



John 10:10

Learning for Life

‘I have come that they may have life and have it to the full’

Provide experiences that will enable children to go on to lead others in living a full and good life.

- Half termly outdoor learning opportunities,
- PSHE curriculum including themed days,
- Philosophy for Children (P4C),
- Courageous advocacy links and opportunities,
- Children as leaders including School Council, Junior Governors, Mental Health Ambassadors and the Eco Committee.
- Productions (EYFS, KS 1 and KS 2),
- Performances including Dance Extravaganza,
- Residential in Years 4 and 6,
- Whole School enrichment days linked to local and national events.

10 *“Very truly I tell you Pharisees, anyone who does not enter the sheep pen by the gate, but climbs in by some other way, is a thief and a robber. ² The one who enters by the gate is the shepherd of the sheep. ³ The gatekeeper opens the gate for him, and the sheep listen to his voice. He calls his own sheep by name and leads them out. ⁴ When he has brought out all his own, he goes on ahead of them, and his sheep follow him because they know his voice. ⁵ But they will never follow a stranger; in fact, they will run away from him because they do not recognize a stranger’s voice.”* ⁶ *Jesus used this figure of speech, but the Pharisees did not understand what he was telling them.*

⁷ *Therefore Jesus said again, “Very truly I tell you, I am the gate for the sheep. ⁸ All who have come before me are thieves and robbers, but the sheep have not listened to them. ⁹ I am the gate; whoever enters through me will be saved. [u] They will come in and go out, and find pasture. ¹⁰ The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full.*

Listening to the voice of God

‘All who have come before are thieves and robbers but the sheep have not listened to them’

Nurture positive relationships with ourselves, God, others and our community.

- School’s Christian Values including evaluations,
- Opportunities to engage in prayer,
- Annual Prayer Space held at the church,
- School prayer spaces: both inside and out,
- Assess to trained ELSAs (Emotional Learning Support Assistants),
- Maintain being a Thoughtful School, which is supported by the Mental Health Support Team (TEAM),
- Nurture provision,
- Daily Collective Worship which is inclusive, invitational and inspiring,
- Courageous Advocacy including maintaining the school’s Global Neighbours Accreditation,
- Philosophy for Children (P4C),
- Pupil Premium Strategy,
- Community outreach projects,
- Eco Committee having a positive impact through community projects.

Aiming for Excellence

‘They will come in and go out and find pasture...’

Provide children with opportunities and experiences to achieve high academic success from their starting points

- Trips and visitors which enhance the learning experience and inspire children,
- Curriculum Design, which builds knowledge on knowledge so pupils achieve high academic success,
- Pupils have access to tuition,
- Data and Pupil Progress Meetings have an impact on pupil progress,
- Pupil Premium Strategy,
- Effective SEND provision where barriers are removed to learning,
- High levels of Parental Engagement both through workshops and attending parents’ evenings,
- Outside Agency Involvement has a positive impact on pupils,
- All staff have high Expectations of self and pupils,
- School Values,
- Wider curriculum offer (clubs, music lessons, art workshops),
- Support from secondary specialists,
- Staff receive high quality CPD, which has a positive impact on quality first teaching,
- Adaptations and changes to the school’s offer are based on research from the EEF.