

Spiritual, Moral, Social and Cultural development self evaluation tool

Introduction:

This self evaluation tool is designed to support schools in evaluating their provision and its impact on pupils Spiritual, Moral, Social and Cultural (SMSC) development. The self evaluation tool should be read in conjunction with the 'At a glance' guidance pack and page 24 of the Ofsted Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended) from September 2012. The outcome of the self evaluation should be used to inform the whole school self evaluation and development plan.

Aspect	Developing (Requires Improvement)	Establishing (Good)	Enhancing (Outstanding)
Achievement of pupils			
<ul style="list-style-type: none"> Attitudes to learning <p>Links to IQM Standard 4 Anti-bullying, behaviour and safeguarding 4.1, 4.2, 4.3, 4.4</p>	<p>Pupils have some opportunity to be active learners, however in the majority of lessons they are passive rather than active participants. There is some opportunity for pupils thinking to be challenged and deepened through discussion, debate and effective questioning. However, not all pupils are engaged or enthused by the learning opportunities. Some pupils show a lack of empathy and tolerance towards their peers and others.</p>	<p>Pupils demonstrate a positive attitude to learning. They are attentive and active listeners and are polite and considerate to each other. Pupils listen respectfully to the views of others and are willing to participate in discussions, contributing their thoughts and ideas. Pupils are able to work independently, in pairs and groups, without adult supervision. Peer to peer relationships are positive and supportive.</p>	<p>Pupils have the opportunity to lead and organise activities to support their learning. Pupils demonstrate high levels of resilience, self confidence and self belief and are able to reflect on problems in a reasoned and mature manner.</p>
<ul style="list-style-type: none"> Transition <p>Link to IQM standard 1 Welcoming School and Ethos 1.3</p>	<p>There is a planned transition programme in place to support pupils at key transition points in their education. Through this individual needs are identified and some additional provision is provided.</p>	<p>The school assesses the personal and academic needs of ALL new arrivals, and relevant targeted support is provided. Particular care is afforded to those pupils who arrive at non-traditional times of transition.</p>	<p>The needs of new arrivals are accurately and quickly assessed to enable them to promptly settle in and make rapid progress.</p>
Quality of teaching			
<ul style="list-style-type: none"> Ethos and values/positive relationships 	<p>School policies are evident in classroom practice. Relationships are warm and based on mutual respect and understanding. Almost all adults model positive</p>	<p>Discrimination is not tolerated and is effectively challenged by all staff. Teachers know their pupils well and plan according to their needs (academic, social and cultural).</p>	<p>Teachers and pupils have created a safe and secure learning environment where all are valued and respected. Pupils confidently take risks in</p>

<p>Link to IQM standard 1 Welcoming School and Ethos 1.1, 1.2 Standard 3 Policy Driven Inclusive Practice 3.5</p>	<p>relationships and attitudes, demonstrating consistently high standards of personal and professional conduct. Teacher fulfil the Standards for Personal and Professional Conduct (as outlined in Part 2 of the Teachers Standards September 2012)</p>	<p>Teacher to pupils and pupil to pupil relationships are positive and supportive. Appropriate use of praise motivates and encourages a 'can do' attitude.</p>	<p>their learning knowing that they will be supported regardless of the outcome.</p>
<ul style="list-style-type: none"> Pedagogy and practice <p>Link to IQM Standard 2 – Access 2.5</p>	<p>Opportunities are provided for pupils to work in pairs or groups, however adult intervention and support is usually required. Questioning elicits low level responses from pupils and opportunities to develop higher order thinking skills are missed.</p>	<p>Opportunities are provided for pupils to work co-operatively with each other in pairs or groups without the support of an adult. Questioning techniques encourage pupils to give extended answers and justify reasons for their thinking. Teachers plan for and seize opportunities to discuss and debate sensitive and controversial issues in a wide range of contexts. Pupils are encouraged to reflect on personal beliefs and experiences.</p>	<p>Learning opportunities enable pupils to develop resilience, self-confidence, self- belief and the ability to reflect on problems in a reasoned and mature manner. The majority of teachers are highly skilled and confident in providing frequent opportunities to explore and discuss controversial and sensitive issues. Teachers act as facilitators, allowing pupils to direct their own learning and formulate their own views and developed informed, reasoned opinions.</p>
<ul style="list-style-type: none"> Curriculum planning (in lessons and extra curricular) <p>Link to IQM standard 1 Welcoming School and Ethos 1.4</p>	<p>Some opportunities are provided to explore issues related to SMSC and develop pupils understanding.</p>	<p>Lessons and units of work where appropriate, are planned to provide a range of opportunities to explore issues related to SMSC and develop pupils understanding. Personal learning and thinking skills are developed through planned learning opportunities to enable pupils to become more effective independent learners.</p>	<p>Pupils have some responsibility for the planning and direction of their own learning.</p>
<ul style="list-style-type: none"> Display, visual 	<p>Resources and facilities are cared</p>	<p>The classroom environment reinforces</p>	<p>The difference and diversity of</p>

<p>environment and resources</p> <p>Link to IQM standard 1 Welcoming School and Ethos 1.1, 1.4</p>	<p>for and looked after responsibly. The school values and ethos are promoted through display.</p>	<p>learning, promotes positive attitudes, challenges stereotypes and discrimination and is used as an aid to support learning. Materials on display include examples of contributions from pupils related to SMSC.</p>	<p>the school community, local community, Britain and globally is celebrated through display. Resources reflect the cultural heritage of Britain and serve to promote pupils understanding of cultural diversity and life in modern democratic Britain. Evidence of pupil engagement and its impact on their SMSC development is clearly on display.</p>
<p>Behaviour and safety of pupils</p>			
<p>Links to IQM Standard 4 Anti-bullying, behaviour and safeguarding 4.1, 4.2, 4.3, 4.4</p>	<p>Pupils show respect for one another and their teachers. Pupils demonstrate the difference between right and wrong. Pupils work and play harmoniously together.</p>	<p>Bullying incidents are minimal, including those of a racist, homophobic and a sexist nature. School systems enable the regular monitoring of such incidents. The school actively challenges negative attitudes and stereotypes and deals with any incidents of bullying robustly. Pupils take responsibility for their own behaviour. There are opportunities for pupils to take on positions of responsibility that support other pupils. Pupils report on the positive impact of these.</p>	<p>Pupils regardless of age/ability have the opportunity to take on positions of responsibility. Pupils have been trained in their given role and are instrumental in driving things forward (eg peer mentors, buddies). Pupils take responsibility for their own and others behaviour, intervening appropriately to challenge negative behaviour.</p>
<p>Leadership and management</p>			
<p>Policies into practice Key policies related to SMSC should include:</p> <ul style="list-style-type: none"> • Anti-bullying • Inclusion • Equalities 	<p>The school has a vision and values which incorporate SMSC however this is not yet coherent across all aspects of school life. School has key policies related to SMSC in place that are understood by all staff</p>	<p>The school has a coherent vision and values, incorporating SMSC, which is reflected within many aspects of school life. The school has all key policies related to SMSC in place, some of which have been developed</p>	<p>SMSC is embedded within the strong values and vision of the school and is evident in all aspects of school life. The school has all key policies related to SMSC in place, which</p>

<ul style="list-style-type: none"> • Religious education • Collective worship • Teaching and learning • Behaviour and rewards <p>Links with IQM Standard 3 Policy Driven Practice 3.1, 3.2, 3.4, 3.5</p>	<p>and governors. Staff and governors are able to describe their roles and responsibilities in implementing the policies. The consistent application of the policies is evident in the day to day life of the school.</p> <p>There is adequate resourcing which is enabling at least satisfactory SMSC outcomes for pupils.</p> <p>A programme of CPD is in place to support and develop the SMSC awareness and expertise of staff</p>	<p>in consultation with stakeholders including staff, parent/carers and pupils. Staff, governors and pupils are consistent in the implementation of policies. This is demonstrated by all members of the school community regardless of gender, race, religion and belief, culture, sexual orientation and disability interacting and learning positively together. There is a harmonious community where discrimination is not tolerated and equality for all is promoted.</p> <p>There is a good level of resourcing which is enabling good SMSC outcomes for pupils.</p> <p>SMSC is supported through a comprehensive programme of CPD including a range of training activities based on whole staff and individual needs.</p>	<p>have been influenced and shaped by key stakeholders including staff, parent/carers and pupils. The school clearly is a highly cohesive and respectful learning community where everyone is valued. Pupils proactively contribute to the development of the harmonious community. There are no evident inequalities in provision or achievement for any individuals or groups of pupils.</p> <p>There is a high level of resourcing which is enabling outstanding SMSC outcomes for pupils.</p> <p>Within a very comprehensive range of CPD activities staff are involved in planning their own programme of training and development for SMSC.</p>
<ul style="list-style-type: none"> • Curriculum and enrichment opportunities - Identifying need <p>Link to IQM Standard 2 – Access 2.2, 2.3</p>	<p>The school has an understanding of the characteristics of the local community and school population (faith, ethnicity. Socio-economic) through analysis of data. Sources of data could include ECM-HRBQ, School profile and locality profile. School uses the information gained from the data to identify the gaps in pupils' experiences and provides some opportunities for these to be addressed via the curriculum/enrichment activities.</p>	<p>The school has a good understanding of the characteristics of the local community and school population (faith, ethnicity. Socio-economic) through analysis of data. Sources of data could include ECM-HRBQ, School profile and locality profile. The school liaises with community groups/partners to determine needs. School uses the information gained from the data to identify the gaps in pupils' experiences and provides a range of planned and progressive</p>	<p>The school has an excellent understanding of the characteristics of the local community and school population (faith, ethnicity. Socio-economic) through analysis of data. Sources of data could include ECM-HRBQ, School profile and locality profile. The school works proactively with community groups/partners to determine needs. School uses the information gained from</p>

		opportunities for these to be addressed via the curriculum/enrichment activities that enable pupils to make good progress.	the data to identify the gaps in pupils' experiences and provides a wide range of planned and progressive opportunities for these to be addressed via the curriculum/enrichment activities that enable pupils to make rapid and sustained progress.
<ul style="list-style-type: none"> Curriculum and enrichment opportunities - Developing a progressive planned programme <p>Link to IQM Standard 2 – Access 2.2, 2.3</p>	Adequate curriculum opportunities to develop pupils' SMSC understanding are identified. Some extra curricular opportunities are provided to broaden pupils' horizons including sporting, music, literature and theatre. Pupils have some experience of meeting people from other faiths and cultures.	The school provides a broad range of relevant experiences that meet the needs of pupils and as such promote all pupils SMSC development. Well organised, imaginative and effective opportunities are mapped across all curriculum areas with clearly identified learning outcomes that enable all pupils to make good progress in their learning and development and to demonstrate the ability to show respect towards others regardless of gender, race, religion and belief, culture, sexual orientation and disability. A wide range of extra curricular opportunities are provided to broaden all pupils' horizons including sporting, music, literature and theatre. All pupils have a range of opportunities to work with people from other faiths and cultures, which serve to develop their understanding of cultural diversity.	The school provides high quality and memorable experiences that have a very positive impact on pupils' SMSC development. Rich opportunities (relevant and based on pupil need) are mapped across all curriculum areas with clearly identified learning outcomes that enable all pupils to make rapid and sustained progress in their learning and development and to proactively challenge discrimination and inequality towards others especially that focused on gender, race, religion and belief, culture, sexual orientation and disability. An extensive range of extra curricular opportunities are provided to all pupils including sporting, music, literature and theatre. Provision to work with people from other faiths and cultures is embedded for all pupils.
<ul style="list-style-type: none"> Curriculum and 	Evidence is gathered to measure	A broad range of evidence is	There is a deep and accurate

<p>enrichment opportunities - Evaluating impactⁱ</p> <p>Link to IQM Standard 3 Policy Driven Inclusive Practice 3.4</p>	<p>the impact of the school’s curriculum and enrichment opportunities on the SMSC development of pupils. Pupils display an understanding of right and wrong in their school life and life outside of school. School has some case studies to evidence the impact on individual and or groups of pupils.</p>	<p>systematically collected to monitor and measure the impact of the school’s curriculum and enrichment opportunities on the SMSC development of all pupils. Pupils apply strong moral values and show respect for others in their school life and life outside school. School has a broad range of case studies to evidence the positive impact on individual and or groups of pupils.</p>	<p>understanding of the impact of the school’s curriculum and enrichment opportunities on the SMSC development of all pupils through an extensive range of evidence sources. The school can demonstrate the significant impact its provision has on pupils’ behaviours, attitudes and values as shown through case studies and other evidence.</p>
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ⁱ Ofsted Subsidiary Guidance 2012

Inspectors should gather evidence of the impact of the curriculum on developing aspects of the pupils’ spiritual, moral, social and cultural (SMSC) development. This may be through:

- lesson observations where subjects promote aspects of SMSC provision; RE, art and music are obvious examples but discussion with pupils and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects
- observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and implemented through activities such as tutorials, citizenship programmes and discussions with pupils about their work
- evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils’ SMSC development.