

New Bewerley Primary School

Review of Social, Moral, Spiritual and Cultural Provision

Review date: Monday 7th March 2016

Reviewers: Malcolm Lister & Steven Body

Outcome: Based on the findings of the visit, we are pleased to confirm that our review of the evidence provided by the school prior to and during our visit clearly validated the school's and Ofsted's judgement that the **provision is good**. There is, however, significant evidence that the school has the capacity to become outstanding in this area.

This report describes the context for the review, the process for moderation of the school's judgements and the evidence trail used to confirm those judgements.

Context

Pupils' Social, Moral, Spiritual and Cultural development is a key component of the Ofsted framework for the inspection of schools. One key purpose of this review was to revalidate Ofsted's judgement (2013) that SMSC provision was at least good and to review the school's progress since the inspectors' visit. An extensive evidence base was therefore established and included:

- an interview with the headteacher and PSHE leader
- interviews with governors and parents
- a tour of the school that included an examination of displays and information provided for both pupils and other stakeholders
- an interview with pupils including current and ex School Council members
- interviews with both teaching and support staff
- discussion with the development officer for Leeds Children's University
- reference to other relevant materials including school documents, policy statements, the Ofsted SEF etc
- the school website and most recent Ofsted report (2013)
- an extensive evidence trail provided by the school prior to the review

As a result of the rigorous review of evidence and in the light of the Ofsted criteria for the evaluation of Social, Moral, Spiritual and Cultural development we are confident that the school's judgement that the **provision is good** is an accurate view. Three Areas for Development were also identified as part of the review process. These are detailed later in the report.

The School Context

In its most recent inspection report on New Bewerley Primary School (April 2013), Ofsted provided the following information about the school:

'The school is larger than the average-sized primary school. The proportion of pupils supported through school action is well above average. The proportion supported at school action plus or who have a statement of special educational needs is well above average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics. The proportion of pupils supported through the pupil premium is well above average. The majority of pupils are of White British heritage. However, the proportion of pupils from other ethnic backgrounds is well above average as is the proportion of pupils who speak English as an additional language. The proportion of pupils entering the school at different points during the year and in Years 1 to 6 is well above average. The school has specialist resource provision for pupils with medical and physical needs'.

This description remains broadly accurate although the local demographic continues to change as a result of high mobility. As a consequence there are increasing numbers of pupils who have EAL.

Ofsted judged the school to be **good in all areas** and found that:

*'Pupils are well-behaved, feel safe and have a positive attitude to learning. The large majority of pupils attend school regularly and are always punctual. There are strong relationships between adults and pupils.....Pupils who have special educational needs make good progress.....There are large numbers of pupils who enter the school at different points in the year and these pupils are given every opportunity to make up lost ground, meaning they settle in quickly and make good progress from their individual starting points.....Those pupils in the specialist resource provision have very particular and complex needs, which are met well to enable them to make good progress and to become increasingly confident, independent learners.....The school clearly demonstrates that pupils have equality of opportunity and that it tackles discrimination well, as seen by the fact that all groups make good progress.....Parents have a good opinion of behaviour and safety; they believe behaviour is managed well and that their children are happy. Pupils also say they feel safe in and around school and that behaviour in the school is good.....Around the school and in lessons it is clear that pupils treat each other well and with respect, and there are very positive relationships between adults and children. Pupils from a very diverse range of backgrounds and cultural experiences work and play well together. Pupils feel safe from racism or any kind of prejudice-based behaviour. Pupils say that bullying is rare and any problems are dealt with immediately by adults'.....'A broad range of experiences contributes well to pupils' **spiritual, moral, social and cultural development**'.*

On the evidence of this review these judgements remain entirely accurate and the school has much to be proud of in all aspects of the work that we investigated.

Strengths of the school that support the provision of Social, Moral, Spiritual and Cultural Education

This has been exemplified through the following areas:

Leadership

The school's leadership team are clearly making a significant difference and New Bewerley benefits from the commitment and direction of a headteacher with a clear moral purpose. A successful learning culture was exemplified during the tour of the school where excellent attitudes to, and behaviours for, learning were clearly evident in the classrooms we visited. SMSC is a feature within both the school's self-evaluation framework and a key strand that is evidenced in curriculum planning. The

Year 2 curriculum, for example, includes 'Tales from other cultures' and 'Investigate the beliefs and practices of religions and other world views' as core themes. There is also a commendable willingness to be subjected to external scrutiny such as in this review.

The key driver to SMSC development is, therefore, an effective curriculum that is demonstrably relevant, broad and differentiated. The curriculum is also deliberately flexible so that a range of enrichment activities can be used to embed and successfully integrate SMSC with the core learning strands. Additional activities include engagement with Leeds Children's University and the 'IntoUniversity' charity, both of which reflect the school's commitment to fostering high expectations for pupils.

There are clear indications of a thoughtful, consistent and open approach to self-evaluation. The specific needs of the pupil population ensures that there is an unrelenting focus on learning and the school continues to meet floor targets. The school is closing the gap despite the very low starting points of the vast majority of the pupils. High value added outcomes have ensured that last year the school was in the top 5% nationally for pupils' progress. Staff who were interviewed are familiar with expectations regarding SMSC, as is particularly evident in the status afforded PSHE. As a key element of the school's strategy for supporting its pupils, PSHE work is clearly having an impact when a parent can say "When she's in school, we're worry free".

The governors who were interviewed confidently demonstrated their awareness of the rationale for the school's policies and procedures, all of which are underpinned by an ethos that is reflected in the school motto: 'Many bricks make a building, many hearts make a school'. A Salvation Army governor adds an additional, valuable perspective to governor discussions.

Pupils were abundantly clear about what was expected of them and were able to confidently discuss aspects of SMSC and their relevance and importance. Peer mediators, for example, recognise the importance of their role in supporting pupils.

Ethos and Environment

Evidence from the review indicates that the school's motto and mission statement accurately reflects the guiding principles of learning and caring that underpin the school's ethos and environment. SMSC is firmly embedded within these principles. New descriptors are being developed in order to further clarify expectations and values.

There were a number of examples of a positive ethos working successfully to support SMSC. For example, the quality of relationships and pupil perceptions of fairness and equality were obvious strengths. Pupils could describe how they would support new arrivals: "We show new pupils respect and find them some friends". They know that some pupils present challenging behaviours and that there are systems in place to support these children. They also have a very positive overview: "475 out of 500 are perfect!" They clearly expect to be supported and to support each other. A parent said that "(the staff) are always trying to help".

Pupils have been given an opportunity to influence decision making in school so that a pupil could confidently state “When we want something, they try to make it happen”.

The school website is informative and has children’s links to other websites, thereby actively supporting diversity and pupils’ independence.

All stakeholders valued the quality of communication available to them, from texts and phone calls through to letters home and personal conversations. The school recognises that it’s stakeholders access information in a variety of ways and has responded accordingly. The parent of an autistic child said “It’s a brilliant way to communicate”.

Our tour of the school was confidently led by two pupils who acted as excellent ambassadors for New Bewerley and demonstrated genuine knowledge about what it offers the children. Pupils’ work is carefully and purposefully displayed and SMSC examples can be witnessed throughout the school. These include displays on British Values, EAL, Attendance and Family Learning. The integration of the Resourced Provision into the life of the school is another palpable strength. The School Council’s own display board provides additional information about a group that is highly regarded by all the pupils we spoke to. Governors confirmed the children’s opinion that the pupil voice is very strong.

Pupils have been engaged in a number of fund raising activities including charities such as ‘Leeds2Iraq’. They have led initiatives to raise money for many deserving causes.

Interviews with staff confirmed their commitment to and enjoyment of working at New Bewerley. They know the children well and are determined to compensate for any disadvantage experienced by the pupils. This is demonstrated through a wide range of extra-curricular opportunities that are offered to pupils. These include the Opera North workshop, SATS workshops and a range of clubs. The range of visits and visitors to provide curriculum enrichment is much appreciated by the pupils.

Cultural diversity is celebrated extensively by the school in order to reflect the local demographic and encourage respect, tolerance and understanding. This is a significant achievement in a locality with the potential for division and cross-cultural antipathy.

Systems are in place to ensure pupils have a good understanding of what is right and wrong. All pupils who were interviewed felt that pupils helped each other and that staff cared about them as individuals.

Equality and Fairness

The school is justifiably proud of its inclusive approach and its role in supporting the community. The Resourced Provision clearly exemplifies this approach, with parents voicing unequivocal support for the school’s work in this area.

Policies published on the website, including Curriculum, Behaviour and Safeguarding, proved to be entirely relevant and pertinent during discussions with pupils, staff and other stakeholders.

Behaviour was very good during the visit and despite the recognition that a few pupils can be disruptive, the view from all those interviewed was that behaviour is good overall. Despite some mention of bullying by the pupils, anti-bullying measures are firmly in place to ensure the very few cases are handled quickly and sensitively. The whole school behaviour strategy reflects a consistent approach that has clearly had an impact and helped the children to feel reassured that everyone is treated equally. Pupils are also taught how to support each other.

The school is clearly determined to maintain high standards of SMSC education. There is a strong sense of equality and fairness that form the basis for continuous improvement.

Pupil Participation

The School Council is democratically elected and valued by pupils, staff and governors. Pupils had a direct influence on some recent planned developments such as the introduction of stress balls and the new Trim Trail.

Feedback from the children showed that pupils enjoy coming to New Bewerley and appreciate what is offered to them. When asked about the best things at New Bewerley, pupils commented on their learning, for example “I love maths and art”. All pupils who were spoken to said that they feel safe in school. It was commonly felt that all pupils had someone to talk to if they had a problem. One pupil said “There’s always someone to go to if there’s a problem”. There is also a successful approach to e-safety although this important area might benefit from additional awareness raising displays in school.

Health and well-being is a key focus area. Completion of the ‘My Health, My School’ survey provides an excellent opportunity to delve more deeply into the factors influencing the outcomes of the survey.

Teamwork and Relationships

There was a strong sense of dedication from all the staff participants who were loyal, enthusiastic and proud to be a member of the school community. They recognise the scale of the challenge facing them and are determined to make a difference to pupils’ lives. They are sensitive to pupils’ diverse needs, as in the discussion about supporting pupils with bereavement. The tour of the school and subsequent interviews clearly demonstrated high levels of respect amongst pupils and between staff and pupils. On the basis of our observations pupils were courteous and friendly in and around school.

Staff and pupils confirmed that new pupils are welcomed and supported. They settle into their new environment quickly and effectively.

Learning and Achievement

There is a very clear focus on learning and raising standards within the school. Pupils understand what types of behaviour should be rewarded and recognise that high achievement and good attitudes to learning are inextricably linked. They also

appreciate the efforts of their teachers who try to make lessons interesting. A parent said “There are always activities for them to do”.

Rewards are many and varied and clearly appreciated by pupils. They include stickers, house points, team points and ‘Golden Time’ as well as letters home and public shows of praise from staff.

The Spiritual element of SMSC has been further embedded as a result of the new RE curriculum which is a question based approach that provides opportunities to challenge some community attitudes as well as reinforcing characteristics such as respect, tolerance and acceptance.

Role Clarity, CPD and Staff Welfare

On the basis of the feedback provided by staff, morale is good because of the inclusive, team based approach and because the needs of the pupils come first. Staff know what is expected of them and are motivated to do their best for the pupils. The Resourced Provision is viewed positively and is well integrated into school life. Staff are aware of their roles and responsibilities and the need to model effective SMSC behaviours to pupils.

All staff access targeted CPD, including coaching and mentoring. It may now be worthwhile articulating the range of training opportunities on offer to colleagues.

Impact and Success in SMSC

Evidence from the review indicates that the potential for success in SMSC at New Bewerley is linked to:

- purposeful and focused leadership to ensure that SMSC is embedded and having an impact
- the importance given to PSHE
- reviewing progress and impact to ensure that agreed procedures are consistently applied
- specific attention afforded to preserving and further developing the school's ethos and environment through effective communication
- dedication and commitment to ensuring the pupils receive quality learning and social experiences
- encouraging a culture of teamwork and positive relationships
- opportunities for pupil consultation and feedback
- equality and fairness for all
- a relentless focus on pupils' learning
- treating everyone with respect

Suggested Areas for Development

1. The school should consider engaging in the ‘Investors in Pupils’ programme which fits perfectly with the prevailing child centred ethos at New Bewerley.
2. There are opportunities to further develop and enhance the school website in relation to SMSC, Personal Development, Behaviour and Welfare.

3. The school should consider ways in which it can increase its public profile. Outsiders may remain unaware of the many strengths of the school and its success in improving outcomes for pupils.

We would like to thank the school for its very positive and professional approach to the review. We are grateful to have had the opportunity to work with such a committed, responsible and knowledgeable group of staff, pupils, parents and governors. We wish the school continued success in the future.

Kind regards.

Malcolm Lister
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SMSC reviewers