

VISION

TRUST VISION

The Trust aims for all its staff, pupils and communities to

flourish

through the way it supports and challenges and resources each school

OUR SCHOOL VISION

‘LIFE IN ALL ITS FULLNESS’ (John 10:10)

We cherish all the people in our school.

Our aim for them:

‘Life in all its fullness’

For us, this means people who are

flourishing:

people who have the **means to shape their own life well;** (OURSELVES)

people who are **compassionate, who appreciate the value and preciousness of each and every person and all life on earth;** (OTHER)

people who take a **delight in learning and feel part of something bigger than themselves;** (BEYOND US)

hence people who are

helping to make the world a better place.

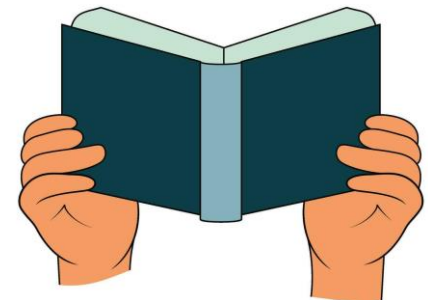
Means to shape their own life well



Compassionate and appreciative



Delight in learning



How does the Vision deliver for our pupils?

Means:

We want to hand all our pupils the means to live up to their potential, tap into their strengths, feel appreciated and appreciate themselves.

Compassion:

We want to provide a compassionate environment within which all pupils feel valued and heard and where

Delight:

If they are to reach their potential, get the most out of school, we need all our pupils, including SEND, to be

	all learn to be compassionate and appreciate difference.	able to access their learning, be challenged by it and enjoy it.
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How does The Vision influence how we look to work with children/ all people at Minchinhampton?

People. A fascination with children as young people, as individuals. An ethos and an approach that nurtures their human spirit.	Equality and inclusion are central to our mission. We are responsive to <u>all</u> people's needs and flexible in our approach. <i>"We feel equal in class."</i> Pupil 2024	Love , there must be love.' We look to ensure <u>all</u> our children feel valued/ held. <i>'Love one another. As I have loved you, so you must love one another.'</i> John 13:34	Relationships , we focus on relationships. We look to trust each other, forgive each other.... we look to find connection. We have a Relationships Policy.	Reverence. We look to inspire in our children a reverence for learning, for life, to recognising they are part of something bigger than themselves.	Integrity , to practice what we preach, to support children to make a positive contribution to the world. <i>"...be an example...with your words, your actions..."</i> Timothy 12:4
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Inclusion at our school: Core offer – What do we do to make the difference?

At Minchinhampton our core offer for Inclusive practice follows the 5 recommendations from the EEF guidance report 'SEN in Mainstream Schools'

Positive and supportive environment for all pupils	Holistic understanding of our pupils and their needs	All pupils have access to high quality teaching	Complementing high quality teaching with carefully selected interventions	Working effectively with teaching assistants
<ul style="list-style-type: none"> ✓ Relational approach at the core of all we do ✓ Staff training in PACE, emotion coaching and coregulation ✓ Introduction of a Mental Health offer and prioritising SEMH needs to unlock learning potential ✓ Trained ELSAs and therapeutic intervention in house ✓ Creation of the 'Flourish Room', a Mental Wellbeing hub ✓ Restorative practice at the heart of behaviour management ✓ Use of breakout spaces and sensory rooms to create supportive, productive learning environments ✓ Strong pastoral support to empower flourishing ✓ Nurture breakfast club for any child that requires that extra support to ensure their day starts positively 	<ul style="list-style-type: none"> ✓ Home visits ✓ My Profiles completed by all pupils biannually ✓ Year 4 Strengths Assessment which then informs curriculum planning and opportunities to develop a sense of belonging. ✓ Encouraging appreciation of difference and celebrating strength ✓ Golden tickets to enhance opportunity and belonging through clubs ✓ Trusting relationships with families ✓ Strong pastoral support ✓ Team around the child approach to assessment of need and support ✓ Strong supportive relationships with external professionals ✓ Rigorous planning and implementation of Assess-Plan-Do-Review cycles 	<ul style="list-style-type: none"> ✓ Adopting the approach of 'If it is effective for our most vulnerable children, it will benefit all learners' ✓ Following the EEF 5 a day principle to ensure High Quality teaching for all ✓ Clear explicit instruction and explanation ✓ Modelling and scaffolding ✓ Frequent checking of understanding of current and prior learning through retrieval ✓ Curriculum flexibility to incorporate interests and individual strengths ✓ Technology to support learning – speech to text, interventions and adaptive recording of learning ✓ Training for teaching staff on metacognitive and cognitive strategies ✓ Reducing cognitive load for pupils through visual and physical adaptations 	<ul style="list-style-type: none"> ✓ Flexible grouping within classrooms ✓ Regular assessment of outstanding need to inform interventions ✓ Balance of 1:1 and small group interventions ✓ Breadth of interventions to develop the whole child ✓ Rigorous tracking of intervention and analysis of impact ✓ Use of the latest research to ensure interventions used are effective and have impact ✓ Peer support and learning partners ✓ Ensuring a progression of intensity of intervention to match the level of need 	<ul style="list-style-type: none"> ✓ Upskilling Teaching assistants to develop strengths and delivery of intervention ✓ Teaching assistants supplementing the delivery of teaching in the classroom to ensure all children are learning ✓ Careful placement of teaching assistants to support not only the highest need children but to enhance the learning opportunities in the classroom ✓ Supervision for Teaching Assistants to problem solve together and utilise individual strengths

	✓ Staff presence among community groups such as Minchkins and MAPS			
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How The Vision influences the way we teach?

Given our pupil population, we are person-centred: our vision relies on strong relationships and on adults being authentically interested and excited by what is going on in each child's head. We are committed to staying flexible and responsive to needs and interests. *"...teaching is about sensitivity and adaptation..." Graham Nuthall.* We want our pupils to take a delight in learning. Our pedagogy looks to both promote better access for pupils (by delivering on the EEF's 5 'adaptive teaching strategies for vulnerable learners') and promote deeper thinking – all under the headings of the school's 5 areas of formative learning.

Top 10 strategies of what you will see in <u>all</u> classes	Engagement	Thinking	Clarity of Learning	Pupil Autonomy	Proof of Learning
To support all pupils especially those who are disadvantaged (better access)	Use of flexible groupings and rigorous review of interventions to avoid stigma and use of talk partners to help pupils learn from each other (EEF strategy 4)	Cognitive and metacognitive strategies (EEF strategy 2) eg recall of prior learning; planning/monitoring of own learning;	Explicit instruction (EEF strategy 1) including clear language, success criteria, small steps and modelling- so helping pupils manage cognitive load. Scaffolding (EEF strategy 3) -non-stigmatising- using a variety of visual, verbal and written methods, chunking information- this towards greater independence	Promote autonomy through visual and physical adaptations; visual timetables, now/next boards, task boards and use of technology (EEF strategy 5)	Retrieval through visual/physical stimuli - ensuring regular assessment of knowledge. (EEF strategy 2) Verbal Feedback
To support all pupils especially those previously high attaining (deeper thinking)	Open it up- tasks /questioning which open ended & challenging.	Cognitive and metacognitive strategies including intelligent task designs which push thinking; opportunities to reflect on learning.	Opportunities for pupils to generate own success criteria; to learn through supporting others	Promote autonomy through choice re approach; self-editing	See above

How does the curriculum deliver on our Vision

Curriculum intent: When designing our curriculum, the intent was to deliver on our Vision: to help give our children the means to shape their own life well (OURSELVES); to support them to be compassionate young people , who appreciate the value and preciousness of each and every person and all life on earth; (OTHER); to encourage them to take a delight in learning and feel part of something bigger than themselves;' (BEYOND US).

	Means to shape 	Compassion for/ appreciation 	Delight in/ wonder 
EXAMPLES of intent (colour coding by thread- see below) (* bold for current year)	*Can Do Approach (Maths) *Stone Age Walk (Hist) Yr 5/6 *Me and My Relationships (PSHE)	Sustainable Fashion Show (Sci): Yr 5/6 Flood house designs (DT): Yr 3/4 *Stephen Wilshire landscapes (Art) Yr 3/4	*Cezanne (Art): Yr 5/6 *Why do Hindus want to be good? (RE) Yr 5/6 Our Solar System (Sci) Yr 5/6




	<p>*Early Reading provision (Engl) FSt/KS1 Making a pinhole camera (Sci) Yr 5/6 *All about me (Geog/ Hist) Reception *Shackleton's Endurance expedition (Geog) Yr 5/6 *Being My Best (PSHE) *Local History - Common and cows (Hist) Yr 1/2 * Yoga (PE) Yr 1/2 *What does it mean to be a Hindu in Britain today? (RE) Yr 3/4 * Fitness-Circuit training (PE) Yr 5/6 * Working Scientifically units (Sci) across school</p>	<p>*Banksy Eco prints (Art) Yr 3/4 *Valuing difference (PSHE) Microplastics (Sci) Yr 5/6 *WW2 - Life of an evacuee in Minch (Hist) Yr 5/6 *The Blue Planet (Geog) Yr 3/4 *Who is Muslim and how do they live (RE) Yr 1/2 *Henry Moore– underground shelter (Art) Yr 5/6 *Significant individuals - Helen Sharman (Hist) Yr 1/2</p>	<p>*Power of Reading texts (Engl) Tutankhamun incl archaeological dig (Hist) Yr 3/4 *Lindy hop Dance (PE) Yr 5/6 *Matisse – collage (Art) Rec *Make a fairground ride (DT) Yr 3/4 *Whatever the weather! (Geog) Yr 1/2 *Flowering trees and plants (Sci) Yr 1/2</p>
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Implementing the curriculum: Given our pupil population, we need to adopt an approach that is both highly inclusive and challenging; both highly motivating and reducing of cognitive load. At the level of the curriculum, our response to this has been multi-layered. Where we can we make the unit more relevant to pupils' lives *and/or* narrow the focus of a topic and go deep *and/or* provide a moral, spiritual or very practical purpose for the learning *and/or* find interesting cognitively stimulating ways to apply knowledge in different contexts, we take those opportunities well. As part of this endeavour, we have run 4 curriculum threads through the curriculum which are based on our community context (see below) and which represent a core body of understanding both substantive and attitudinal that help to further link knowledge and purpose and increase challenge and thinking. In these ways we want our pupils to become not just enthused but inspired or concerned or morally engaged in the knowledge they are encountering (including encouraging a sense of responsibility) and this will lead to **better access** to any given topic as well as to **deeper thinking** and questioning around that topic.

EXAMPLES of inclusive & challenging (*bold for current year)	Relevant: Can trigger interest	Deep and narrow: reduce cognitive load/ get to the thinking quickly	Moral purpose: increase 'botheredness'	Practical: motivating but careful re cog load	Applied: challenge & increase retrieval
Sustainable Fashion Show (Sci): Yr 5/6		×	×	×	×
*Stone Age Walk (Hist) Yr 5/6	×	×			
*Shackleton's Endurance expedition (Geog) Yr 5/6		×		×	×
Tutankhamun incl archaeological dig (Hist) Yr 3/4		×		×	
*The Blue Planet (Geog) Yr 3/4	×		×		
*Make a fairground ride (Sci) Yr 3/4				×	×

*Significant individuals - Helen Sharman (Hist) Yr 1/2		×			
*Whatever the weather! (Geog) Yr 1/2	×			×	
*Flowering trees and plants (Sci) Yr 1/2			×	×	

Thread (what)	Context (why)
A sense of belonging	Concerns about declining mental health amongst young people. The positive impact on mental health of individuals' sense of community/ sense of belonging. The importance of feeling connected for the development for an individual's spiritual development.
Compassion for the World	The importance of nature and connecting with the world around you for an individual's spiritual development. Concerns for the environment - the importance of giving children some agency. For spiritual development, the importance of service and of taking opportunities to reach out and make a difference to the world.
Appreciation of difference	A predominantly mono-cultural community and a growing SEND profile, including high levels of neuro-divergency. The importance of feeling connected to yourself, to others; the importance of feeling valued and heard. <i>"I have learnt that there are many people you can be friends with. Every person you meet is a new opportunity. I think talk partners help this."</i> Yr 6
Awe and Wonder	The importance of beauty as a window into the divine; as a source of awe and wonder. A creative local community. <i>"We need to keep true to the strengths. I want to keep them so I need to continue working on them. I don't want to lose them as I appreciate the fact that I see the beauty in everything. Pupil talking about one of their strengths- seeing beauty"</i>

Our Values											
We look to achieve our vision through demonstration of the following positive Christian values/ principles (attitudes). These are defined by the vision and are threaded through all practice, including the school's collective worship and pathways to spirituality											
Have Compassion	Be Curious	Always Persevere	Try Forgiveness	Take Responsibility	Be Courageous	Feel Grateful	Show Humility	Look for Friendship	Challenge Yourself	Have Faith	Don't Compare
Spirituality											
We aim to develop children's spirituality and their reverence for learning and life through a shared language, through the following spiritual pathways.											
Ourselves 				Other 				Beyond us 			
We appreciate				ourselves				others, our differences, our world			
								We feel part of something bigger, we feel we belong.			

We have compassion	for ourselves	for others, for the world	We feel love is the answer. We are compassionate,
We are curious	about ourselves	about others, about the world	We feel wonder

Prayer and Reflection We invite praying together twice a day in worship and at lunchtime. Pupils are also given the opportunity to pray and reflect during class worship or in the Prayer and Reflection Space' in their free time. Reflection has a high profile eg reflection journals, self-written reports, P4C			
Examples of stem sentences	Ourselves	Other	Beyond us
We appreciate	I needed to forgive myself when..... I felt really good about myself when...	I appreciated our differences when.... I felt grateful for nature when....	I felt amazed by the beauty of.... I sensed there was something beyond us.....
We have compassion	I was kind to myself when.... I accepted my feelings.....	I reached out to help..... I made a difference to the planet by.....	I felt like I belonged when.... I felt much less alone when.....
We are curious	I reflected on why I..... I thought about myself and realised.....	I really want to try to understand.... I find.....really fascinating	I felt in awe of the mystery of life when.. I feel overcome with joy when....

Collective worship Collective Worship sets out to be inclusive, invitational and inspirational and cover 6 values across a two year period.			
Value	Ourselves	Other	Beyond us
Humility (Show humility)	We are all important	...but no more important than anyone else.	..we are part of something
Courage (Be courageous)	Be bold	..be strong	..for the Lord our God is with you
Compassion (Have compassion)	Compassion for ourselves	..compassion for others, for the world	We feel love is the answer
Forgiveness (Try forgiveness)	Forgive yourself	...forgive others... love your enemy	..and you will be forgiven
Thankfulness /appreciation (Feel grateful)	Appreciate ourselves	..appreciate ourselves, our world	We feel part of something greater
Responsibility (Take responsibility)	Take responsibility for ourselves	...for others and our world	We serve

Wonder	In Collective Worship, we constantly seek out opportunities to feel awe and wonder in ourselves, in others, in what lies beyond.
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<i>Inclusive</i>	In September 2024 Lyra said, 'I feel comfortable in worship even though I don't have a faith because even though we talk about Christianity, actually what worship is more about is all of us, all people all in this together- it feels accepting...'
<i>Invitational</i>	In September 2024, Emily said, 'I feel like we're invited to say what we think- to offer our ideas and listen to the ideas of others....'I'm not religious but I'd say I'm still spiritual ...and I don't feel pressurised in our worship time.'
<i>Inspirational</i>	In Sept 2024 Charlotte said, '...we often talk about love...we talk a lot about Jesus's message but also our daily lives and things that make us feel wonder. We listen to other children talking about what they find interesting and inspiring .. then sometimes it's enough just to have a good morning singing together.'

Impact 1

30 ways in which our theologically rooted vision has impacted on life generally at Minchinhampton Academy:

(OURSELVES)		People with the means to live their own life well
moving forward together....	ensuring everyone in our mixed community is participating and no one is left behind. Example: mixed prior attainment groups, talk partners,	
but fascinated by the individual	a deep rooted faith in humanity and fascination with the individual. Example: Relationships Policy responsive to individual	
aiming for self-empowerment	now and for a lifetime. Example: pupil voice – pupil led Worship, School Council, P4C	
staying 'present focused...	If we want to make the world a better place, we need to start right here, right now... Example: the teaching of mindfulness	
avoiding unnecessary comparisons	ensuring those who are less school sure do not feel less in themselves Example: We advise, DON'T COMPARE yourselves to other people.'	
feeling enough	We try to maintain the impression that it is enough, I am enough, we are enough. Example: Children would say this	
building on our strengths	rather than comparing ourselves with others. Example: ELSA; Zones of Regulation; pupil written reports	
accepting we will all make mistakes	forgiving ourselves and others for these mistakes; knowing that mistakes are an opportunity to learn. Example: Growth Mindset in pedagogy	
aiming for maximum impact early on	because a divergence in pupils' life chances happens early; Example: Minchkins	
using wisdom to solve problems	to help us respond well when things go wrong; when we are faced with risk, uncertainty and emotional Example:- Restorative Conversations	
tapping into our natural creativity	We would say we all know we are unique. Example: 'responsiveness' at the heart of our pedagogy	
leading a healthy, balanced lifestyle	and developing all round confidence; Example:- The Great Plate catering; full time sports coach	
and adopting a collaborative approach,	recognising we are often better together: Example: We use Talk Partners in school	
(OTHER)		People who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth;
our school being a loving school	We look to follow Jesus's command to 'Love one another. We revisit the Parable of the Lost Coin and The Parable of the Sower	
a culture of caring, listening; empathy	a place of safety, Examples: Zones of Regulation, PACE, Flourishing Room, therapies	
a place full of giving	aiming to think more about others than we think about ourselves. We use the words of John Wesley, charities	
a place full of compassion	Example: Compassion is one of our 6 core values. We often revisit the Parable of the Good Samaritan	
we work hard to appreciate difference,	not simply accepting it. Example: Appreciating difference is one of our Curriculum Threads	
community and a sense of belonging	of solidarity; of friendship and democratic participation. Example: A sense of community is one of our core curriculum threads	
taking responsibility	for ourselves and others. Example: Eco awareness- stewardship and responsible for what we can do	
committed to the common good	we aim to be an ethical community. Example: We see 'botheredness' as good for learning	
committed to social justice...	we are committed to an education that benefits us all. Example: growth mindset language	
to relationships	we recognise relationships lie at the heart of a healthy human existence. Example: We have a Relationships Charter	
(BEYOND US)		'People who take a delight in learning and feel part of something bigger than themselves.'
knowledge that is inspiring:	that is relevant and transformational; that gives joy, awe and wonder. Example: we aim to inspire botheredness	
instilling a reverence for learning.	When you stop learning, you stop living. Example: We all say, BE CURIOUS'	
nurturing active, inquiring learners	Learning is everything to us. Example: Teachers might say we 'go deep and narrow in our curriculum' We all say, 'ALWAYS PERSEVERE'	
people feeling like anything is possible	that their lives are full of possibility, that there is hope. Example: We all say, 'have courage'	
the love of books.	we encourage a love of books and reading Example: We have written our own books as a school	
a wealth of learning opportunities.	opportunities for enriching lives. Example: We all say, CHALLENGE YOURSELF, the curriculum thread, 'Eco-activism.'	
giving people autonomy	in their learning and the confidence to take responsibility	
appreciating the beauty of creation;	Example: the curriculum thread, 'Appreciating Beauty.' During Philosophy for Children we talk about conducting ourselves in a creative way	
reflecting deeply	about the big questions in life as well as about ourselves and others. Examples: reflection journals and class worship; Philosophy for Children	
spirituality and wisdom	recognise we are part of something bigger than ourselves; Example: opportunities for spiritual reflection when teaching our curriculum	

Impact 2

Reflections from people regarding how the Vision has impacted them

<p>'Our vision resonates deeply with our mission to foster an environment where every individual within our school community can thrive and flourish. We champion each person to shape their own journey whilst embracing the joy of learning. Furthermore, the importance placed on compassion and appreciation for all life underscores our collective responsibility in contributing positively to society. As individuals, this philosophy invites us to reflect on how we can actively participate in creating a nurturing atmosphere that not only benefits ourselves but also uplifts those around us. By embodying these values, we contribute to a more harmonious and enriching wider world.' Teacher '24</p>	<p>"Teaching at Minchinhampton is a fulfilling and wonderful experience. <i>Nurturing</i> these children's curiosity, kindness and care is a privilege that I am most grateful for. I feel part of a community that values the individual, <i>celebrating the differences</i> in us all and uniting in our common struggles, as all families should." Teacher '24</p>
<p>'We need to keep true to the strengths. I want to keep them so I need to continue working on them. I don't want to lose them as I appreciate the fact that I see the beauty in everything. Pupil '23</p>	<p>'There was a great feeling of <i>ease and openness</i> among the staff I met and I was so touched by the <i>friendliness</i> of all the children. The older ones were very confident and engaging, with a lovely sense of humour. A great credit to the school.' Visitor '23</p>
<p>"He has a great teacher who really understands him. She <i>challenges</i> him." Parent '24</p>	<p>'Everyone gets the chance to speak, <i>everyone has a voice</i>.'- Luke</p>
<p>"Thank you for giving this such thought. It can seem like such a small thing, but it is in these small actions that our children <i>flourish</i>. There is no doubt in my mind that my children are exactly where they need to be; happy and <i>thriving</i> at Minchinhampton." Parent '23</p>	<p>"I have learnt that there are many people you can be friends with. Every person you meet is a new opportunity. I have learnt that everyone is <i>different and unique</i> to one another and i have learnt to <i>appreciate</i> that." Pupil '23</p>
<p>"Teaching at Minchinhampton, is not just about imparting knowledge; it's about <i>nurturing</i> spirit, fostering <i>kindness</i>, and guiding each child in their own personal journey of discovery in faith and learning. It is exhausting and rewarding in equal measure." Teacher '24</p>	<p>'The school has helped me with my ADHD... I felt scared when I arrived- but there are many places I can go to that help my mind re-set and not explode.. like the calming room .. lots of little things the school does help me- like my ear defenders, eating elsewhere, my wobble cushion.' Molly '24</p>
<p>"KINDNESS & ENTHUSIASM FROM TEACHERS IS EVERYTHING" Parent '24</p>	<p>'We are <i>all different</i> and we need to find the thing that works for us.' Alice</p>
<p>'I have had a lot of time to try out <i>different people</i> as talk partners and get to know them better." Pupil '24</p>	<p>'It means to explore the <i>wonders</i> of your life.' -Alice</p>
<p>"The impacts of outdoor learning and the <i>eco-curriculum</i> have been really wonderful to see." Parent '24</p>	<p>'Treat others as you would like to be treated.' (<i>Golden rule</i>)- Luke</p>
<p>'We feel <i>equal</i> in class. Other people don't come across as better as me. They may know more about something but the teachers want us to share our learning." Pupil '24</p>	<p>'<i>Flourishing</i> means being content with what you've got and finding wonder around you- in small and big things.' Lyra</p>
<p>'</p>	<p>'The vision means we are all <i>equal</i> and i know this world could change and be better and it would be better if everyone was equal.' Molly</p>
<p>"He loves his teacher and enjoys the ethos of <i>inclusivity</i> and positivity." Parent '24</p>	<p>'The vision helps me learn...it means we communicate well with each other and helps me feel <i>part of something</i> big...part of the people here.....I like being in a <i>friendly</i> environment all learning together.' Alice</p>
<p>"The fact that challenging behaviour is not met in a way that is overly punitive, but instead through the perspective of helping the child who is struggling and with a view on <i>reconciliation</i>, is something I hugely value." Parent '24</p>	<p>'I felt that my top <i>strengths</i> were a true reflection. It was nice to have them confirmed. I feel that I am a grateful person. It shows that we are all have strengths even though we are different." Pupil '23</p>
<p>"General <i>increased interest</i> in learning stimulated by the teaching at school; Parent '24</p>	<p>'I really like art because you can communicate so much- pictures can speak for you.. they go deeper than words—it makes me feel like it's bigger than speaking- it makes me feel inspired.' Alice</p>
<p>'I don't know many schools that would let their pupils dissect owl pellets and look for bones belonging to the prey of a barn owl!" Pupil '24</p>	<p>"It seems like the children that were causing my children lots of <i>distress</i>, don't seem to anymore." Parent '24</p>
<p>'I like the fact we get to do our own experiments in class and find out the results <i>for ourselves</i> rather than being told them." Pupil '23</p>	<p>"The assembly was <i>reflective</i> and <i>theologically based</i> and the children participated thoughtfully. The tone and content reflected the Christian basis of the school." Gov Eval '24</p>
<p>"I was <i>challenged</i> at Viney Hill. For example, I tried climbing up the climbing wall with one hand—I managed it though! I really enjoyed Viney Hill; it helped me to grow my <i>confidence</i>." Pupil '24</p>	<p>'You have a real understanding for her needs and we have no doubt that has carried her through such a difficult time.' Parent feedback Summer 22</p>

<p>"I am very grateful that my daughter has attended Minchinhampton primary school. They have always treated her as a unique individual with her own set of strengths and weaknesses. Even when her behaviour was so extreme, (e.g. she threw rocks at a staff member when dysregulated) I was sure she would be excluded, they did not give up on her. They have been ambitious for her, believing in her potential even when it seemed very hopeless." Parent '22</p>	<p>"The challenges facing families at this time must create, a wide range of challenges for you to try to resolve each and every day, in the plethora of children you teach. I reflect often, that as the children leave Minchinhampton and move on to secondary school life, that you wholeheartedly deliver on your vision to create children ready to live a life in all its fullness." Parent '23</p>
<p>'I happen to think, both children whom are very individual in their own right, have become balanced, happy, curious, friendly and polite children, caused in a great part, to the standards set in school.' Parent '23</p>	<p>'When I first came I thought I would be respected so I came in with a big smile.... I wouldn't want to be anywhere else—school helps me settle and with my learning--- it thinks a lot more about the children—it feels like it's all about the children—the children are the ones who are attended to... People who lead it provide... rooms for autistic people to have a chance and to feel ok, to feel safe and breathe and settle...'.Edith</p>
<p>"Being able to go to the sensory room when upset." Parent '24</p>	<p>'You are enough, never believed you aren't enough!'- Carrie</p>
<p>'There is something that runs through the school, that comes from Mr Moss, a bigger vision, an acknowledgement of the role of schools in the lives of our children.' Parent '22</p>	<p>'I think the nurturing, holistic values of the school, enable the school to think more broadly about educating the children in the world today, in addition to the set curriculum." Parent '24</p>
<p>'I didn't realise before the fashion show how bad it is for the people in Bangladesh, the conditions were so awful – people with houses the size of Mr M's desk with lots of children – and paid so little – I didn't understand before learning about it.. then it clicked and I thought we need to do something.' Lyra '24</p>	<p>'The Vision has helped me because it makes me think, it has helped me to have the space to think: I have a book to write in, I go to breakfast club; I've got thing to keep my mind steady, to not get bowled over by my feelings.' Maddie '24</p>

For me, Minchinhampton's vision is at the heart of my role as Inclusion Lead. My personal beliefs and ethos towards acceptance and inclusivity are met with open arms, allowing me to fulfil my potential and support children to flourish. The children at Minchinhampton are not defined by their experiences or their differences. These differences are not viewed as a barrier preventing flourishing; through a relational approach all children are cherished to thrive not just survive. My own inner thoughts, feelings and faith of a world of acceptance and belonging, is nurtured by the school leadership team. I feel empowered to have the wherewithal to support children to flourish and also flourish myself. My aspirations are encouraged which in turn enables me to have high aspirations for all those children I hold in mind on a daily basis in my role as Inclusion Lead. I will forever be grateful for Minchinhampton embracing and accepting me for me. Teacher '24

<p style="text-align: center;">Impact 3 Reflections from people regarding how the school's approach to spirituality has impacted them</p>	
<p>'It's about appreciation, curiosity and compassion and us, others and beyond us. It's about treating others how you want to be treated...you want to have respect for other people but also all living things and the world. That's what you're standing on and what holds you up. It's a feeling of understanding, empathy ...having love for the world.' Maddie:</p>	
<p>'Spirituality is enjoying what the world can give...it's also enjoying all the moments in your life and what is waiting for you in the future.....so like even though you're just a small part of the world you can make a big difference like a pebble making ripples in a pond....' Alice</p>	
<p>'I like spirituality because it makes me stop thinking about horrible stuff in the world.. It makes me think instead that there can be peace and I feel more calm...and i hope the world will some day be a better place.. It stops my mind whizzing around thinking about worrying things...' Edith</p>	
<p>'In reflective assemblies / class worship—I feel what I have learned is good for me. We went to church and talked about self others beyond—I wrote too much down..I couldn't stop. It gave me a moment to reflect- this school gives me proper learning – learning that helps me contemplate things.' Edith</p>	
<p>'Spirituality – means appreciate every little thing- ants have a life too... every little thing...compassion means you need to understand how others are feeling don't just look at their face and assume they're ok and walk off- go and check, make no assumptions- think about their inner self.' Molly</p>	
<p>'It's making me think how lucky we are to have a school, home, food and no matter how badly someone behaves, it is possible they might have an unstable life and feel bad about themselves and this influences their actions. It's also helping me to reflect on things I wouldn't have thought about before- little things you don't notice- like things that can help ...small things .. I appreciate the small things....compassion makes me think of being more understanding towards people and who they are ...and think about what their life is like—everyone fighting a battle you know nothing about.' Lyra</p>	
<p>'I do feel more curious or more aware of what is curious for example space...it made me wonder a lot...and I'd never thought it before.. But it made me interested.. it's cool.. just the sheer scale of the thing makes me wonder.' Lyra</p>	

