learning about creation in worship, keep a year- round food bin and uniform bank as a result of CW (courageous advocacy)</p>
<b>At the heart of our community</b>	<p>Charitable fund raising – Rainbow Centre, Romney Marsh day centre at Harvest, local events</p> <p>Courses for parents- both academic and personal</p> <p>Exceptional bond with local church and regular involvement with local clergy to lead worship and prayer weeks.</p> <p>A committed and fruitful partnership with Romney Resource Centre – children who have struggled in mainstream and have an EHCP.</p> <p>Families fully supported during lockdown: eg food parcels as well as fully supported with pupil learning. Also reached out to lonely people in the area through letter writing. We have uniform and food banks</p> <p>Fundraising for local causes.</p> <p>Children suggested changing the location of the worship garden so it was accessible to whole community.</p>	<p>Parents increasingly involved with <b>all</b> aspects of school life including church, PTA</p> <p>An increasing school role in an area where numbers are decreasing – PAN has been increased</p> <p>Adults who now have basic qualifications and have found work. This inspires their children and they can now support them with their learning and reading at home</p> <p>Congregation and school work closely together for the benefit of all: the congregation and PCP have an open invite to attend worship and do, HT and DHT are part of Rev Chris’ reference group meetings with the Arch Deacon, worship leaders write in monthly Benefice magazine, invited to take a lead role in events – Light Up New Romney, Commonwealth Day, Remembrance Sunday etc The church have asked the children to write a book of prayers for the year, which they will publish and sell to make money for the local community</p> <p>Vulnerable young people in the local community are given a second chance to flourish and learn life skills to give them better chances in life – Ollie now has an apprenticeship after a year with us</p> <p>All children have access to uniform. Food bank is well used. Pupils love to see how they made a positive impact on the lives of others by their kindness and reach out and suggest ways to help when they see it is needed – CARM cards. Some of these people are now volunteer readers which they say has given their lives new meaning and purpose.</p> <p>Increases wellbeing of community and becomes a community focal point</p>
<b>Welcoming</b>	<p>Open door policy, SLT available each day at school gates.</p> <p>Transition processes between nurseries, in-school and secondary schools are thoroughly embedded</p> <p>Visitors are welcomed into the school</p>	<p>New pupils are warmly welcomed into our school, with needs met effectively. Pupils who have struggled to engage in school life at other schools feel welcomed and valued as part of our school community.</p> <p>Pupils tell us that St Nicholas is a place where all children are accepted and offered a second chance. Parents have reported they feel welcomed, listened to and respected.</p>
<b>Love, trust and support</b>	<p>Love, trust and support underpin all our relationships between adults and pupils, the school and families.</p> <p>We support other schools within Aquila, lead training for Schools Direct students in CW and RE; we are a leading participant within the Marsh hub of schools.</p> <p>We receive support from the diocese in RE development and CW.</p> <p>CW was sustained daily during the pandemic with online worship.</p> <p>Inspirational acts of worship, which are primarily child-led, inspire reflection, positive pupil behaviour and fund raising.</p> <p>Themes focus on teachings of Jesus and often use diocesan planning.</p> <p>Opportunities for the teaching of spirituality is actively mapped out across the curriculum. Rev C is training staff in developing their understanding of spirituality</p>	<p>Evidenced in our wellbeing award survey that 100% of parents felt that we were approachable and supportive.</p> <p>We are constantly reaching out to others to support their development, which in turn benefits our school – active member of CAST to support RE and worship in other hub schools – we host meetings and training for other schools to observe excellent practice, our worship leaders have trained other children in local schools which has improved their worship</p> <p>Online worship drew the school and local community together to worship. This has continued weekly and has enabled the new rector to be visible to a high number of people and eased his settling in period.</p> <p>Pupil behaviour is outstanding (Ofsted) and the school, given our demographics, raises substantial amounts for charities. Strong links developing via church links to a school in South Africa – write letters, donated books, visitors in from the congregation to inform children – our children are becoming more knowledgeable about the world beyond the Marsh</p> <p>Pupils develop spiritually and can talk knowledgeably and passionately about how we live out our vision and the impact it has on them and others- they like to make a difference in the world.</p>
<b>Inclusive</b>	<p>Inclusive of all pupils.</p> <p>Full time inclusion manager and learning mentor</p> <p>Our provision for vulnerable pupils has been recognised by the local authority leading to a SRP on site.</p> <p>Specific provision for vulnerable pupils e.g. PP and 1:1 enables them to flourish academically and emotionally</p> <p>Counselling and play therapy as needed. Also equine therapy, draw and talk.</p> <p>Plans for G&amp;T pupils to allow accelerated progress.</p> <p>School Council, worship leaders, eco warriors, play buddies, PTA and Parents Council play an important part in making decisions</p>	<p>There are less gaps in attainment between the most vulnerable groups and their peers in all year groups. This is particularly true in reading and RE</p> <p>The building was re-configured to ensure the SRP was at the heart of the school, all children are valued equally</p> <p>Successful applications for HNF, with strong provision for the vulnerable means that all children succeed at their level and make good progress</p> <p>No exclusions in recent years</p> <p>Inclusion manager supports in another setting and sits on the panel for SRP decisions across the county.</p> <p>Pupils are actively involved in decision making e.g. key events, charitable fund raising and relish this responsibility</p>
<b>Aspirational</b>	<p><u>Governors:</u> undertake rigorous monitoring and challenge school leaders.</p>	<p>Governors are fully involved in school monitoring and support its development.</p>

	<p><u>Diocese</u>: Staff attend training for RE, worship as well as local network meetings. We set clear targets for all pupils. Catch up funding is clearly targeted. Committed, enthusiastic staff have created a curriculum which is challenging and is adapted to meet the needs of specific cohorts</p> <p>Leadership is actively involved in work with the Diocese – Rev C reference group, attend Diocesan roadshow - budgets</p>	<p>Teaching in RE is at least good and often excellent. REQM – silver award. Staff are skilled in the teaching of RE but continue to update their training both on the Diocesan website and with members of other schools and clergy. The local secondary school has met with RE lead and has adapted their planning to be more challenging because the level children are coming in School data is improving so that it is line with national levels. RE data is higher than levels in RWM Knowledgeable leadership, who have an impact in the wider sphere and can influence decisions to benefit the school, other schools and the community. Well respected – involved in new Rev’s appointment along with the worship leaders</p>
<b>Nurture &amp; encourage</b>	<p><u>Impact across the Trust</u>: HT mentors other local HTs We train RE and CW across the Trust for ECTs and Schools Direct students. ECF mentors ECTs and mentors across the trust Specialist nurture facility. <u>Staff</u>: attend ML, SL and QH training. Model encouragement, kindness, love and respect to pupils and each other. Mentor for staff – CiA <u>Pupils &amp; Parents</u>: Encouragement and nurture underpins behaviour policy. ELSA trained staff, learning mentor, FLO RSE – well embedded Celebration worship to celebrate all a child’s achievements both academic and not Child centred support for mental health and wellbeing, as well as for parents, families and staff Pupil leadership within CW is innovational, strong and confident</p>	<p>We are recognised as a school with outstanding staff who can deliver high quality training that impacts on the work of other schools. We have 2 facilitators coaching in local schools leading to high quality ECTs and u to date training for SLT which is passed on to all staff Nurture facility and SRP train staff from other schools to support vulnerable children making sure that they can flourish in their own settings Excellent relationships between staff and pupils – in the wellbeing survey children reported staff are open and caring and easy to approach. Staff flourish and their courses have impact on the quality of leadership and teaching. Well-being champions support the wellbeing of other children so they feel supported Positive relationships with school families mean we can actively support them to make difficult and good decisions. Pupil behaviour outstanding (Ofsted) High levels of support offered via ELSA and nurture have lead to fewer children being referred to CAMHS pupils led worship for HT retreat, one of whom has seen the LM due to high levels of anxiety – <i>transformational progress</i>. Pupils ready to learn, thrive and flourish meaning data is improving for all groups of children. Attendance is improving and is in-line with national standards, no recent exclusions. Knowledgeable, enthusiastic and confident pupils have grown in confidence by leading and writing worships which they deliver to KS1 and whole school. Children lead church worship for parents and the congregation on Sundays. Attendance is growing with over 700 people at the last school service and over 850 on a Sunday (Mothering Sunday)</p>
<b>Resilience</b>	<p>Year 6 resilience training Learning mentor supports individuals Strong support for family mental health in the pandemic and beyond. Resilience is reflected in the school values of perseverance and the emphasis on editing Be a Barnabas is celebrated and fostered Development of Mood Monsters and self-regulation techniques, developing language of self</p>	<p>Pupils demonstrate an ability to keep on trying in class and talk about not giving up and demonstrating perseverance. Pupil attendance has improved, especially for vulnerable pupils. Children love to be nominated for being like St Barnabas and encouraging others to keep going Children increasingly understand a range of emotions and have strategies to support them- also supports adults in helping to support children: less children are on report or time out meaning they can learn in class</p>
<b>Creativity</b>	<p>Stunning starts and fabulous finishes in curriculum topics. Creative themed subject weeks Arts fortnight – take part in Jam on the Marsh to celebrate the arts across the Marsh Big questions central to curriculum and support spirituality Creation of banners / stations of the cross, stations of the nativity for local church We always take part in the Spirited Arts competition</p>	<p>Children enjoy thinking creatively and this is representative of the clubs offered by the school which are well-attended. Children have writing published in the local Benefice magazine monthly</p> <p>Other local churches have asked us to create similar pieces of work for specific times of the year. Mosaics made by the children for the worship garden. We regularly win the poetry and art competitions for the Lights Festival which then get published</p>
<b>Collective worship</b>	<p>Central part of the school day. CW was sustained during the pandemic with online worship. Inspirational acts of worship inspire reflection, positive pupil behaviour and fund raising. Themes focus on teachings of Jesus and often use Diocesan planning. Develops understanding of vision and values Pupil leadership is strong and confident Excellent bond with local church and regular involvement with local clergy to lead worship and prayer weeks. Training for all staff about delivering worship and monitoring of sessions by adults, governors and children. Children feedback to CW lead about their worship and what could make it better</p>	<p>Online worship drew the school and local community together to worship. Pupils develop spirituality and can talk about this confidently. Prayer enables pupils to reflect on their behaviour and pray for the needs of others – as a result they arrange collections or events to raise awareness and funds. Pupils growing in confidence by leading and writing worship. Worship leaders take phase worships and have mentored new leaders to be able to do the same Links with the church are exceptionally strong and children lead the Sunday congregation during the year with increasing numbers of parents and families attending these services. As a response to children’s suggestions, Messy Church now runs from the school Children have been inspired by a Corpus Christi service to sign up for confirmation classes – open to Yr 6 Children monitoring worship feedback to the adults about how to improve what they do , adults are secure they deliver good worships that always include the children CW lead trains teachers from other schools how to deliver inspiring worships that are child led.</p>

