

At Thornhill Primary School our vision is to develop happy, motivated pupils, staff and governors who are empowered to learn and aspire to be the best.

We will achieve this by;

- Creating an environment for learning that is stimulating and enjoyable for both pupils and staff so that we can work together as a whole school community
- Focusing on improving standards of attainment and progress through enquiry and curiosity so that pupils are able to express themselves with confidence
- Providing a positive 'can do' culture where praise, respect and encouragement prevail so that we are willing to embrace change, be innovative and respond to new ideas
- Embedding self-respect and self-discipline in work and behaviour
- Listening to our school community, valuing their views and acting on what they say
- Working in partnership with other professionals in order to improve our provision and practice

By the time they leave Thornhill, our pupils will

- Be proud of their achievements
- Be lifelong learners with a strong set of practical, social and emotional skills
- Have a sense a sense of personal achievement and pride in their school and their community.
- Move to their new school with confidence and a desire to build on their knowledge

Thornhill Primary School: Vision and Mission Statement  
*'Every Child is unique and at the heart of everything we do'*

Statement	What this means	What this means for the school	What this means for pupils	What this means for parents	What this means for Governors
<b>By the time our pupils leave they will.....</b>					
1. Be proud of their achievements	<p>Children to reach age related expectations and above by the end of Year 6 in reading, writing and mathematics.</p> <p>Children to attain at least expected knowledge and skills across all areas of the curriculum</p>	<p>Appropriate focus on core subjects while ensuring a broad curriculum so that all pupils have a sense of achievement</p> <p>Ensuring resources are adequate to deliver a rich curriculum</p> <p>Raise status of achievement within school and externally through social media</p> <p>Supporting parents</p>	<p>Certificates/Celebrations</p> <p>Understanding targets and next steps in learning</p>	<p>Supporting learning at home</p> <p>Attending curriculum meetings/workshops and progress meetings</p>	<p>Undertaking a range of monitoring activities</p> <p>Keeping up-to-date with training</p> <p>Understanding attainment and progress expectations</p>
2. Have a desire to build on their knowledge and skills	<p>Motivation to want to learn</p> <p>Learning and application of knowledge</p> <p>Personal ambition</p>	<p>Developing the skills of curiosity and enquiry</p> <p>Evaluating curriculum delivery</p> <p>Using external resources and learning opportunities working alongside other schools</p>	<p>Wider experiences, opportunities to explore beyond local area</p> <p>Participating in a range of external clubs provided by the school</p>	<p>Support from PSA/Learning mentor</p> <p>Tapping into parent expertise and interests</p> <p>Classroom volunteers/parental involvement</p>	<p>Range of opportunities for getting to know parents and children</p> <p>Attending in-house training, staff meetings etc. as appropriate</p>

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<p>3. Have a strong set of practical, social and emotional skills</p>		<p><i>Link into SDP next year Also provision for SEND/PP</i></p> <p>Sharing School Values ensuring they are known and understood by all</p> <p>Bringing learning 'alive' by providing a rich and broad curriculum that appeals to the needs and interests of all</p> <p>Provision of well-planned PSHE, Citizenship and Values programmes</p> <p>To provide a wealth of opportunity to:</p> <ul style="list-style-type: none"> <li>• Develop emotional vocabulary</li> <li>• Help children to manage feelings</li> <li>• Resolve conflicts</li> </ul> <p>To provide parenting support</p> <p>Be visible and accessible</p>	<ul style="list-style-type: none"> <li>• Able to manage feelings, resolve Conflict, make friends</li> <li>• understanding of personal hygiene,</li> <li>•</li> </ul>	<p>School and parents to build positive relationships:</p> <ul style="list-style-type: none"> <li>• Respond to questionnaires</li> </ul> <p>Parental aspiration for their children</p> <ul style="list-style-type: none"> <li>• Invitations to learn alongside children: (range of workshops)</li> <li>• To engage with school support and that from PSW</li> </ul>	<p>To monitor the curriculum</p> <p>Meet with curriculum leaders</p> <p>To talk to children and parents</p> <p>Monitor use made of school values</p> <p>Receive information from the school with regard to different forms of provision for children</p> <p>To accompany classes on school trips</p> <p>Governors to attend external training and share with others</p>
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<p>4. Have a sense of personal achievement</p>	<p>Children have learned a new skill:  <i>Link to music? PE team? Drama? Art? etc</i>          Experienced competition, performance          Widened horizons</p>	<p>Extra- Curricular provision          Competitive sports          Swimming          Trips and visitors          Improve provision for music provided by the school          Broaden the curriculum through drama and plays</p>	<p>To practice skills          To develop perseverance            To engage in activities and not giving up</p>	<p>Parents to encourage commitment and perseverance            Parents to share their skills and support clubs/activities</p>	<p>Governor expertise/skills to be shared?</p>
<p>5. Be confident and proud</p>	<p>To know what you have done well and be recognised for it.</p>	<p>Giving children the chance to rise to the occasion.            To celebrate achievement          Develop further working walls</p> <ul style="list-style-type: none"> <li>• Ensuring that there are cross curricular links displayed so that all children have opportunities to achieve</li> <li>• Regular House competitions twice per half term</li> <li>• Meeting the needs of different learners.</li> <li>• Choosing exciting topics.</li> <li>• Linking school trips to topics.</li> <li>• Stimulating boys</li> </ul>	<p>Participating to an environment that is stimulating for both children and staff            Enhanced role for school captains, monitors, school council            Monitors for break, lunch, toilets, dining room, cloakrooms            Pride in school children to keep the school tidy.            Children take part in active learning and show commitment            Taking pride in their work</p>	<p>Supporting Homework/half term tasks            Parents understand successes and areas for improvement            Opportunities for parents to visit classrooms and to look at work... good uptake            Parents to actively support school rules</p> <ul style="list-style-type: none"> <li>• Bikes/scooters</li> <li>• Litter</li> <li>• School uniform/appearance</li> </ul>	<p>Attending celebration assemblies            Learning walks            Talking to children            Book looks</p>

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		<ul style="list-style-type: none"> <li>• Providing exciting resources across the school.</li> <li>• Using staff passions to inspire children to do different sorts of clubs.</li> </ul>	Eager to learn from feedback, to do their best		
To achieve this we will	What this means	What this means for the school	What this means for pupils	What this means for parents	What this means for Governors
1. Creating an environment for learning that is stimulating and enjoyable for both pupils and staff	Focus on the learning environment (indoor/outdoor)	<p>Tidy classrooms/well organised            Attractive displays that are current            Learning walls that support learning            Cross-curricular links            Displaying the work from all learners            Environment that is well planned, reflects learning and is regularly changed and updated</p> <p>High expectations consistent approach to instilling values</p>	<p>To take pride in their school            To tidy up, and look after school property            To take responsibility</p>	To support independence at home... looking after bedroom, having responsibility	Talking to children Learning walks
2. Work together as a whole school community	Local community and that of further afield Residents Parents Other schools College	<p>Making contact with local community groups</p> <ul style="list-style-type: none"> <li>• Visits, singing, invitations</li> <li>• Visiting different communities</li> </ul>	<p>Improving house competitions...involving the community</p> <p>Participating in competitive sports/activities</p>	Links with the wider Community PTA: Summer/Christmas Fayre, more fund raising opportunities	To participate in a range of school events

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	<p>Businesses</p> <p>Improving website</p>	<ul style="list-style-type: none"> <li>• Taking an active part in cluster groups, work with other schools,</li> <li>• Moderation</li> </ul>	<p>Linked to aspiration... careers</p> <p>Taking on and being committed to responsibilities</p>	<p>Involvement of older members of our community</p> <p>Celebrating diversity: Sharing family traditions</p> <p>Listening and responding to the views of parents/pupils</p> <p>Include male family members</p>	
<p>3. Embrace change, be innovative and respond to new ideas</p>	<p>Support growth mind-set so that all children respond to new ideas in a positive manner</p> <p>Instil idea that 'anything is possible'</p>	<p>Staff to research and keep up to date</p> <p>Everyone to take responsibility for changes in school... to suggest and to innovate</p> <p>Contribute to a 'Staff Library' so that we learn from each other</p>	<p>Children to be involved in decision making... whole school and classroom</p> <p>School to respond to children's feedback/ideas</p>	<p>Parents to be involved in decision making</p> <p>School to respond to parent feedback/ideas</p>	<p>To act on findings</p> <p>To suggest, question understand why some initiatives are introduced</p> <p>Governor Training, feedback, in-house support</p>
<p>4. Learn to give, receive and value feedback</p>	<p>Ensuring a whole school approach so that all children understand what they are doing well and what they need to do to improve further</p>	<p>Improved marking and feedback policy, whole school commitment</p> <p>To review school approaches to feeding back to parents</p>	<p>Children taking more responsibility for their own work</p> <p>Ability to peer/self- assess</p>	<p>Support for parents for supporting reading at home</p> <p>Comments in reading books</p>	<p>Governors to reflect on their own contribution</p> <p>All governors to share ideas and to contribute towards the strategic vision</p>

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<p>5. Embedding self-respect and self-discipline in work and behaviour</p>	<p>To instil high expectations for all groups of learners</p>	<p>School to deliver a values based education</p> <p>Staff to follow up in the classroom</p> <p>Staff to continually reinforce school rules and expectations</p> <p>Everyone to take responsibility for 'our' school</p> <p>Work well matched to need so that all children can succeed and take pride in their work</p> <p>School expectations consistent across the school Expectations are reinforced regularly</p>	<p>Following school rules Behaviour Uniform expectations Presentation in books</p> <p>Children are aware of expectations and strive to meet them</p>	<p>Supporting school rules Behaviour Uniform</p> <p>Parents are aware of school expectations because communication is good</p>	<p>Observations Talking to parents and children</p> <p>Governors actively support /reinforce school expectations</p>
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Suggested Action:

Staff:

- Disseminating Training so that everyone benefits
- Change homework, ask for parental preferences
- Regular uniform checks
- Provide regular opportunities to seek parents' / pupils views and to respond to findings
- Focused learning weeks
- Tapping into staff talents

Pupils:

- School Ready: appropriate uniform/PE kits
- Know behaviour expectations and consequences
- Organising regular house competitions
- To play a role in 'Celebration Assemblies'

Parents:

- Modelling reading expectations and comment in books
- To support home holiday tasks and homework
- To understand uniform expectations
- Tapping into the expertise of parents