

Ravenor Primary School
Pupils' spiritual, moral, social and cultural (SMSC) development
Learning Walk (09.10.15): Feedback and summary of findings

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| Evidence of pupils' spiritual development | <p>The focus throughout the school on core values (the 5Rs) was evident in classroom displays, as well as in specific examples of opportunities for spiritual development.</p> <p>In a year 4 sharing assembly, children celebrated their uniqueness in a song, '1-2-3 good to be me'. Children had a few moments of silence to reflect on the skill of using a person's name, and then recited the school benediction together.</p> <p>In all classes visited, there were spaces for reflection where children could complete reflection logs or reflect on behaviour choices.</p> <p>In Mulberry class children took time to engage in a mindfulness activity to be quiet and refocus before learning.</p> <p>Children's artwork on display throughout the school, showed how they had been inspired by study of important artists.</p> |
| Evidence of pupils' moral development | <p>There was evidence throughout the learning walk of how the school encourages children to take ownership and responsibility for their behaviour. Examples noted included the range of posters and display tools on lunchtime rules, making up posters, and how classes had engaged in making their own agreements for rules and behaviours, linked to the 5Rs tree.</p> <p>There was evidence that approaches to moral development are integrated with the school's ethos and values. For example, the 'cooling corner' in classrooms provides a series of steps that children can take to resolve issues and conflicts themselves. This links with core value 'responsible'.</p> |
| Evidence of pupils' social development | <p>Throughout the learning walk there was evidence of positive relationships between children and adults, as well as between children and their peers. Children were also observed using a range of social skills such as sharing, working together, helping each other and listening. Adults were also seen to model and reinforce skills.</p> <p>The holistic, whole school approach to developing 'relationally intelligent' pupils and staff through the Working With Others (WVO) programme was visible in its impact: a calm atmosphere, respectful relations and the ease that children from different backgrounds have in learning together.</p> <p>In Elm and Oak classes in year 5, children were writing personal manifestos for forthcoming school council elections – this was evidence of engagement with the 'British value' of democracy</p> |
| Evidence of pupils' cultural development | <p>Discussion with leaders and governors established that providing children with opportunities to broaden and develop understanding and awareness of different cultures and beliefs was integral to the school ethos and values. These opportunities are not seen as 'add-ons' or incidental. There is a clear sense of the importance of avoiding tokenistic and one-off events that have little sustained impact on attitudes.</p> <p>Perhaps of the strongest evidence was the how pupils from diverse backgrounds showed respect for each other, and how they learn together positively. The children's comments on the importance they attach to learning about different faith and belief backgrounds were further evidence of the impact of the school's work.</p> |

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| Pupil views | <p>A discussion with a group of pupils provided evidence of their positive views of the school, as well as the impact of the school's provision for SMSC development.</p> <p>See detailed summary of pupil discussion.</p> |
| Strengths of current practice | <ul style="list-style-type: none"> • The school has a very clear set of values that underpin school life and pupils' personal development. These values are explicit and are made visible in information for parents, but also crucially for pupils through posters, displays, and assemblies. The 5 Rs are talked about with children, who reflect on them and are thus able to articulate what they are and what they mean. • The school understands pupils' SMSC development to be at the heart of everything that is done: one leader described SMSC as what the school 'breathes in and breathes out every day.' • Governors have a confident understanding of what SMSC development is and its importance for pupils' personal development. Governors are clear about their role in ensuring the school's ethos and values are embedded, and also take an active role to ensure that equality, understanding and respect is promoted throughout the curriculum and other activities. • The effectiveness of the school's provision for SMSC development is most evident in its impact on children's personal and social development. This was seen in the respectful, caring atmosphere and positive relationships between children. Children themselves emphasised the importance of respect for each other. The Working With Others (WWO) programme, which the school has recently introduced, has made a very positive impact. Another leader commented that the programme and the schools overall approach to SMSC was 'providing pupils with strategies for life.' |
| Key actions to be taken | <ul style="list-style-type: none"> • Senior leaders and governors acknowledge there is potential to develop further and widen opportunities for learning about other faiths and cultures, in ways that are fully embedded in the curriculum. • The school is planning to make more use of the TV screen in the entrance foyer to highlight visits to places of worship and other positive SMSC impacts and outcomes. • The school website is being updated with more information for parents about SMSC and the related requirements on British values. There is also potential to highlight other special events and values/skills on the website that are being focused on. • The school is also planning to ensure that the WWO programme becomes further embedded across the school. There is a longer-term aim to build on the skills children are developing to provide opportunities for pupils in different age group to learn together. This will enhance, as the headteacher has described it, the 'sense of family' in the school. |

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