



## OUR ETHOS

Kings Ash Academy aims to create a learning environment which enables children to be 'Knowing, Aspiring and Achieving'.

We want everyone to: be able to learn, be safe, be happy, be respected, be listened to

To achieve these aims our children will need to be resilient and confident individuals, with an ability to relate to others and communicate their thoughts and ideas with humility and understanding.

To this end we have four key values at the heart of our curriculum:

Our core ethos value is one of respect. We encourage all members of our school community to be respectful to others. To empathise and value one another's opinions and beliefs. Our other key learning values are independence, creativity and collaboration.

**SCHOOL MOTTO: 'Knowing, Aspiring and Achieving'.**

## SCHOOL VALUES

Respect	Independence	Collaboration	Creativity
A respectful person: is kind – is courteous – has high expectations of their own conduct – shows empathy – is tolerant of others	An independent learner: has self confidence – perseveres – is well organised – is willing to make mistakes – recognises when to ask for support – is focused	A collaborative learner: actively participates – communicates effectively – understands roles in a group – is willing to try ideas – has positive relationships – shows respect	A creative learner: takes risks – asks questions – tries out new ideas – is resilient – seeks challenges – connects ideas and learning

## SIP OBJECTIVES

<u>SUCCESS</u>	<u>EVOLUTION</u>	<u>GROWING</u>	<u>BUILDING</u>	<u>DELIVERING</u>	<u>TRUST OF</u>
<b>1</b> <u>THROUGH</u>	<b>2</b> <u>OF</u>	<b>3</b> <u>GREAT</u>	<b>4</b> <u>WITH</u>	<b>5</b> <u>VALUE FOR</u>	<b>6</b> <u>CHOICE</u>
<u>LEARNING</u>	<u>SELF</u>	<u>LEADERS</u>	<u>CONFIDENCE</u>	<u>MONEY</u>	
<u>1a</u> To become an accredited thinking school by creating a culture where all adults understand the metacognition strategy and use this knowledge to ensure children know and remember more RF	<u>2a</u> Develop the role of the attendance team to support all pupils to have high attendance. Ensuring they come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. TF	<u>3a</u> Continue to build on our distributive leadership model by identifying talent and using bespoke plans to grow early leaders in order to ensure positive staff retention RF	<u>4a</u> Develop a coaching culture through coaching and personal development cycles using TSAT 'Walkthroughs' in order to develop potential within staff, improve performance, engagement, creativity and accountability. GT	<u>5a</u> Save up to 30% of consumable budgets in preparation for the financial year 25/26 HW	<u>6a</u> To increase pupil numbers by opening 'Little Thinkers' and reviewing our current numbers across Nursery in order to stabilise pupils numbers across the Academy moving forward KG
<u>1b</u> To develop effective pedagogy around feedback to support teachers in adapting planning and pupils in making progress within writing LH	<u>2b</u> To ensure the school continues to develop it's broad and balanced curriculum within the arts culminating in the achieving of the 'Arts mark' -SA/MD	<u>3b</u>	<u>4b</u>	<u>5b</u>	<u>6b</u>
<u>1c</u> Refine current EYFS-Y6 curriculum by creating clear 'end points' for each unit of teaching to	<u>2c</u> Embed and refine a 'Healthy Community' offer through developing pupil voice	<u>3c</u>	<u>4c</u>	<u>5c</u>	<u>6c</u>



KINGS ASH  
ACADEMY

	evaluate the effectiveness of the curriculum through subject leaders monitoring component and composite knowledge RF	and leadership, raising the profile of the anti-bullying agenda and support pupils to continue to develop knowledge of other cultures, ethnic backgrounds and the protected characteristics-LF				
<u>1d</u>	Further deepen pupils understanding in maths through developing strategies and confidence in modelling composite problem solving CO	Continue to develop behaviour culture through incorporating the TSAT Behaviour principles, embedding work completed through the Behaviour Hubs and engaging parents further in supporting the behaviour culture of the school. SA	<u>3d</u>	<u>4d</u>	<u>5d</u>	<u>6d</u>
<u>1e</u>	Develop speech, language and communication culture and practices in order to support pupils to overcome barriers to learning. EB/KG		<u>3e</u>	<u>4e</u>	<u>5e</u>	<u>6e</u>

