

## **MPS SMSC Audit 2018-19**

Leaders must consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, leaders should take into account the impact of the range of opportunities provided for young people to develop their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Based on Ofsted guidance documents

## Policies and Principles

	<i><b>In place</b></i>	<i><b>Under review</b></i>	<i><b>Needs addressing</b></i>	<i><b>Evidence / next steps</b></i>
The school uses a coherent planning tool for SMSC.				<i><b>SMSC reviewed annually alongside the school self evaluation of behaviour and safety of pupils and the RE, Assembly and PSHE planning including half termly values.</b></i>
The school has coherent policies for equality and diversity; anti-bullying, behaviour; inclusion.				<i><b>All policies are in place.</b></i>
The policies for SMSC, equality and diversity; anti- bullying, behaviour; inclusion; are implemented and reinforced consistently and effectively with good impact evident on pupils' attitudes and values.				<i><b>Annual anti-bullying week- and council with inclusion of vulnerable pupils</b></i>  <i><b>Attitudes/values- positive parent feedback and pupil feedback from pupil wellbeing survey, Ofsted comments made at previous inspection.</b></i>  <i><b>Positive comments from visitors in and out of school - polite and confident children.</b></i>

The school has a system for listening to and taking action as a result of the student voice effectively;				<p><b><i>School, Eco, Anti-bullying councils. Peer mediators and Play leaders.</i></b></p> <p><b><i>Restorative justice in place with a no blame culture.</i></b></p> <p><b><i>Self, practitioner and parent referral system for children to access solution focused conversations and counselling including music and play therapy.</i></b></p>
A significant number of pupils are supported to play an active role in the life of their school.				<p><b><i>Y1 to Y6 pupil leadership responsibilities.</i></b></p> <p><b><i>Peer Mediators</i></b></p> <p><b><i>Pupil play leaders at lunchtimes</i></b></p> <p><b><i>Raising money for charities eg: Children in Need, Home Start, Jimmy's Shelter etc</i></b></p> <p><b><i>Class assemblies and church services</i></b></p>
Pupils are encouraged to take responsibility and lead activities, whenever possible.				<p><b><i>Junior Travel Ambassadors support younger pupils during Road safety week and promote safer transport to school; Happy Shoesday!</i></b></p> <p><b><i>Upper KS2 pupils act as dining hall assistants;</i></b></p> <p><b><i>Upper KS2 playleaders</i></b></p>
The school council has status and significance; it engages fully with all pupils, enables them to be consulted over important issues, is taken seriously by L&M and pupils, and has impact on decision-making.				<p><b><i>Website, Governing Body &amp; assembly presence, infusing class council discussions. School Councillors contribute to recruitment, interviewing candidates. Minutes published on web page.</i></b></p>

Pupils have opportunities to participate in different forms of individual and collective action, including decision-making and campaigning on issues that interest/concern them, in school and beyond.				<b><i>Recent impact: New build, Safer playtimes, Playtime equipment, fundraising, restructuring school meal provision, Governor training and staff recruitment. Children involved in selection and cataloguing of new books for library.</i></b>
There is good cohesion evident in the school across and within year groups; relationships between pupils of different ages are harmonious, tolerant and supportive.				<b><i>Peer Mediators Buddy Reading across the school. Mixed age clubs during/after school. Story sessions hosted for younger pupils by Y6 Librarians. Children regularly play in mixed aged groups based on model set by playleaders.  Our Wrap around care REALLY supports this! Change 4 Life group is a diverse mixed age group who work to these aims.</i></b>
There are planned, identified assembly programmes around suitable themes that support				<b><i>Assemblies all planned a term in advance. All staff participate in leading assemblies.  SMSC themes linked to half term values and wider world religious festivals and celebration.</i></b>
SMSC, prompt personal reflection, promote responsibility and a sense of community.				<b><i>Anti-bullying council &amp; JTA's lead assemblies. Guests invited to support assemblies which include GenR8. local vicar. NSPCC.</i></b>

## Curriculum Opportunities

	<i><b>In place</b></i>	<i><b>Under review</b></i>	<i><b>Needs addressing</b></i>	<i><b>Evidence / next steps</b></i>
There is a planned, structured programme for citizenship that enables pupils to gain socially valuable knowledge about relevant issues, including democracy and politics, justice and the law, local, national and global economics.				<p><i><b>Citizenship within PSHE framework.</b></i></p> <p><i><b>Children elect school leadership posts democratically.</b></i></p> <p><i><b>RE programme of study on People of Faith and Courage.</b></i></p> <p><i><b>Children actively encouraged to develop projects which support local and National issues. Eg You grow: they grow with Project Hope.</b></i></p> <p><i><b>British and Global value themes integrated into thematic planning. Visit to Neasden Hindu Temple. JTA Attendance at Modeshift Stars Awards at the County Council Offices.</b></i></p>
Pupils understand the religious and cultural diversity of the UK and demonstrate respect for diversity and difference.				<p><i><b>Increasing awareness, both through teaching in RE and curriculum links. Class visits to Meldreth Manor Special school, Showmen site and Maycroft Residential home. Signing choir and participation in and fundraising for 'Sign to Sing'. Visits by people of different backgrounds/faiths e.g. recent visit about Sikhism in Year 6.</b></i></p>

Opportunities for reflection, creativity, use of imagination, sense of excitement and curiosity in learning are evident.				<p><i>Reflection; assembly/RE</i></p> <p><i>Creativity; Art &amp; Music curriculum pupil responses developing.</i></p> <p><i>Excitement/curiosity in learning- Visits to Melwood, Thematic Days. Good support from community and home for topic work. Restorative approaches and conferences used by staff and pupils to reflect upon behaviours in school (individual and groups).</i></p> <p><i>Children encouraged to reflect on their learning through use of learning line and responding to the success criteria for each lesson. Pupil conferencing promotes shared involvement in target setting.</i></p>
There are planned and identifiable enrichment opportunities for SMSC beyond the normal curriculum and also linked to the wider community.				<p><i>Clubs during and after school, Performances, Residential Visits, Sports activities, Science Week, Road Safety Week, Book week, e-Safety Week and Celebration assemblies.</i></p>
There are opportunities for discussion of sensitive/ controversial religious, moral or ethical issues				<p><i>Increased opportunities through enquiry approach to RE teaching and responses to class PHSE responses.</i></p>
Pupils explore issues and are encouraged to express their views rather than being told what to think.				<p><i>Observed in lesson observations, Enquiry approach to the teaching of RE often using big questions as a starting point for learning.</i></p>

## In lessons

Pupils work effectively in groups and demonstrate respect for the views of others.				<i>Wide variety of different groupings used across the school including leadership roles.</i>
Pupils are encouraged and supported to be creative.				<i>Collaborative learning used as an expectation in lesson observations. Mastery maths - collaborative work. Big Write in Key Stage groups. Weekly free writes encourage creativity and new ideas. Play and music therapy for children needing further support. Drama productions, Music tuition. Development of music curriculum. Choir performances including O2. Children regularly initiate charity fund raising initiatives. Mary Course challenge including local creative and literacy activities.</i>
Lessons include exploration of contemporary issues, opportunities for reflection on religious, spiritual moral, social and cultural issues.				<i>RE/Literacy/Topic/PSHE</i>



Pupils are encouraged to investigate important issues in the world today and develop informed, reasoned opinions.				<p><i>Through thematic topics - rainforests, woodland and polar conservation</i></p> <p><i>Eco Councillors promote recycle/re-use</i></p> <p><i>Assembly themes discuss Women's Rights, Equality, Terrorism, Political events. Children encouraged to contact politicians etc. e.g. Year 6 writing to prime minister about deforestation.</i></p>
There are opportunities to reflect on personal beliefs and experiences, consideration of deeper religious or spiritual issues.				<p><i>Assemblies/RE curriculum</i></p>
Pupils are encouraged to develop good social skills through learning; they have opportunities to take the lead, organise activities, support each other/make decisions.				<p><i>Foundation Stage Triathlon fundraising for the Brain Tumour Charity. Children's own fundraising for Children in Need. Sport Aid annual Fun Run. PE Lessons</i></p>
Pupils have opportunities to work with a range of partners beyond the school.				<p><i>Good links with community groups locally including local history society, Melwood group. South Cambs School Sports Partnership (SCSSP) members with participation in many inter-school sports competitions, SCSSP- Mini Olympics, Maths/Science masterclasses and Y4-6 days at MVC</i></p>

## Around the school

	<i><b>In place</b></i>	<i><b>Under review</b></i>	<i><b>Needs addressing</b></i>	<i><b>Evidence / next steps</b></i>
Behaviour is respectful and considerate to all pupils				<i><b>Vast majority is very good but is constantly reviewed and refined.</b></i>
Pupils who are potentially vulnerable or are from minority ethnic groups, or with SEN/ disabilities are treated with respect				<i><b>Children very supportive of those with additional needs. Older children are very helpful towards younger pupils. New pupils quickly become part of the school community.</b></i>
There is no evidence of discriminatory graffiti in toilets/social spaces/or on pupils' books/personal possessions				

## Evidence from pupils themselves

	<i>In place</i>	<i>Under review</i>	<i>Needs addressing</i>	<i>Evidence / next steps</i>
Bullying is minimal and robustly dealt with				<i>Anti-bullying week is high profile. Restorative justice and Peer mediators help to support/ stops any potential issues escalating. Parental concerns dealt with swiftly by staff and Leadership.</i>
Respectful, tolerant attitudes towards diversity and difference are evident;				<i>Equalities objectives used to ensure that any potential issues are fully monitored.</i>
Issues of racism, homophobia, and stereotypical discrimination, eg: towards sexuality or disability, are discussed and tackled				<i>Through RE/PSHE curriculum and assembly themes.</i>
Pupils are not overheard using inappropriate, discriminatory language				<i>Inappropriate or mis-understood language/ behaviour is always challenged and linked to school values and Children's Charter of Rights.</i>
Pupils understand why discriminatory terminology is unacceptable.				

Future action comments:

\* Establish further links with other International and local schools to provide meaningful partnerships for pupils and staff.

Reviewed by Leadership term February 2019