



THE PHOENIX SCHOOL
CONTINUOUS SELF ASSESSMENT
FOR SCHOOL IMPROVEMENT.



Our process of continuous self assessment adopted here at the Phoenix school for school improvement will focus on the following

- 1. LEADERSHIP AND MANAGEMENT INCLUDING CONTRIBUTORY FACTORS OF SCHOOL GOVERNANCE AND WORKING WITH PARENTS**
- 2. TEACHING AND LEARNING**
- 3. ACHIEVEMENT**
- 4. BEHAVIOUR AND SAFETY**
- 5. OVERALL EFFECTIVENESS INCLUDING THE CONTRIBUTORY FACTORS OF HOW WELL THE SCHOOL PROMOTES PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.**



THE PHOENIX SCHOOL – CONTEXT

(AS TAKEN FROM NOV 2015 CENSUS)

- The Phoenix School is a community school which was the result of the amalgamation of two schools – it opened in September 2004.
- It was established as a 66 place all age special school for children with severe and profound learning difficulties. Many youngsters have additional needs such as complex medical conditions / challenging behaviour / autistic spectrum disorder. There is no discreet provision within the school for ASD.
- 46% SLD / 54% PMLD
- The school serves the whole of Peterborough including areas of disadvantage from the Central/East Ward of the city to pupils from beyond the catchment areas within the neighbouring rural authorities.
- Number on roll for our last school census return was 144.
- Gender balance 38% girls / 62% boys.
- 38% of our pupils are from white British backgrounds / 62% are from ethnic minority backgrounds. Within the whole school population 54% have English not as their first language. As a result the school works extremely hard to represent the national and local contexts in all aspects of our work.
- 29% are from Pakistani heritage/ 7% other Asian / 9% East European / 19% other.
- 73 pupils are entitled to free school meals and 51 pupils are on Pupil Premium
- There are currently 4 pupils who are looked after
- The ability range of our pupils fall within the P Scales 1:8 with an occasional pupil performing at Level 1 to Level 3.
- The school has gained the following Awards since its opening: Investors in People, National Staff Engagement GOLD, Healthy Schools, Inclusion Charter Mark, Community Cohesion, Basic Skills Quality Mark, RRSA Level 1, Active Mark, Eco School Bronze/Silver, Arts Mark, Health and Safety Mark, Sports Active Mark, R.E Silver Award, Sainsbury's Sports Silver, Forest Schools and the International Schools Award.
- Most recently the school has become an N.L.E and has Teaching School Alliance status.
- The school offers extensive Extended School Opportunities throughout the school year including 3 weekly After School Club opportunities, Youth Club, Working Parents Club, holidays, weekend play schemes, residential holiday schemes and Youth Club.
- The school is currently involved with the British Council Connecting Classrooms project with schools from the Sudan/Kenya and has also successful Comenius projects in the past with Poland, Belgium and France.
- In close liaison with the Local Authority FROM November 2015 is operating a new split site provision which is currently hosting for the most part Key Stage 4/5 pupils.

As highlighted from our last Inspection:

“This is an Outstanding School – Parents and Carers are right to be delighted with what the school achieves for their children.” (JULY 2012).



PHOENIX SELF EVALUATION

LEADERSHIP AND MANAGEMENT

HOW EFFECTIVE IS LEADERSHIP AND MANAGEMENT 1

THE MAIN STRENGTHS IN LEADERSHIP AND MANAGEMENT:

The Phoenix School Leadership team consists of the original Head teacher and Deputy. This structure has changed in composition in recent times with the introduction of additional Assistant Head teachers to the Leadership Group. This group meets once a week to discuss relevant immediate matters and planned strategic developments. This ensures all aspects of school work receive attention. This group provides immediate current information, direction and cohesion to the school. Our new structure within the Leadership team reflects our growing population and there is now an Assistant Head covering the 3 distinct departments within school.(Early Years, Lower School (Key stages1/2/3) and Upper School (Key stages 4/5)

HMI last reported that “Leadership of the school is Outstanding.” And that the “capacity for sustained improvement is outstanding.”

- As Head teacher I continue to demonstrate the drive and ambition to raise and maintain the quality of pupil experiences in the school.
- The school vision and aims are shared and committed to by all stakeholders and take into account the real focus for our school improvement.
- Our assessments and tracking procedures remain rigorous and informative. Learning and progress of individuals, groups and cohorts are monitored through scrutinizing progress data both mid-year and at the end of year by subject co-ordinators
- The Head and Deputy continue to provide excellent support and set extremely high standards in fulfilling responsibilities.

HMI confirmed that “effective and motivational leadership.” This together with the outstanding contribution made by leaders at all levels enhances pupils learning.

- Our young school continues to have a vision based on strongly held beliefs and values centred upon the principles of equality for everyone. This is endorsed through our strap line “making a difference for everyone”.
- HMI commented that “staff team work is excellent”.
- Teaching remains good and above across the school. Teachers are supported and encouraged to develop their pedagogy through focussed meetings, quality in house professional development and very effective framework for appraisal. HMI commented that the “management of performance is exceptionally effective.”
- Teachers continue to have appraisal targets linked to supporting and developing pupil progress in addition to targets that reflect key priorities within the School Improvement Plan.

- Our outstanding Professional Development Programme resulted in us being re-accredited for the Investors in People Quality Mark and achieving the National Staff Engagement Award –Gold.

SOURCES OF INFORMATION

This takes place through regular formal lessons observations, informal, curriculum development, CPD investment, SIP, lesson shares and learning walks, performance management and teaching and learning discussions.

Termly reports from School Improvement Advisor.

Leadership group meetings – National Health and Wellbeing report, Inclusion Charter Mark report and Investors in People report.

School to School support Initiative

IT IS NOT BETTER IN LEADERSHIP AND MANAGEMENT BECAUSE:

- 1. Increased responsibilities Middle Managers and UPS teachers**
- 2. Moving onto a new site.**

KEY ACTIONS TO STRENGTHEN LEADERSHIP AND MANAGEMENT:

- 1. Clear responsibilities for Assistant Heads of Departments, Middle Managers ,UPS teachers in line with Priorities within SIP**
- 2. Involvement within Local Authority School to School support initiative**
- 3. Involvement within Apt go School Self-evaluation project**
- 4. Oversee smooth transitions onto 2 sites**

OTHER CONTRIBUTORY FACTORS TOWARDS LEADERSHIP AND MANAGEMENT

- **GOVERNANCE**

- **HOW EFFECTIVE IS GOVERNANCE 2-1**

THE MAIN STRENGTHS IN GOVERNANCE:

- **Governors fulfill their statutory duties and primarily ensure that the school improvement plan targets are sufficiently challenging.**
- **The Governing body has engaged with these key priorities and has provided support and challenge.**

HMI acknowledged that "Governance is highly effective in challenging and supporting school leaders."

- **Governors are well informed about the school. This occurs through twice termly Full Governors, regular committees, attending staff training/meetings as well as attendance at special events and extraordinary meetings with various guest speakers -all linked to our strategic goals.**
- **The current composition consists of governors from various backgrounds and their professional knowledge assists on further improving outcomes for pupils. This is an effective composition with experienced governors supporting newly appointed colleagues**
- **Governors are fully aware of the challenges facing a relatively young school and have been very proactive in tackling issues.**
- **Governors regularly visit the school through being assigned specific subjects/classes/school, Local and National priorities.**
- **Governors have regular focused and effective reporting aligned to SIP cycle. Local Authority and National priorities.**
- **Governors are fully involved in monitoring and evaluating the school's work and regular seek the views of stakeholders through Newsletters/Surgeries**
- **Embarking on the Governor Self Audit..**
- **The school has made every effort to ensure that the Governing Body reflects the current school composition and has recently secured 2 new community governors to represent this important aspect of school life.**
- **School Governors are visible within school and known to school staff.**

SOURCES OF EVIDENCE

- **MINUTES/SIP/GOVERNOR AUDIT DEVELOPMENTS**
- **GOVERNOR TRAINING PROGRAMME**

IT IS NOT BETTER IN GOVERNANCE BECAUSE

1 REPLACING GOVERNORS WHO HAVE LEFT

2 CLEAR UNDERSTANDING OF ROLES AND RESPONSIBILITIES

KEY ACTIONS TO STRENGTHEN GOVERNANCE:

1 INDUCTION OF NEW GOVERNOR APPOINTMENTS

2 PURSUE GOVERNOR MARK/EFFECTIVE GOVERNANCE MEASURES

3 INCREASED ATTENDANCE AT FORMAL SCHOOL EVENTS/RE INTRODUCE GOVERNOR NEWSLETTER

4 ASSIST HEADTEACHER WITH TRANSITIONAL ARRANGEMENTS TO NEW SPLIT SITE(SEPTEMBER 2015)

OTHER CONTRIBUTORY FACTORS TOWARDS LEADERSHIP AND MANAGEMENT

- WORKING WITH PARENTS

HOW EFFECTIVE IS PARTNERSHIP WITH PARENTS AND CARERS IS: **1**

THE MAIN STRENGTHS IN PARTNERSHIP WITH PARENTS AND CARERS:

HMI reported that parents are "thrilled with the progress their children make."

Our continuous framework of Parental/care involvement through support group, consultation evenings, Open Evenings, Annual Reviews, learning programmes and surveys would re affirm this judgment

- The school operates a genuine Open Door policy to provide support for families.
- The school continues to extend its' work and reputation within the field of MENA and has a very effective team of staff to provide mother tongue support in Urdu, Panjabi, Gujerati, Portuguese, Russian, Swahili, Katchi, Slovakian and Polish.
- Families have frequent and varied opportunities to discuss progress, achievement, to raise concerns and speak openly about any aspect of the school's provision. This

continues to be very effective and has ensured both continuity between home and school and has secured more meaningful outcomes within Annual Reviews.

- The work within this area has been further strengthened by the position of family liaison officer as judged by HMI "A key link in the schools support for families."
- This position has enable the school to truly engage with all parents either on/off site and reflects the Schools desire to continue to work in a multi disciplinary way as a "team around the child"
- Weekly opportunities are provided to work with their children in school either as volunteers or within family learning programmes.

HMI in previous inspections commented that the school loses no opportunity to involve parents-As this continues to be the case as the school further increases its efforts to ensure that parents/carers fully engage within the school.

“Overwhelmingly parents/carers are of the opinion that their children are exceptionally well taught.”

SOURCES OF EVIDENCE

- FAMILY LIAISON OFFICER/ATTENDANCE AT TARGET SETTING/ANNUAL REVIEWS /OPEN EVENING
- MOTHER TONGUE SUPPORT

This is also reflected in our daily rapid response to home issues

The existing outstanding phoenix services continue to be an integral part of our home school engagement. Examples such as medical clinics in school, early/late rotas for working parents, family learning programmes, free counselling service arranged by a Governor,staff availability for out of school appointments/home visits, assistance with travel and crèche facilities.

IT IS NOT BETTER in PARTNERSHIP WITH PARENTS AND CARERS BECAUSE

1. ENSURE LAC PARENTS INVOLVEMENT
2. ENCOURAGE PARENT/CARERS TO COMPLETE OFSTED ONLINE QUESTIONNAIRE

KEY ACTIONS TO STRENGTHEN PARTNERSHIP WITH PARENTS AND CARERS:

1. ENSURE REGULAR CONTACTS/OPPORTUNITIES FOR THE ABOVE GROUP



PHOENIX SELF EVALUATION

TEACHING

HOW GOOD TEACHING IS: 2 -1

THE MAIN STRENGTHS IN TEACHING:

HMI last judged teaching at the Phoenix School to be outstanding and commented that "Teachers are highly skilled and imaginative."

- Termly lesson observations made by the Leadership Group would strongly indicate that this feature of our school remains constant.
- Direct lesson observations for the last 3 academic year show that 100% of all lessons were judged as good/outstanding.

LESSON AUDIT 2014/2015.

- OVERALL 60 LESSONS OF FTE TEACHERS OBSERVED THROUGHOUT THE YEAR
- 20% JUDGED GOOD
- 45% JUDGED VERY GOOD
- 35% JUDGED OUTSTANDING

2014/2015.	GOOD	VERY GOOD	OUTSTANDING
AUTUMN 2014	21%	53%	26%
SPRING 2015	18%	53%	29%
SUMMER 2015	20%	30%	50%

PREVIOUS YEAR	GOOD	VERY GOOD	OUTSTANDING
2013/2014.	22%	50%	28%
2014/2015.	20%	45%	35%

- This strongly highlights that the school continues to sustain this high quality within Teaching and Learning.
- The Head teacher is secure in his judgements and this was acknowledged by former Inspections and the last HMI visit. Also the Head teacher has completed a 6 day residential course with Cambridgeshire Associates on effective lesson observation which further serves to re-affirm the quality of judgements.

- Currently the school is working closely with Northampton University to ensure all learners' needs are planned for and met.
- The school has recently achieved Teaching Alliance status ,is a N.L.E and is working closely with the Peterborough SCITT to initiate a Special School programme from September 2015
- Teachers and Teaching Assistants work very effectively together. All teams have a very strong understanding of the challenges of SEND.
- The school has achieved a licence to run the National Outstanding Teacher /Improving Teacher Programmes.
- High expectations, very good support, the individualisation of learning opportunities, very good teacher subject knowledge along with the excellent understanding of individual pupil needs supports this judgement as outstanding.

SOURCES OF EVIDENCE

- SIP
- "ROUTES FOR LEARNING"
- PMLD PROJECT
- "CREATIVE CURRICULUM"
- PROGRESS FILES
- TEACHING AND LEARNING FILES
- CPD FILES
- REVIEWED 14-19 CURRICUUM

HMI last reported that "Exceptionally well planned activities, based on very effective assessment successfully meet pupils' specific learning needs."

IT IS NOT BETTER IN TEACHING BECAUSE (the three most important points)

1. Three new teachers joining team including 1 NQT
2. Sustaining previous judgements
3. New teaching assistants joining the team

KEY ACTIONS TO STRENGTHEN TEACHING:

1. Quality mentoring
2. Focussed meetings on very good/outstanding teaching
3. Focussed meetings on quality support for learning



PHOENIX SELF EVALUATION

ACHIEVEMENT

HMI last reported (JULY 12) that “Pupils achievement is outstanding.”

HOW WELL PUPILS ACHIEVE: **2-1**

THE MAIN STRENGTHS IN ACHIEVEMENT:

- Learning and progress can continually be shown to be at least good through analysis of progress within our own PIVATS data, and work against progression guidance completed with Northampton University
- Pupils enjoy school and have a positive attitude to their learning.
- Pupils continue to have access to a wide range of learning opportunities across all curriculum and extended school areas.
- A full range of resources and facilities is used in both the school and community supported by well trained staff
- Given their abilities and starting points during the time they are at school most Phoenix pupils make very good progress across all areas of the curriculum.
- Achievement continues to be monitored and evaluated in lessons using assessment for learning practices.
- The school continues to provide a system of Progress Files which provide evidence for all stakeholders to judge achievements and standards.
- There exists common formats for PIVATS assessments, IEP formats, lesson planning and curriculum planning.
- Building on from the last HMI Inspection the school operates an Achievement for All Programme
- There continues to exist an in depth assessment of all of our pupils together with profiles of key aspects of their learning.
- Assessment for learning can be evidenced throughout
- There is a robust system of monitoring and evaluating as evidenced through our termly Pupil Provision Mapping Framework.
- There is clear evidence of interventions and detailed analysis of all outcomes of these interventions.

EARLY YEARS ACHIEVEMENT.

- Within the Early Years pupils make very good progress between their entry baseline and end of Key Stage summative assessment, based on contributions from PIVATs scores, learning journals and regular observations.
- Pupils at the Foundation Stage demonstrate progress through characteristics of effective learning, recorded through the Foundation Stage Profile.
- Currently all Foundation Stage pupils at the Phoenix are working at the 'emerging' level due to their complex needs and these judgments are regularly moderated in school and externally.
- All pupils within Foundation Stage and Key Stage 1 have a learning journal to track their on-going achievements and set 'next step' goals.
- HMI last reported that “monitoring is rigorous and leads to decisive action to maximize pupils’ achievement.”

Key stage 4/5 ACHIEVEMENT.

- We continue to utilize PIVATS to support classroom based assessment. We use this scheme for baseline assessments, annual reporting of progress thus ensuring continuity across all phases of the school.
- All students work towards externally assessed accreditation, aiming to achieve an Award or a Certificate in Personal Progress at the end of Key Stage 4 and a Diploma or a Certificate in Personal Progress at the end of Key Stage 5. These are all entry level qualifications.
- Students in Key Stage 4 also work towards the Bronze Achievement Programme and in Key Stage 5 to the Arts Award (Discovery /Entry).

SOURCES OF EVIDENCE

- LESSON OBSERVATIONS
- PIVATS ANALYSIS
- PROGRESS FILES/IEPS
- ASSESSMENT PORTFOLIOS
- ANNUAL REVIEWS/EHCPS
- I.L.P.S
- LEARNING JOURNALS
- PUPIL ASSESSMENT PORTFOLIOS
- PUPIL PROVISION MAPPING

This judgment was further re enforced by our last HMI inspection when it was reported that “pupils progress is outstanding relative to their low starting points.” and that “most exceed the rate of progress expected nationally.”

IS NOT BETTER BECAUSE IN ACHIEVEMENT BECAUSE

1. PERCEIVED DIPS WITHIN KEY PUPILS

KEY ACTIONS TO STRENGTHEN ACHIEVEMENT:

1. IMPROVED MODERATION WITHIN CLASS TEAMS AND THROUGH TARGET SETTING SUBJECT CO ORDINATORS
2. REVIEW OF ASSESSMENT PORTFOLIOS/LEARNING JOURNALS
3. INITIATE NEW PROVISION MAPPING FRAMEWORK
4. PLAN AND PREPARE PHOENIX POSITION ON LIFE WITHOUT LEVELS.



PHOENIX SELF EVALUATION

BEHAVIOUR AND SAFETY

HOW GOOD BEHAVIOUR IS: 1

HOW SAFE PUPILS FEEL / KNOW HOW TO KEEP SAFE: 1

HOW GOOD ATTENDANCE / PUNCTUALITY : 2

WHETHER PUPILS ARE FREE FROM BULLYING / HOW GOOD THE SCHOOL'S ANTI-BULLYING PROCEDURES: 1

THE MAIN STRENGTHS IN BEHAVIOUR AND BULLYING:

- The school continues to work very effectively in managing challenging behaviour
- Positive working practices reflected in and around school
- A member of the Leadership group has responsibility for behaviour throughout the school and 2 members of the staff are qualified Team Teach Tutors. This enables the whole staff to have effective continuous professional development in behaviour
- Following these initiatives there has been a significant decrease in behavioural incidents and the school has a well earned reputation for managing very challenging behaviour very effectively.

Our last HMI Inspection concluded that “given their complexity of needs they behave outstandingly well”

SOURCES OF EVIDENCE

- **PHP**
- **T.T FILES**
- **INCIDENT FILES**
- **ANNUAL REVIEW**
- **PARENT LIAISON OFFICER**
- **SEAL ACTIVITIES**
- **ANNUAL BEHAVIOUR REPORTS**

SAFETY

- Parents/carers had full confidence in the care that the school provided.
- At the Phoenix there is a very protective ethos in line with all safeguarding guidance
- The Head teacher, Deputy, Chair of Governors and Chair of Personnel have successfully completed NCSL Safer Recruitment assessments. The Head and Deputy are LACPC trained and foster very good relationship with all safeguarding agencies. A significant number of our Governors are also LACPC trained.
- All Phoenix staff are fully conversant with safeguarding procedures and have regular updates and awareness training through half termly staff meeting/In House training.
- The school has undertaken PREVENT training.
- The school has thorough Risk Assessments/Care Plans: All Phoenix staff have continual yearly updates and refresher courses.
- Our last HMI Inspection concluded that “ parents and carers could not speak more highly of what the school does to keep their children safe and to improve their behaviour”.

SOURCES OF EVIDENCE

- **SAFE GUARDING FILES**

- CPD TRAINING RECORDS
- RISK ASSESSMENT
- SERIOUS INCIDENT FILE

ATTENDANCE

As outlined within our documentation a proportion of our pupils with health or degenerative conditions have poor attendance. An increasing number of pupils will spend long periods of time in hospital receiving treatment. This is also reflected nationally following recent statistics on attendance and special schools provided by DfE. Since our last inspection we have further improved our efforts with the attendance of particular families in conjunction with LA officers, School Nurse and our own Family liaison officer.

- This has resulted in raised attendance for some key pupils
- The Deputy has completed NBSBA course to strengthen our practice within this area. As result there is very effective monitoring of attendance undertaken by the school and supported by a Named Governor. Taking this into account and with the work undertaken with our School Improvement Partner our attendance target including all of our pupils for the last year was **ADD FIGURE**

Previous HMI acknowledged that “regular attendance is promoted rigorously.. and attendance rates exceptionally high for a school of this type despite some pupils having long stays in hospital.”

SOURCES OF EVIDENCE

- REGISTERS
- DEPUTY/ATTENDANCE OFFICER MEETINGS
- ANNUAL REVIEWS

IT IS NOT BETTER IN BEHAVIOUR, SAFETY, ATTENDANCE AND BULLYING BECAUSE (The three most important points)

1. Up to date training ongoing for all new staff
2. Rigorous scrutiny of new pupils attendance
3. Securing from NHS a commissioned School based school nursing service

KEY ACTIONS TO STRENGTHEN BEHAVIOUR, SAFETY, ATTENDANCE AND BULLYING

1. Induction for all new staff
2. Dialogues with previous schools – early discussions



PHOENIX SELF EVALUATION

OVERALL EFFECTIVENESS

OVERALL EFFECTIVENESS: 1

THE MAIN STRENGTHS

- Pupil outcomes are very good based on a high quality curriculum review in light of the new arrangements and life without levels a variety of extended individualised opportunities and a teaching team that has a clear vision for sustained improvements within teaching and learning.
- The Leadership team constantly review the outcomes and plans for the pupils. This continues to be shared and supported by everyone within the school community.
- Students continue to access a flexible and personalised curriculum with opportunities for externally led learning by outside specialists or attendance on college courses.

Our continued strengths include:

- Increased specialist teaching which promotes outstanding teaching and learning.
- “Training and development of NQT’s ...is cutting edge.”(HMI JULY12)
- The school through Progress files/Assessment portfolios can demonstrate vividly the outstanding progress students make in literacy, numeracy and wider aspects of learning such as self-help and solving problems.
- “Pupils progress in lessons across all subjects is outstanding.”(HMI JULY12)
- A commitment to a personalised curriculum provision ensuring the needs of students of all abilities is met.
- “Flexibly planned and innovative, the curriculum provides an outstanding basis for relevant and interesting teaching.”

- Extended curriculum provision through booster clubs, mixed class activity groups, targeted gifted and talented groups, the Introduction of Bronze and Silver D of E Awards Forest Schools and SEAL opportunities.
- Enhanced provision mapping which resulted in increased planned interventions which have included rebound, play, and sound and yoga therapy.
- Introduction of external consultant to quality assure the impact of initiatives.
- Support to other schools resulting in our NLE status.
- Successfully achieved Teaching School Alliance status
- In liaison with the Local Authority and its plans for Special Education Post 16 within the city the school has secured a brand new purpose built Secondary base off site.

HMI last reported:

“Never complacent the school ceaselessly reviews the curriculum so as to tailor it better to meet the needs of each individual”.

The school has gained the following Awards since its opening such as Investors in People, Staff Engagement, Healthy Schools, Inclusion Charter Mark, Basic Skills Quality Mark, Eco Bronze and Silver ,Active Mark, Rights and Respecting Schools Award Level 2.Forest Schools status, Sports Mark Silver/Gold, Arts Mark, R.E Silver and International Schools Award.

As highlighted from our previous Inspection:

“The capacity for sustained improvement is outstanding.”

SOURCES OF EVIDENCE

- MINUTES OF MEETINGS
- PERFORMANCE MANAGEMENT CYCLES
- SIP
- HT TARGET SETTING
- SIP REPORTS
- QUALITY MARK REPORTS

IT IS NOT BETTER BECAUSE (the three most important points)

1. Sustaining Judgement

KEY ACTIONS

1. Continued high expectations / self-evaluation / quality assurance
2. Development of School to School Initiative and Aptgo
3. Oversee the smooth transition into split site arrangements(September 2015)

OTHER CONTRIBUTORY FACTORS TOWARDS OVERALL EFFECTIVENESS

HMI last reported that "Teaching promotes SMSC exceptionally well and the curriculum makes a very valuable contribution to pupils SMSC."

- **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IS**

HOW EFFECTIVE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IS:1

- A very positive and supportive whole school ethos results in all of our pupils having a very good understanding of spiritual, moral, social and cultural learning.
- The school community encompasses a wide variety of cultures, ethnicity and faiths. This results in our whole school community exercising tolerance and respect for each other in context.
- A lead teacher has responsibility to ensure that are excellent standards are maintained and reflect our duty to deliver this important area of school life-celebrating cultural heritage and identity.
- The school lead has been involved within National Pilot for R.E Award, conducted a research project with the Farmington Institute and has contributed to local SACRE network.
- Pupils' spiritual development is very good
- Pupils' moral development is very good as shown in their understanding of behavioral rules/targets and their own personal responses to learning.
- Pupils contribute to behavioral rule setting and have a voice in expressing their own opinions and feelings.
- Previous Inspection reported that "pupils' attitudes to learning are outstanding ."
- Pupils' social development is very good as reflected in the numerous activities presented by the school and taken up by the pupils and their families.
- Pupils' cultural development is very good as shown in their understanding of different cultural experiences provided by the curriculum.
- The school SMSC lead has developed alongside the voluntary sector a peer mentoring scheme.
- The school has established whole school spiritual time

HMI last acknowledged the school's highly successful work within this area involving support for other schools and for people who have newly arrived in the area from other countries. They highlighted that "excellent relationships exist between pupils who originate from different countries."

- International links extend to Europe and beyond. The school has excellent links with the British Council and has been successful with bids involving European (Comenius) and Sub Saharan (Connecting Classrooms) countries.
- The school obtained the International Schools Award at its first attempt and successful re accreditation.
- Through Cambridge University we have contributed towards their Education Programme with Hong Kong.

Pupils are curious about the world around them and embrace new experiences which broaden their experiences. Their engagement is outstanding stemming from the fact that "Equality of opportunity for all pupils to access learning is a core value of the school "(HMI)

SOURCES OF EVIDENCE

PLANNING

VARIETY OF LEARNING OPPORTUNITIES/EXTENDED SCHOOLS

WEB SITE

ANNUAL CALENDAR/YEARBOOK/NEWSLETTERS

SEAL SESSIONS

LESSON EVALUATIONS

SCHOOL COUNCIL MEETINGS

ATTENDANCE AT ANNUAL REVIEWS

PARENT/FAMILY LEARNING PROGRAMMES

IT IS NOT BETTER IN SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT BECAUSE

1. SUSTAINING PREVIOUS JUDGEMENT

KEY ACTIONS TO STRENGTHEN SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

- 1 SUBJECT RESPONSIBILITY/DEVELOPMENT MEMBER OF STAFF
DEVELOPMENTAL ROLE FOR THE YEAR**
- 2 INTRODUCE WHOLE SCHOOL SPIRITUAL TIME**