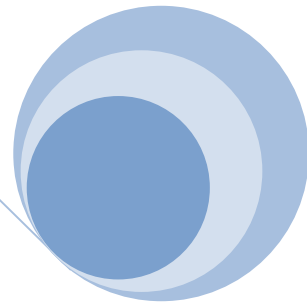
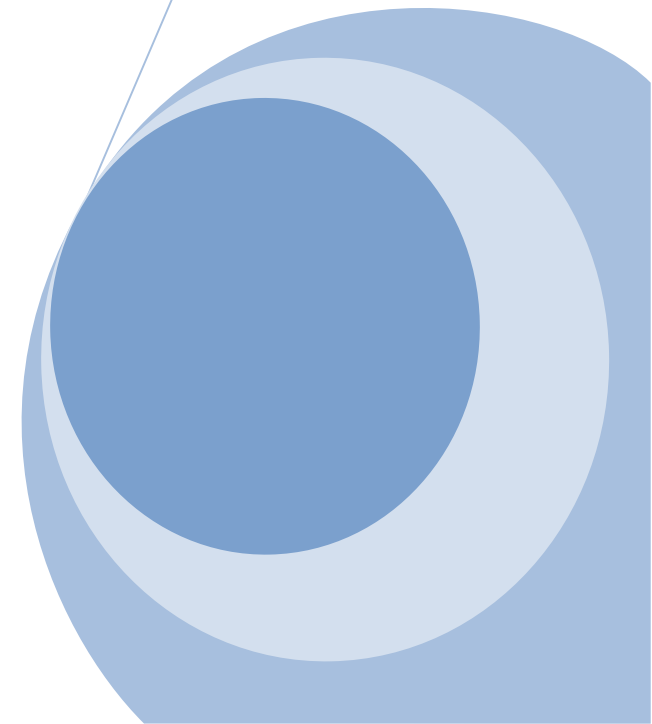
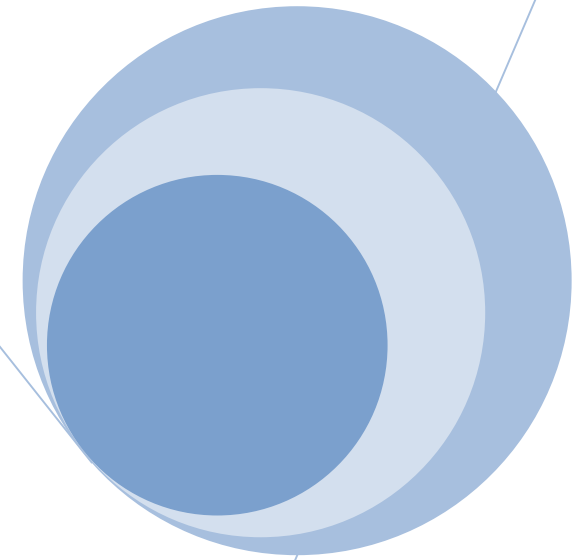


Opportunities for developing Spiritual, Moral, Social and Cultural Learning.



Whimble Primary School.

Sept 2015. Audit of activities by Headteacher, teachers, subject leaders, governors, parents through the parent's survey and pupils through the pupil's survey.



Opportunities for developing Spiritual, Moral, Social and Cultural Learning - Auditing provision and identifying development.

1. Spiritual

Children are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning.

Activities which promote development.

- Assembly is a time to celebrate the worth and value of all in the school community. Values we feel are important to our school community include: - respect, trust, fairness, understanding, tolerance, appreciation, responsibility, caring, co-operation, patience, peace, honesty, courage, freedom, quality, friendship, humility, happiness, thoughtfulness.
- Collective worship is part of the school's contribution to promoting the spiritual, moral, social and cultural development of every child.
- Humanities curriculum ensures that pupils are taught about key features and beliefs of all religions.
- Assemblies include beliefs that are 'broadly Christian' yet common to other major world faiths eg:- justice, love, peace, good, evil, greed, poverty, pollution, morality, tolerance, co-operation, selfishness, war, prejudice and forgiveness.
- Work towards Eco award and travel Plan included global dimensions of sustainability.
- Espresso news covers major worldwide events which promote discussion.
- Use of outside environment eg Apple picking in the Orchard for Harvest.
- 6Rs promotes the development of independent learning skills.
- Learning walks around the village.
- Programme of visits eg Pixies Holt residential, Whole School trip to Killerton.
- High academic standards and progress which is good or better.
- Achievement assemblies.
- Willow class Blog.
- Eco team work provides a forum for looking at global issues.

Evidence base.

- All of our pupils say they enjoy school all or most of the time. (95% all, 5% most - July 2015).
- Pupil Survey - 'the school expects me to work hard and do my best' 95% yes - July 2015.
- Parent survey - 'The school supports my child,s personal development' 100% yes.
- Healthy Schools award care and ethos judged outstanding, as was our citizenship programme.
- OfSTED 2013 judged SMSC provision as excellent.
- Bronze Eco Award.
- Outstanding in ethos, care and partnership. aspects of healthy schools report.
- Visitors book comments.
- Website.
- Attainment standards high.
- Progress good or better.
- Achievement assembly nominations folder.
- Willow class blog.
- Headteacher's assembly books.
- Governor monitoring.

Spiritual Development
Actions to improve provision.

- Communicate this aspect of the curriculum to parents through website and CONTACT.
- Improve MUGA and Orchard - plan 'outside curriculum days'.

Opportunities for developing Spiritual, Moral, Social and Cultural Learning - Auditing provision and identifying development.

2. Moral Development

Children develop and apply an understanding of right and wrong in their school life and life outside school.

Activities which promote development.

- Class charters of agreed values are developed at the start of each academic year.
- School Council is democratic and represents views of all pupils. It is used as a vehicle for discussing and resolving playground issues.
- Positive modelling of manners and behaviour is embedded throughout the school.
- Team points are used as a tool to focus on good behaviour and promote positive attitudes.
- The 'Receiving and Giving' 'R' has been changed to Respecting and is used to focus on what skills and strategies children need to work together cooperatively.
- Pupil survey monitors attitudes of all groups. Parent survey reflects the ethos of the school.
- The VLE enables all pupils to contribute ideas about making the school better.
- Head teacher is visible and quick to respond to parents concerns.
- Children work in different groupings eg year, family teams, ability pairs across the school. This to extend to 'Friendly Fridays' during lunch time were all children are organized in family teams.
- Children's choice of charities often supports developing understanding that other children's experiences and opportunities are not always the same as theirs - eg NSPCC, Children in Need.
- School's 2015 Anti-Bullying week with visit by theatre group to perform 'Sticks and Stones'. All classes to focus in curriculum.
- NSPCC assembly and fundraising to promote that all children have an entitlement to be loved and looked after.
- '360 degrees safe' website and 'Think u Know' raises pupils awareness of moral issues online.
- Circle time. And assemblies.
- Attendance Policy promotes the need to be in school and the value of education.
- Assembly visitors - police, fire service.
- Involvement with local groups and letting ICT suite and MUGA ensures that profile of the school is high and we are seen accessible and happy to work with the community and in return the community are willing to work with us.

Evidence base.

- Pupil survey - vast majority of pupils say they feel safe. (93% yes, 7% sometimes - July 2015.)
- Pupil survey - 'behavior in our school is good' - 87% yes 13% sometimes' - July 2015
- Pupil survey - 'the school is good at dealing with children who misbehave' 88% yes 12% sometimes - July 2015.
- Parent - 'behaviour at the school is good' 99% yes. 'I would feel happy approaching the school with a problem' 100% yes.
- Healthy Schools Award - ethos and care judged to be outstanding.
- Pupil tracking - SEN pupils make good progress.
- Pupil tracking - PP pupils make good progress 2014 no gap.
- OfSTED 2010 and 2013 Behaviour outstanding.
- Visitors book.
- Letters and emails.
- Safeguarding file
- Foundation subjects ABC sheets show that learning behaviours are well developed.
- Foundation profile.

Moral Development

Actions to improve provision.

- Improve attendance.
- Anti-Bullying week 2015 .
- Deliver 'prevent' duty.

Opportunities for developing Spiritual, Moral, Social and Cultural Learning - Auditing provision and identifying development.

3. Social Development.

Children take part in a range of activities requiring social skills.

Activities which promote development.

- Children work in different groupings eg year, family teams, ability pairs across the school.
- Parents support clubs and activities in school - eg running of the library and a variety of clubs and extended school activities.
- Open evenings where the community has been invited in has improved relationships across different generations.
- The school gives pupils and parents good support through transition to high school.
- The school works with a variety of community groups including the church, the Heritage Centre and the Village produce Association.
- The school works with its Local Learning Community to give pupils opportunities to engage with expertise and provision in other schools and to work with pupils from a more diverse community - eg Music, Maths, Science, provision for gifted and talented pupils.
- The school supported the local churches bid for funding to improve the Parish field.
- The school contributed to the development of the Parish plan.
- The children contribute regularly to the 'Whimple News' parish magazine to ensure that the whole village is aware of school events.
- Attendance at Local Learning Community sports activities. Ongoing programme of activities.
- Participation in Local Learning Art exhibition 2014.
- Participation in Local Learning Community Summer Music Concert 2012/2013/2014.
- Participation in Local Learning Community gifted and talented workshops.
- Individual targets through provision mapping.
- Structured play in years R/1 in 2014/15 and planned for 2015/16 enable older children to model learning behaviour to younger children.
- Running stalls at the summer and Christmas Fetes.
- Children given the opportunity to develop leadership skills through 'Tuck Shop Managers', Librarians running football and art clubs.
- Sports day team events - vertical groupings.
- The 'Respecting' 'R' is used to focus on what skills and strategies children need to work together cooperatively.
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Evidence base.

- Achievement assembly nominations folder.
- Website.
- LLC minutes and programme of activity eg DAISY art activity, Cathedral Concert.
- LLC Gifted and Talented programme
- 2015 Tag Rugby World Cup competition
- Visitors book.
- Parent survey - 'My child is encouraged to take part in community activities' 100% yes.
- Parent survey - 'There are opportunities to work with children from other school' 100% yes.
- Interview pupils.
- 6R nominations folder.
- School tour.
- Governor monitoring.

Children gain a well-informed understanding of the options and challenges facing them as they move through the school and onto the next stage of their education and training.

Activities which promote development.

- Effective transition arrangements from Whimble Pre-school into Reception class. Joint phonics programme, story visits, Reception teacher joins children for lunch weekly in the term before they start.
- Macmillan tea shop September 2014.
- Transition Drama workshop with Mel Prance from Clyst Vale Academy. LLC transition programme.
- Village week is used as a focus for curriculum activities with support from community groups.
- Locality issues eg - safety on the railway addressed as life skills.
- Skills ladders have been put in place to help develop attitudes which are 'Responsible' and 'Resilient' (6Rs).
- 'Where's William' Bear who visits parents work settings.
- Experiencing the world of work through the school tuck shop, interviews for Eco team etc.
- Year 6 gifted and talented sessions at Clyst Vale Academy.

Evidence base.

- Pre school setting.
- LLC minutes and calendar of activities.
- Website.
- Tuck shop.
- Library.
- Parent survey - 'There are opportunities to work with children from other school' 100% yes.

Children develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

Activities which promote development.

- 6Rs promotes the development of independent learning skills.
- School Council is democratic and represents views of all pupils.
- Class charters of agreed values are developed at the start of each academic year.
- The VLE enables all pupils to contribute ideas about making the school better.
- All Action teams draw from the school and local community eg ECO team, Travel Plan team.
- The school works with a variety of community groups including the church, the Heritage Centre and the Village produce Association.
- Year 6 life skills.
- Running stalls at the summer and Christmas Fetes.
- Eco School activities including 'Whimble Womble Week'.
- Experiencing the world of work through: school tuck shop, school council and as ECO team reps.
- Year 6 democracy and local Government workshop with Sidmouth Council - September 2014

Evidence base.

- Pupil Survey - Most pupils feel that the school council gets things done - 83% - July 2015.
- Pupil survey - 'The teachers listen to our ideas about making the school better' 89% yes 11% sometimes- 2015.
- Website.
- School council books.
- Pupil survey - 'We are trusted to do things on our own and take responsibility. 82% yes 18% sometimes - July 2015.

Social Development
Actions to improve provision.

- Look for opportunities to participate in activities with children from local schools through LLC and other new and emerging structures.
- Identify opportunities for pupils to work in family teams.

4. Cultural Development.

Children develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.

- The school monitors instances of bullying and harassment and analysis playground incidents and responds quickly to any incidents.
- All policies that ensure equality are in place and reviewed regularly by the governing body and applied by all staff as a model to children.
- The School Admissions Code promotes equity and fair access for all.
- The local community and pupils were consulted when drawing up the schools Disability Equity Duty.
- Children are taught to value diversity at a national level eg through our sports board - project on the Olympics and Paralympics.
- Class charters of agreed values are developed at the start of each academic year.
- Charity work provides a vehicle for exploring diversity.
- Policy to record and challenge racist comments and attitudes.
- Commitment to developing attitudes which are tolerant, considerate and accepting of others is embedded in school vision.
- Humanities curriculum ensures that pupils are taught about contrasting localities.
- The school works with its Local Learning Community to give pupils opportunities to work alongside pupils from a more diverse community - eg Music, Maths, Science, provision for gifted and talented pupils.
- The school works with a variety of community groups including the church, the Heritage Centre, the Village produce Association. Children also contribute to the Whimble News.
- 'Espresso' enables all pupils to have access to regular news items which are used as a basis for class discussions on current affairs and issues.
- Year six take part in prejudice and diversity project.
- NSPCC assembly and fundraising to promote that all children have an entitlement to be loved and looked after.
- Childline assembly and workshop Sept 2014 and 2015.
- NSPCC assembly September 2014 and 2015
- PSHE curriculum.
- Headteacher assemblies.
- Year 5/6 PSHE drama workshop Sept 2014.
- Open evenings where the community has been invited in has improved relationships across different generations.
- Willow class Blog - connects children with children from different circumstances, cultures etc.

- Safeguarding File - audits of bullying and racing incidents.
- First and second place in section of Devon Community Cohesion competition.
- Policy files.
- Monitoring the achievement of different groups eg FSM, traveller pupils and pupils from different Ethnic backgrounds.
- Website.
- LLC minutes.
- Headteacher's assembly books.
- Willow class blog.
- Curriculum newsletters.

- Rabbit Diaries in Reception and Year 1 model a range of different home settings.
- Joint exhibition between school and heritage centre.
- Anti - Bullying week November 2014.
- Theatre Alibi visit to perform 'Sticks and Stones' November 2015
- Macmillan tea shop September 2014/15.

Children develop an appreciation of theatre, music, art and Literature.

Activities which promote development.

- Local expertise is used within the school to support the curriculum - eg visit from South West Young Dancer of the Year.
- Wider Ops Music - leading to Celidh where children played with local folk group 'Slack ma Girdle'.
- Visit from Swedish choir Vindhemskören, from Uppsala, with their conductor Peter Melin.
- The Snail and the Whale (2012) and Georges Marvellous Medicine (2014) theatre visit and art project 2015 project to start in November.
- Firehorse theatre visit 'Sticks and stones. November 2015 and Theatre Alibi Olive and the Dream Catcher 2015.
- Year 5/6 art project 'The Day we Played Brazil' working with local artist Claire Schmidt Norris. 2014 - 2015 including exhibition of work in the Cathedral and at the Northcott Theatre.
- Visits from 'expert groups' English Touring Opera, Theatre groups etc.
- Shakespeare at the Cathedral event attended by year groups 1-6.
- LLC choir performance with other children from the Learning Community - March 2015 and Chorister outreach programme.
- Book week including 'The Big Read'.
- Reference Literacy plan.
- Guided reading sessions in class.
- School clubs - Drama, dance and craft clubs.
- Library open daily to all children.

Evidence base.

- Website.
- Visitor's book.
- Feedback from pupils.
- Interview pupils.
- Curriculum newsletters.
- Arts action plan.
- Literacy action plan.
- Class blog

Children respond positively to a range of artistic, sporting and other cultural opportunities

Activities which promote development.

- The school has taken part in the 'Active Villages' scheme (2014/15).
- Attendance at Local Learning Community Gifted and Talented activities. Ongoing programme of activities.
- Attendance at Local Learning Community sports activities. Ongoing programme of activities.
- Participation Devon Schools Tag Rugby World Cup representing Canada. September 2015
- Participation in Local Learning Community Summer Music Concert 2012/2013/2014/2015.
- Year 5/6 art project 'The Day we Played Brazil' working with local artist Claire Schmidt Norris. 2014/5
- Choir performing at MTAs wedding 2015.

Evidence base.

- Website.
- LLC minutes.
- Visitor's books.
- Display in school.
- Curriculum newsletters.
- Arts action plan

- Termly music assemblies.
- Music clubs: choir, guitars, recorders, orchestra (2012/13/14/15).
- Sports clubs: football, netball, gymnastics, archery, fencing (2012/13/14/15) Football squad training.
- Local Learning Community competitive sporting events.
- Snail and the Whale art project with LLC schools and the Northcott Theatre (2012) and George's Marvellous Medicine (2014). Project for 2015 yet to be named.
- LLC art exhibition - tiles displayed in Reception area.
- Year 4/5/6 musical production. 'GOLD' 2013.
- Choir performance at music assembly, busking at Sainsburys, Devon Schools Choir Festival, performing. at the Devon County Show, performing in the Bishops Palace.
- Choir performance with Swedish choir Vindhemskören, from Uppsala, with their conductor Peter Melin.
- Performing with Woodbury School and Cantilena music group.
- Christmas productions.
- Running club supported 30 children to enter the Great West Run - October 2014 and 2015.
- LLC cross country event with years 1,2,5 and 6.

- Parent survey - 'the school provides a good range of clubs and after school activities' 88% yes.
- Parent survey - 'the school provides good curriculum enrichment activities' 94% yes.

Children understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Activities which promote development.

- Children are taught to value local heritage and tradition eg - Whimple Wassail - in order to develop their understanding of the importance of community identity.
- The school contributes regularly to the 'Whimple News' parish magazine to ensure that the whole village is aware of school events.
- The school works with a variety of community groups including the church, the Heritage Centre, the Village produce Association. Children also contribute to the Whimple News.
- Rabbit Diaries in Reception and Year 1 model a range of different 'families' and circumstances.
- We have recently registered with the schools linking network and hope to develop a link with a school in a contrasting locality to support our curriculum work on developing our children's understanding of the context of their homes and schools and to explore similarities and differences with children who go to school and live in a contrasting area.
- Charity work is often used as a focus for looking at global dimensions and challenging stereotypes. Eg Food Aid - overcoming poverty with long term solutions.
- Year 5/6 hosted a pupil from French primary school for a day.
- The year 3/4 class blog has linked pupils with children in other Devon schools and with schools in different countries. Links so far Honiton and Australia.
- Assemblies by Rev Martin.

Evidence base.

- Curriculum newsletters.
- Headteacher assembly books.
- Website.
- School council notebooks.
- Willow class Blog.
- Representatives from community groups.
- Teaching fundamental British values audit.

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|---|--|
| <ul style="list-style-type: none">• Visit from Kenyan students from Municipality 91 Senior School on exchange visit with Clyst Vale.• Promotion of British values within the curriculum. | |
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Cultural Development Actions to improve provision.	<ul style="list-style-type: none">• Further develop blogging as a way of connecting with children from a range of cultures and backgrounds eg Mystery Skype.• Find opportunities for visiting schools in different settings.
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