

Chatsworth High School SMSC Report 2012-2013

Executive Summary

- A working group identified areas of strength and weakness in Chatsworth's provision of SMSC development opportunities at the beginning of the year, culminating in an action plan
- Since then, the school has developed and adopted shared practice in the area of our students' SMSC development, which is now documented in a new policy
- The first key element of this policy and practice is the use of SMSC profiles to identify areas of need for each individual student
- Another key element is the formulation of individual pupil SMSC targets, devised and evaluated on a termly basis
- SMSC development opportunities are identified at all levels of curriculum planning – long term, medium term and short term
- SMSC development opportunities across the school are recorded by teaching staff using an online audit grid
- At the end of the academic year, Teachers, TA3s and TA4s have evaluated our provision in SMSC, using data made available through the audit grid and pupil profiles, making a number of recommendations for 2013-2014; details are contained in the SMSC report

Rationale:

Our Students' Spiritual, Moral, Social and Cultural (SMSC) development should be regarded as a central tenet of our ethos at Chatsworth. This is apparent throughout our mission statement and core beliefs and, as we are told regularly by visitors from the local and wider community, in the very fabric and atmosphere of our school. In recent times, and as evidenced in our School Development Plan (SDP), we have as a learning community been extremely focused on our students' progress and attainment in the core curriculum subjects; progress and attainment that is captured, recorded and analysed to inform next steps for both pupil and school development. Whilst undertaking work of this nature, it has remained extremely important to all members of our school community that we continue to provide for and enrich our students' SMSC development, through a broad and balanced curriculum. The purpose of this report is to demonstrate how we have done this over the past academic year, how we have held ourselves accountable and how we will use our findings to further develop practice over the next twelve months. This report should be read in conjunction with the school's draft SMSC policy for consultation, which can be found on our school website.

Summary of 2012-2013

Super Learning Days

All students have participated in this year's *Super Learning* events. The themes for these have been:

- Spain (Autumn Term)
- 1940s (Spring Term)
- Australia (Summer Term)

Inclusion

Students have been engaged in a range of inclusive learning activities with various partners from across the local community. This has included working with Health & Social Care students from Eccles College, Salford Foundation, elderly citizens at Worsley Lodge, pupils from across the Chatsworth community, *The Y Club* in Castlefield, the DBBC radio station and B & Q.

Residential, Trips and Visits

This year, students participated in residential visits to Lledr Hall, Manchester Castlefield YHA, Borwick Hall in Carnforth and The Cliffs Hotel in Blackpool. Students across all key stages have participated in regular learning opportunities in the community throughout 2012-2013, such as local colleges, leisure amenities (e.g. trampolining), places of work and shopping precincts.

SMSC Working Group:

During the Autumn Term, an SMSC Working Group, comprising six members of staff at various levels of responsibility, formed in order to discuss:

- *What is SMSC?*
- *How will we demonstrate SMSC provision at Chatsworth?*
- *Further questions*
- *Concerns*
- *What Ofsted guidance is available?*

This discussion and subsequent research resulted in the following findings:

- SMSC is woven into the fabric of our school community, the way we work and many of the activities that we engage in with our students;
- This is not always clearly recorded and it could be difficult to present our work in this area to an external visitor;
- Further SMSC development opportunities could be explored ;
- Past ways of documenting student progress, such as ECM profiles, could lend themselves to SMSC development;
- A robust framework would be needed to support SMSC development amongst a complex and diverse student body.

Developments:

Drawing on ECM profiles, new SMSC profiles were devised during the Autumn term, taking into account further recommendations arising from Darren Henley's report on Cultural Education (28th February 2012). Profiles were then completed, by pastoral teams led by teachers, first during the Spring Term. These informed

specific SMSC targets for each student over the remaining two terms of the year, again produced by pastoral teams led by teachers. During the Summer Term these were completed once more and will inform individual students' SMSC targets throughout the academic year 2013-2014. For SMSC targets set over this academic year, teacher evaluations demonstrate that most students have made significant progress against their targets. It should be noted that this has occurred in light of generally strong progress across the core areas of the curriculum by the majority of students.

During November 2012, guidance for curriculum redevelopment in light of commitments to students' SMSC development was generated, in conjunction with the Deputy Head Teacher (see appendix 1). Further to this, updated planning formats for medium term plans, known as Schemes of Learning, and for Lesson plans, were introduced to teachers. The purpose of this work is to ensure that SMSC maintains its status as an integral and clearly defined strand of learning that is accounted for in all curriculum planning.

In order to monitor SMSC development opportunities across the whole school, on 14th November we purchased a year's subscription to an online SMSC audit grid (appendix 2), at <http://www.gridmaker.net/chatsworth>, at a cost of £295 + VAT. Teachers have, since then, been asked to record the opportunities for SMSC development that they have provided for their students through various learning activities and events.

From the beginning of the Spring Term, the school has increased its engagement with a local pastor, Joe Doogan, to enrich delivery of the RE curriculum through themed assemblies covering major religions and religious festivals. His input has been warmly received by students and staff and has complemented his role, both as a volunteer and as a recently appointed governor. It is planned that this role be continued and, where appropriate, developed heading into the next academic year.

Throughout the Summer Term, a number of students from the high school and community college, working across the range P7 to National Curriculum Level 3, have been involved in a National Citizenship programme and in which they have taken part in local community activities. This initiative has been led primarily by Beth Cocken with strong support from Tracey Holmes and Catherine Billingham.

On 5th July 2013, we were happy to receive news that the school's Comenius Funding bid, coordinated by our Head Teacher, was successful. This exciting

news means that our school will receive substantial funding, circa €20,000, from The British Council, to further develop its links with our German partner school, Martin Buber Schule in Cologne.

On 16th July 2013 a staff meeting involving members of the Leadership Team, Teachers and Teaching Assistants was convened in order to review and evaluate the school's provision in the area of SMSC. During this meeting raw data arising from the online audit grid and pupil profiles was moderated through discussion in order to draw conclusions and make recommendations for the following year.

On 17th July the school had achieved the full award - Inspiring IAG Gold Award, for careers education, information, advice and guidance.

Finally, the newly drafted SMSC policy for consultation (July 2013) has been written to reflect the maintenance and development of practice in this vital area of learning for our students.

Key Findings of staff review and moderation of raw data:

The purposes for reviewing our SMSC provision across as broad a tranche of the staff team as possible are multiple:

- All members of staff are responsible for, and committed to, our students' SMSC development; similarly, each individual brings with them a range of strengths, talents and passions across the various facets of SMSC;
- For the purpose of triangulation, the various perspectives enable us a school to more robustly moderate the raw data presented by the online audit grid (appendix 3) and pupil profiles;
- When devising strategic developmental steps in our provision of SMSC, the school is able to generate a view that is informed, balanced and democratic.

The moderation of the raw data and surrounding discussions enabled the staff team to conclude that SMSC development across the curriculum is generally well represented, with students benefitting from a very wide range of enjoyable, exciting and highly engaging learning opportunities. Feedback from pupils was cited as being extremely positive.

Further specific areas that warrant a greater focus in the following twelve months were then identified by the staff team:

- Investigating moral values and ethical issues
- Exploring the values and beliefs of others;
- Moral codes and models or moral virtue
- Exploring, understanding and respecting diversity
- Even greater inclusion opportunities
- Singing in a group or choir, acting and drama workshops and musical instrument lessons
- Regular use of libraries;
- Sporting events, particularly for less able and more complex learners
- Economic Well Being (EWB), particularly for less able and more complex learners

These key findings allowed the staff team to then draw up several recommendations for school development in the area of SMSC, as well as identify three highly relevant and necessary themes for our *Super Learning Days* 2013-2014.

Recommendations for 2013-2014:

- Further Development of SMSC profiles for Complex Learners and Students at Levels P1-7;
- Teachers to focus on setting increasingly SMART targets in SMSC;
- Further redevelopment of strategy and curricular provision in RE;
- Re-development of EWB curriculum at P levels 1-7;
- Increase opportunities for inclusion in residential, by involving learners operating at levels P1 – P7 and those in discrete provision for ASCs;
- Hold a Sports Day and Christmas pantomime, play or performance.

Finally, the three Super Learning Day themes for 2013/2014 will be:

- Autumn Term: Shakespeare (Coinciding with The Shakespeare Festival Performance in November)
- Spring Term: Weddings from different cultures
- Summer Term: Music and music festivals through the decades

Acknowledgements

On behalf of Chatsworth High School & Community College, I would like to thank those members of staff who gave up their time to form the working group, in which the seeds of our development work were sown: Anna Glogowska, Graham Lunt, Becky Dickens, Lesley Brunt and Sue Fortune. I would also like to thank Joe Doogan for his support, enthusiasm and very hard work, particularly in the delivery of RE. Finally, I would like to thank every member of our school community for their contributions to SMSC development at Chatsworth; your commitment is clearly evident, truly inspiring and valued extremely highly.

Matt Lawrenson
Assistant Head Teacher
Chatsworth High School & Community College
July 2013

Appendices

Appendix 1: Curriculum development: Guidance around SMSC at Chatsworth
Appendix 2: Screenshot from online SMSC audit grid
Appendix 3: Analysis of Chatsworth SMSC Grid July 2013

Appendix 1: Curriculum development: Guidance around SMSC at Chatsworth

When redrafting your curriculum area please consider the opportunities for SMSC development that may arise for students. Consider the how these opportunities will vary and present themselves at the three discrete levels of attainment that comprise our curriculum framework.

As you complete the redrafting of your curriculum area, please complete this overview of SMSC opportunities and forward this information to Matt, so that a coordinated approach to SMSC development, across the curriculum, can be captured in a policy that all staff may apply to their thinking when planning for student learning.

Curriculum area:			
Year	Overview of relevant SMSC development opportunities		
	P1-P3: Sensory learners	P4-P7: Concrete learners	P8-NC: Abstract learners
7			
8			
9			
10			
11			
12			
13			
14			

From:

<http://clerktogovernors.wordpress.com/2012/03/02/everything-you-ever-wanted-to-know-about-spiritual-moral-social-and-cultural-development/>

Here is a set of suggestions for how SMSC might be promoted across the curriculum:

English contributes to students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

Mathematics can provide a contribution to pupils' SMSC by:

- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

Science contributes to students' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment;
- Consideration of the moral dilemmas that can result in scientific developments;
- Showing respect for differing opinions, on creation for example;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many different cultures.

The subject of **Humanities** makes a contribution to SMSC by:

- Looking at the creation and evolution of British society;
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;
- Showing an awareness of the moral implications of the actions of historical figures.

- Opportunities for reflection on the creation, earth's origins, future and diversity are given;
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
- Studies of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

MFL contributes to the students' SMSC development:

- Students may gain insights into the way of life, cultural traditions, moral and social developments of other people;
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

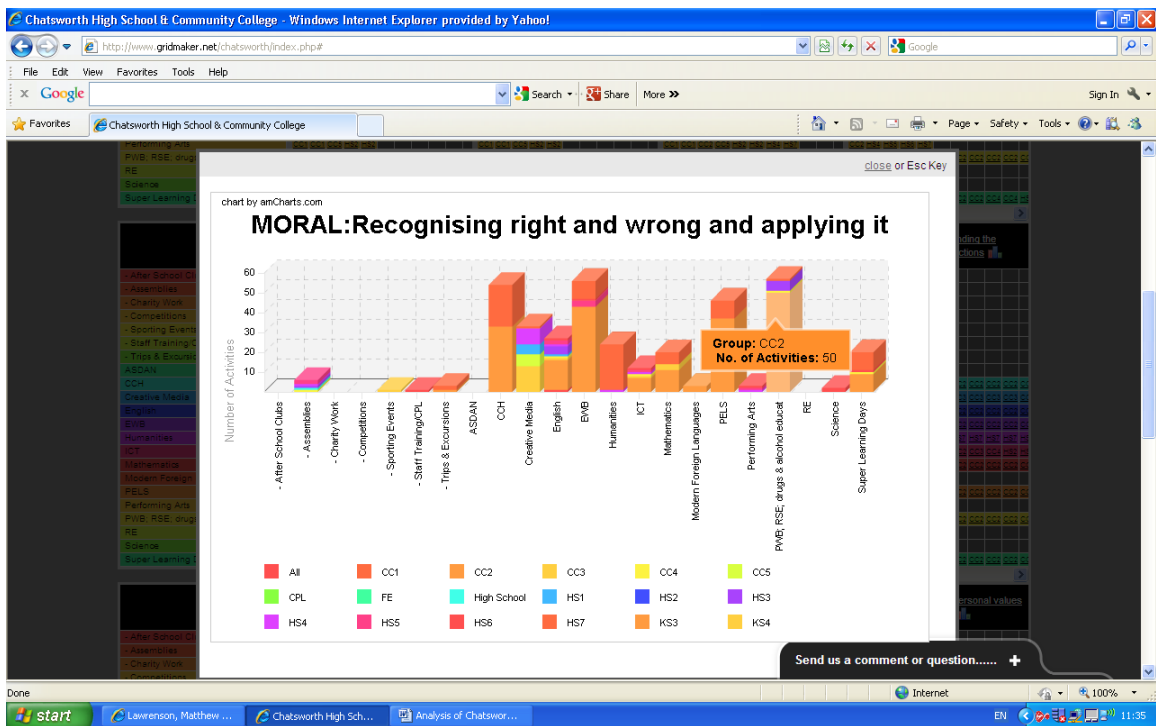
Creative Media contributes to SMSC by:

- Art lessons develop students' aesthetic appreciation;
- In turn, Art evokes feelings of 'awe' and 'wonder';
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.
- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives;
- Awareness of the moral dilemmas created by technological advances;
- How different cultures have contributed to technology;
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

Students' SMSC development is actively promoted through **PELS** by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Appendix 2: Screenshot from online SMSC audit grid



Appendix 3: Analysis of Chatsworth SMSC Grid July 2013

S M S C	Objectives	Mean opportunities across 21 curriculum 2012-2014	Average identified areas	Range	Occurred most frequently in	Occurred least frequently in
Spiritual	Developing personal values and beliefs	13.3		0-98	CM, EWB, PELS	ICT, MfL
	Experiencing fascination, awe and wonder	14.8		0-121	CM, PELS, CCH	Science, charity work, competitions, sporting events
	Exploring the values and beliefs of others	9.7		0-84	CM, PELS, PWB	ICT, charity work, competitions, sporting events
	Understanding human feelings and emotions	10.2		0-62	CM, PELS, PWB	Competitions, Sporting events, Humanities
	Using imagination and creativity in learning	17.4		0-139	CM, EWB, PELS, SLDays	Charity work, Sporting Events, Competitions, ICT
Moral	Developing and expressing personal views or values	14.1		0-86	CM, PWB, English, PELS	Competitions, Sporting events, Humanities, RE
	Investigating moral values and ethical issues	3.7		0-18	CM, English, SLDays	MfL, PELS, ICT, Hum, EVs, sporting events, charity work, competitions
	Moral codes and models of moral virtue	6.5		0-41	CM, PELS, CCH	Science, ICT, Hum, ICT, EVs, charity work, competitions
	Recognising right and wrong and applying it	18.0		0-57	PWB, EWB, CCH, PELS	Charity work, competitions, RE
	Understanding the consequences of actions	19.8		0-87	CM, PELS, EWB, PWB, CCH	Competitions, MfL, RE
Social	Developing personal qualities and using social skills	18.2		0-101	CM, EWB, PWB, PELS	RE, Science
	Participating, cooperating and resolving conflicts	19.6		0-100	CM, EWB, PWB, PELS	RE, competitions
	Understanding how communities and societies function	12.3		0-60	EWB, PWB, English, Maths	CM, ICT, sporting events, competitions
Cultural	Exploring, understanding and respecting diversity	9.8		0-62	CM, English, SLDays, Humanities	Charity work, competitions, ICT, PELS
	Participating and responding to cultural activities	14.5		0-110	CM, EWB, CCH, PELS	Charity work, sporting events, ICT
	Understanding and appreciating personal influences	11.7		0-44	CM, EWB, PELS, Hum	Sporting events, ICT, charity work

