

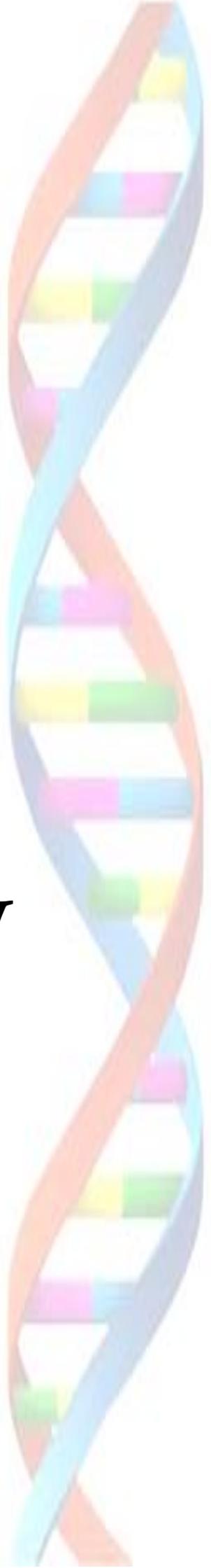
**The DNA of**



**ARK ACADEMY**

**Ark Academy**

**Primary**



## **ARK ACADEMY MISSION STATEMENT**

*Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.*

*In light of this we aim to:*

- *Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

### ***Our Driving Principles are:***

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

### ***Our goal***

*Our goal is that all students should be able to access higher education and participate fully in our democratic society.*



## The DNA of Ark Academy - Primary



- We are driven by our mission: “We believe that every child can go to University or have the career of their choice”.
- We live by our values: Civitas, Excellence, Persistence and Participation.
- Our ethos is that we work hard and have the highest expectations of the children, of each other and of ourselves.
- We commit to our development as professionals through supporting each other so that we can obtain the best outcomes for children by constantly improving the quality of teaching
- We believe in a high-quality school experience for children

**Our mission:** “We believe that every child can go to University or have the career of their choice”.

The mission is not just on paper, it is alive. We focus on disadvantaged children and inspire children for their futures. We know that we as professionals in school are role models and the way we act – much more than the things we say – will inspire children. We offer trips to universities and instill a sense of aspiration in all children and their families.

### Our Values:

Civitas - being a good citizen and member of the community is as vital as academic achievement. Our culture and ethos is one of mutual respect, from holding open doors and saying thank-you to working for charity and in the community. We do not talk disrespectfully to children, we use “purpose not power” in our behaviour conversations and we never, ever shout.

Excellence – We aim for the highest standards. Lessons are expected to be challenging and we expect a high level of rigour from all staff. Teachers are coached to be the best that they can be so that the children can be the best that they can be. High standards of behaviour are important to us and we work hard to achieve them.

Participation – we always focus on a “Growth Mindset” and value participation of all children and all staff in all aspects of school life. In lessons, we rely on “cold call”, not “hands up”. Everyone is expected to participate. This is supported by the “culture of error” where wrong answers are considered neutral and help us to learn.

Persistence – we never give up! We are “compassionately ruthless” about the details and we want children to be the same. Part of our “Growth Mindset” is never saying that

something cannot be done – it just cannot be done *yet*. With the right support and mindset, the sky is the limit.

### **Our Ethos:**

Great outcomes for children do not come without hard work. Staff and children know that we must work hard. Critical to this is maintaining a high expectation. This begins with details such as uniform – we do not allow children to walk past a staff member with an untucked shirt and uniform is checked every day. Handwriting is expected to be of a high standard. If we set the bar for our expectations high, the children will rise to meet them and so will we.

The staff are expected to maintain high standards of professionalism and to put in the extra hours that it takes to make the difference. In this way, children and families are given the message that when you step into the Academy, great things are expected of you.

Consistency is king. When it comes to behaviour, routines and rituals we believe in the power of consistency. Everyone knows what is expected of them and this helps us to uphold our high expectations.

### **Commitment to Professional Development and improving the quality of teaching:**

For all of us here, we know that teaching and learning is, and will always be, the main thing. Despite everything that goes on to distract us, we must remember that the quality of teaching that the children receive is our biggest lever to success. The weekly coaching is never missed and is tracked by senior staff.

An Ark teacher is one that wants to improve. Every teacher has a mentor who will give weekly coaching and feedback. We unashamedly monitor staff and give regular feedback in a supportive and developmental manner. Opportunities for high-quality training are always available from the school or from the Ark network.

We achieve this through teamwork - everyone wants to help everyone else be better at what we do. Teams plan together and have a strong focus on dialogue and teamwork. We work in phase teams led by a phase lead who oversees the achievement of pupils and the work of the staff in their team. We know that to achieve our mission we must collaborate so that we are all part of a larger aim – to make sure that  $2 + 2$  is greater than 4.

### **Experiences for children:**

High academic achievement in literacy and maths is important to us but so is the “whole child”. Our curriculum is broad and children engage in a wide variety of experiences, from debating to roller-disco, from the local park to famous universities. We have a wide variety of visitors and trips that enhance the children’s experience through the primary phase. We engage children in positive play activities at playtimes and have a wide selection of after-school clubs. The house system, named after universities, creates a sense of competition and school spirit through competitions and house meetings.

Part of a child's experience is a rigorous approach to assessment. We regularly assess children on an ongoing basis as well as our three main periods of formal assessments. Dialogue, data analysis and planning together ensures that we use this information to meet children's needs and move them forward as much as we can.

None of the above is relevant if we do not impact on the learning and lives of our students. We believe the students enjoyment of learning – and our enjoyment of teaching – is demonstrated in the motivation, concentration and progress across the whole academy.