

The Wickford Church of England School SMSC Evidencing 2017

<u>Cultural Development and Provision</u>		
Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:	Schools that are encouraging pupils cultural development are likely to be:	Evidence
<ul style="list-style-type: none"> • An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage • An understanding of the dynamic, evolutionary nature of cultures; • An ability to appreciate cultural diversity and accord dignity to other people's values and beliefs thereby challenging racism and valuing race equality; • An openness to new ideas and a willingness to modify cultural values in light of experience • An ability to use language and understand images/icons, for example in music, art, literature which have significance and meaning in a culture • A willingness to participate in and respond to, artistic and cultural media and traditions from a range of cultures; • A regard for the heights of a human achievement in all cultures and societies and an appreciation of the diversity and 	<ul style="list-style-type: none"> • Providing opportunities for pupils to explore their own cultural assumptions and values; • Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality • Extending pupils' knowledge and use of cultural imagery and language • Recognising and nurturing particular gifts and talents • Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance • Developing partnerships with outside agencies and individuals, to extend pupils cultural awareness, for example theatre, museum, concert and gallery visits, resident artists, foreign exchanges. • Reinforcing the schools cultural values through displays, posters, exhibitions • Auditioning the quality and nature of opportunities for pupils to extend their cultural development across the curriculum; 	<p>Holy Space, reflection, circle assembly, 'The Big Question' and time to talk, visits from Fr Norbert, Canon Jane, Fr Joe and Mrs Doe (our spiritual adviser) exploring themes. Use of religious Art work from different cultures in RE with opportunities for children to respond creatively. Opportunities in RE for children to explore and discuss images and symbols which have significance and meaning.</p> <p>Holy Space, assemblies, HEARTS - respect. Parents sharing cultural backgrounds, information about faiths, countries of origin. Geography Day/homework projects include opportunities to explore cultural aspects of different countries e.g. music, dance, art, geographical knowledge. Children from different cultural backgrounds share their understanding.</p> <p>Holy Space, Assemblies, visits to places of worship from different faiths.</p> <p>Most able workshops for children across Wickford and the HEARTS Trust. Most able children are recognised in planning and extended within lessons. Sharing assemblies/drumming/11th November - minute silence. ARTIS, weekly performing arts club, specialist weeks, visits and visitors. Go4it Award -recognising this. Authors, artists. Half termly African drumming x3 a year, followed by community opportunities to participate, Arctic explorer</p>

<p>interdependence of cultures.</p>	<p>and monitoring in simple, pragmatic ways, the success of what is provided.</p>	<p>visiting. History focus on famous people and events including discussion on the values they displayed and links to HEARTS curriculum. This includes famous women and famous people from other cultures. Visits to science museum, Braintree RNLI, Tower of London, Bethnal Green toy, National History museum. Theatre performances. Link with Mukangu in the past, link to Tanzanian school visits from Kenyan staff in the past and Tanzanian school founder. Spanish students. Teaching of Spanish from FS to yr2. 'The shed', Fr Philip's bear, stain glass windows - children encouraged to leave their mark on the school. Work with 'Monet', 'Picasso' and other whole school art days, supported by external and internal practitioners. RE displays, classroom environment and 'reflection spaces'. Classroom crosses 'point of focus' for prayer and reflection i.e. candle/image/cross. Dress up days, Easter dress up, nativity, Geography Day, World Book Day, Easter stillness day. Objects around the school - artistic work. Royal Jubilee party held and celebrated. RE coordinator - weekly leadership logs. Spiritual Adviser/Chair of Governor role and visits. Weekly sharing assembly for the whole community. Circle assemblies involving the whole school community. Christmas nativity - Grange residential visit - link to wider community Choir opportunities to perform at Wickford at Christmas and Grange Care Home. Shoe box appeal - awareness of 3rd world countries.</p>
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Cultural

The school serves a largely white community which is for the most part British in origin.

- The link with Mukangu school in Kenya was strong in the past and this has supported the pupils cultural awareness through shared curriculum projects, visits, and joint curriculum planning. However, time moved on and the school have now set up links with a Tanzanian school - although it is early days the British founder has visited many times and we hope to build a strong relationship.
- The link with Village Africa and the Tanzanian school is strong, last year we focused on raising funds for the charity and this total was £1500. The children know that this money specifically supported the ambulance links between the village and hospital. The school also collected mobile phones to support the founders and the ambulance team in their work. Evidence of this can be seen in school.
- Through the curriculum pupils also learn about other cultures and in particular other cultures in Antarctica, Tanzania and Spain. The children also embark on a geography project linked to countries around the world, there is a popular dress up day and the children share their experiences of the researched homework. They have a choice to dress up.
- The climate of the school is powerful in its acceptance of all and its lack of tolerance for judgement and intolerance. The high expectations that the Trust has of its staff means that they are strong role models for pupils in terms of respect for others. The school visits a mosque and synagogue every two years and this experience is rich and deep in respect. Some parents find this visit challenging and it evokes many feelings.
- Multi cultural music is shared in assembly and pupils hear the joy of different music from around the world as well as learning the African Djembe drum every second half term.
- Children also have previously learnt song in other languages such as Spanish and Swahili
- Use of technology to communicate with our friends in other countries becomes key - letter, email, skype, text.
- The children mix with other children from across the Trust, working on projects, visiting woodland, Thriftwood and enjoying GT days.
- All of the schools will work collaboratively across Wickford at the CLC, integrating with children from a wide background (although not as diverse as one might hope) and also varied in additional needs as children from a local additional needs school may join them.

Areas of development

- **Expanding the range of texts used in literacy to include a more diverse range. This was a minor focus of last year but needs to be a real push this year, linking in with the raised profile of reading, 'Geography' day where the children celebrate Tanzania and learn more about the culture and diverse links within the school community.**

The Wickford Church of England School

Moral Development and Provision

Pupils who are morally aware are likely to be developing some or all of the following characteristics:	Schools that are encouraging pupils' moral development are likely to be:	Evidence
<ul style="list-style-type: none"> • An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures; • A confidence to act consistently in accordance with their own principles; • An ability to think through the consequences of their own and others' actions; • A willingness to express their views on ethical issues and personal values; • An ability to make responsible and reasoned judgements on moral dilemmas; • A commitment to personal values in areas which are considered right by some and wrong by others; • A considerate style of life; • A respect for others' needs, interests and feelings as well as their own; • A desire to explore their own and others' views and • An understanding of the need to review and reassess their values, codes and principles in the light of experience. 	<ul style="list-style-type: none"> • Providing a clear moral code as a basis of behaviour which is promoted consistently through all aspects of the school. • Promoting racial, religious and other forms of equality; • Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong; • Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making; • Rewarding expressions of moral insights and good behaviour; • Making an issue of breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school; • Modelling, through the quality of relationships and interactions, the principles which they wish to promote for example, fairness, integrity, respect for persons, pupils welfare, respect for minority interests, resolution of conflict, keeping promises and contracts; 	<p>Class triangle, expectations displayed as part of the non negotiables. Golden time. The Big Questions i.e 'Why do we say thank you?'</p> <p>Class rules decided by each class, clearly displayed , linked to behaviour triangle use.</p> <p>Visits and visitors: synagogues, mosques, cathedrals. Visitors from other faiths.</p> <p>Circle time, Holy Space, circle assembly and general assembly themes. Playground expectations. Link to Tanzania.</p> <p>PSHE SOW, literacy texts, hot seating in the role of characters and exploring right and wrong. HEARTS mission statement.</p> <p>Lesson observations note quality of discussion and pupils respecting each other's views.</p> <p>Designated play-leaders, promoted to serve the school at lunchtime.</p> <p>Special assemblies held to raise awareness/to come together in memorial/offer prayers - Manchester bombing.</p> <p>Talk time as a class and a pupil voice/whole school. Holy space, talk partner opportunity, yellow thinking skills.</p> <p>Golden time, positive praise, awarding of house points. HEARTS awarded through Paddington awards in weekly sharing assemblies. Moments of loveliness on weekly newsletter. Head teacher stickers. The Golden Table celebrating good manners on a Friday.</p>

	<ul style="list-style-type: none"> • Recognising and respecting the codes and mores of the different cultures represented in the school and wider community; • Encouraging pupils to take responsibility for their actions; for example respect for property, care of the environment and developing codes of behaviour; • Providing models of moral virtue through literature, humanities, science, arts, assemblies and acts of worship; • Reinforcing the school's values through images, posters, classroom displays, screen savers, exhibitions etc and • Monitoring in simple, pragmatic ways, the success of what is provided. 	<p>Reminders by staff, staff conduct between each other - setting the example. Class led circle times in light of an event or incident. Thinking skills/problem solving tasks and activities.</p> <p>Holy Space/assemblies/circle assemblies. HEARTS - Respect and responsibility of communal areas/ own property/care of belonging, peg and drawer. Classroom helpers. Caring for the environment - specialist weeks i.e. science week, caring for animals - school dogs. History focus on famous people and events including discussion on the moral values they displayed. This includes famous people from other cultures.</p> <p>Classroom displays, displays around school. Prayer board. Well done cards sent home on a weekly basis, celebrating any aspect of school life.</p> <p>HEARTS display, classroom display. MISSION statement displayed around the school. Whole class Paddington awards. Class/school expectations displayed. Lunchtime 'rules'. The Golden Table - weekly celebration for children demonstrating good manners. Monitored in whole school assembly, learning walks, observations, discussion on values included in RE/ PSHE talk time .</p>
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Moral

The strong Mission/ethos statement is the expected moral code for all members of the school community

- The HEARTS curriculum supports the teaching of these values and all classes have these HEARTS displayed in their rooms as well as around school. Assembly themes explore HEARTS values.

- Last year the focus was upon working across the Trust to plan and implement the curriculum, based on the HEARTS values. This was highly successful. Full plans are in place for the second year of planning.
- Choices are discussed with children and children are expected to be responsible for those choices at a very young age.
- Rewards for living up to these values are given specifically in assembly but throughout the day also.
- Holy Space offers opportunities to reflect on right and wrong, The Big Question also.
- The ethos statement states the expectation that staff are role models for pupils
- Strong behaviour policy enforces repercussions for breaches of the code of behaviour as well as rewards for following it and showing kindness and compassion to others
- Weekly "moments of loveliness" in each newsletter explicitly show how the school values what is important.
- Assemblies provide opportunities to explore examples of people who have strong moral codes.
- Thinking skills encourages through red thinking and green thinking on how things make us feel and how things can be done differently
- The strong sporting and house ethos gives pupils clear guidance on how to play fairly and compete with honour and integrity.
- Internet safety training and our own VLE gives opportunities to discuss how the internet can be a power for good and also be misused to hurt others. Children re-lay e-safety rules every Computing lesson.
- The celebration of festivals from a range of faiths allows pupils and the almost exclusively white, Anglo Saxon community to celebrate, respect and learn about others and the similarities of values shared across religions.
- Environmental projects allow pupils to consider the impact of vandalism and careless use of their cars.
- The focus upon: Providing rich experiences: Jesus said "I have come that you might have life and have it in all its fullness "John 10 was a highly successful year from the whole school community. The message within this will be carried forward.

Areas for development

- **The embedding of the planning, delivery and assessment of the HEARTS curriculum - Year B.**

The Wickford Church of England School

Social Development and Provision

Pupils who are becoming socially aware are likely to be developing the ability to:	Schools that are encouraging pupils social development are likely to be:	Evidence
<ul style="list-style-type: none"> • Adjust to a range of social context by appropriate and sensitive behaviour; • Relate well to other people's social skills and personal qualities; • Work, successfully, as a member of a group or team; • Share views and opinions with others and work towards the consensus; • Resolve conflicts and counter forces which militate against inclusion and unity. • Reflect on their own contribution to society and to the world of work; • Show respect for people, living things, property and the environment; • Benefit from advice offered by those in authority or counselling roles; • Exercise responsibility; • Appreciate the rights and responsibilities of individuals within the wider social setting; • Understand how societies function and are organised in structures such as the family, the school and the 	<ul style="list-style-type: none"> • Identifying key values and principles on which school and community life is based; • Fostering a sense of community, with common, inclusive values; • Promoting racial, religious and other forms of equality; • Encouraging pupils to work cooperatively; • Encouraging pupils to recognise and respect social differences and similarities; • Providing positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions; • Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, self respect; • Helping pupils resolve tensions between their own aspirations and those of the group or wider society; • Providing a conceptual and linguistic framework within which to understand and debate social issues; • Providing opportunities for engaging in the democratic process and participating in community life; • Providing opportunities for pupils for pupils 	<p>HEARTS mission statement displayed prominently for all to see PHSE policy and programme for the year Behavioural expectations, Inclusion policies IQM award renewal, Marjorie Boxall Quality Mark award for the nurture group. Parents policy, agreements, Home-school agreements Collective worship policy understood by all. Inclusive practices e.g. newsletters accessible to parents in a suitable format e.g. notice board, paper form, emailed, text prompts, Class Dojo, Tapestry. Pupils are aware and value those who make up the social community, for example, visits from parents, governors, clergy. Formal and informal structures to allow all stakeholders to communicate with the school. Celebration of diversity in the school community through Collective Worship, art, drama etc. Opportunities for valuing the home and social background of children e.g. certificates celebrated in assemblies, work experience opportunities, careers day, open days in schools, after school clubs, parents sharing skills with children, 'extended schools' activities, hobbies days. Respect given to parents and helpers with opportunities to show thanks. PSHE is used to explore ways in which respect can be given to other people with their similarities and differences. Explicit teaching of social skills and strategies for civilised communication e.g. turn taking games in Circle Time, playground games, a values education programme to promote personal qualities and attitudes that the school values.</p>

<p>local and wider communities;</p> <ul style="list-style-type: none"> • Participate in activities relevant to the community, and understand the notion of interdependence in an increasing complex society 	<p>to exercise leadership and responsibility;</p> <ul style="list-style-type: none"> • Providing positive and effective links with the world of work and the wider community, and • Monitoring in simple, pragmatic ways, the success of what is provided. 	<p>Co-operative group work House groups/house meetings/quiz events - revising and performing. Celebration sharing assemblies. Outside achievements, wow certificates and 'well done cards' sent home.</p> <p>Visits and visitors, it is 'ok to be different'.</p> <p>Yellow thinking in all lessons, play leaders, PSHE lessons, circle times. Thinking skills.</p> <p>Specialist weeks, assembly themes</p> <p>The children have opportunity to be Collective Worship servers and may be involved in the Collective Worship committee, setting up for assembly and being involved in the leadership model within it. The CW group have opportunity to plan and prepare resources for the assemblies and meet fortnightly.</p> <p>Business Enterprise projects/Dragon Den's. Sharing assemblies, Weapons of sound/half termly whole school drumming assemblies, church services. Thriftwood residential, sleepovers during the year in school. Christmas and end of year performance.</p> <p>HEARTS - through all that we do. Play leaders, register delivery. Friendship stops/bench. Thinking skills problem solving opportunities.</p> <p>Bubble Time, work in Paddington House. Paddington House children involved with all of school life</p> <p>Work with volunteer helpers, visitors and specialist towards a common goal i.e. charity event, FACES</p> <p>Business Enterprise - collection, running crèche, maintain registers, running fete stalls, organising events, advertising, making bids in the Dragons Den, careers week.</p> <p>Play leaders, time spent in House groups, Mixed competitive Sports Day events, FS/Year 2 readers.</p> <p>Subject leader monitoring, being part of the school community,</p>
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		<p>sharing assembly, displays around school, staff meetings. Talk time, listening to the children, observations.</p> <p>Evidence that policies are being implemented and having an impact. Sampling of pupils' work, discussion with pupils, lesson observations. Monitoring to ensure subjects provide and exploit for social development. An ongoing portfolio of photos, reports, events and campaigns, including a website that records activities in school. Audit and self-evaluation tool in place. Regular feedback to stakeholders e.g. parents, governors, community, e.g. in minutes/ newsletters.</p>
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Social

The leadership of the school holds a strong and explicit ethos and mission statement that is lived by the school each day.

Happiness, Esteem, Achievement, Respect and Responsibility, Truth, Spirituality and Service

- Children are encouraged through the curriculum and the emphasis on the key values as well as explicit teaching of collaborative learning through yellow thinking, to collaborate and work co-operatively with others. This is evidenced in lesson observations and informal walks around school, as well as the comments of parents and external visitors.
- Building of Trust relationships through a wide variety of events has been a great focus during the last academic year. The sports plan in particular has shown great opportunity to come together, work for the same values and for the children to experience working together. This will continue to be an ongoing focus as we move into the second year.
- The emphasis on respect, collaboration, good relationships and responsibility can be seen in the day to day respect that children show for adults and they show each other.
- Assemblies, Holy Space and RE explicitly teach inclusivity, respect for and interest in difference
- Our links with international schools
- The House System is a strong force for community cohesion leading pupils to recognise allegiances with different age groups and classes.

- Links with other local schools is strong through the *G* and *T* programme that we provide for infant children as well as the *CLC* enabling our pupils to work with others beyond the local community
- Children have been involved in campaigning for better provision locally e.g. through e-mailing the council regarding local vandalism or the campaign for visible yellow lines to ease parking or by helping to photograph cars inappropriately parked.
- The curriculum emphasises local aspects as well as global ones through the humanities in RE by our links with local churches as well as through *Geography* in examining the local issues.
- Great emphasis is put on the school's presentations to parents and relatives through drumming assemblies, sharing assemblies and productions where children work together and support the coming together of the community to enjoy their success.
- Children have opportunities to raise their own and their families' aspirations through business competitions and working with adults from local industries to enable them to see the world of work and how they may fit into it.
- Children have taken part in 'dragons den' activities to experience the world of business and the responsibilities that come with it.
- Holy space provides great opportunities for pupils to reflect on issues and themes as well as think about what and who they are grateful for.
- Development of relationships with others, last year saw the real development of the emphasis and importance of relationships: Jesus said, "Love one another as I have loved you". John 10

Areas for development:

- Ensure the high expectations on behaviour is maintained at all times, being respectful towards the learning and interactions of and with others.

The Wickford Church of England School

Spiritual Development and Provision

Pupils who are developing spirituality are likely to be developing some or all of the following characteristics:	Schools that are encouraging pupils spiritual development are likely to be:	Evidence
<ul style="list-style-type: none"> • A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour; • An awareness and understanding of their own and others' beliefs; • A respect for themselves and for others; • A sense of empathy with others, concern and compassion; • An ability to show courage in defence of their beliefs; • A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination • An appreciation of the intangible - for example, beauty, truth, love, goodness, order - as well as for mystery, paradox and ambiguity. • A respect for insight as well as for knowledge and reason. • An expressive and/or creative impulse. 	<ul style="list-style-type: none"> • Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives. • Encouraging pupils to explore and develop what animates themselves and others. • Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful. • Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected. • Accommodating difference and respecting the integrity of individuals. • Promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns • Enable pupils to make connections between aspects of their learning • Encourage pupils to relate their learning to a wider frame of 	<p>HEARTS - Respect and Spirituality being key. Holy Space/Godly Play experiences on a weekly basis. Reflective questioning and opportunity to be still, make personal reflections and respond creatively. Assembly themes.</p> <p>Holy Space/Godly play/circle assembly/Big Questions. Collective Worship plans and reports. Schemes of work for curriculum subjects including PHSE, and RE explicitly identifying opportunities for teaching school values and beliefs of others.</p> <p>Visitors to assemblies, to the Easter Stillness Day and Holy Space comment on the "special atmosphere" and sense of spirituality.</p> <p>Empathy - Enterprise scheme children choose and research a charity and raise money for it.</p> <p>Visits and visitors- planning notes, evaluations and pupil comments and reports</p> <p>Consistent teaching of values, clearly displayed around school, purposefully highlighted in teaching and learning</p> <p>Opportunity to discuss feelings, values and beliefs, e.g. peer group support, lesson observation, tutor time, circle time, peer mentoring.</p> <p>Plans which have a diversity of style and approach</p> <p>Marking policy and practice</p> <p>Promotion of self esteem</p> <p>Celebratory events, certificates, award ceremonies, clear systems for reward and sanctions</p> <p>A hopeful and optimistic view on life expressed around school.</p> <p>Opportunities to learn about spiritual wisdom from faith and philosophical traditions e.g. from sacred literature, poetry, people of faith traditions, faith stories, Christmas and other festival</p>

<ul style="list-style-type: none"> An ability to think in terms of the "whole", for example, concepts such as harmony, interdependence, scale, perspective and an understanding of feelings and emotions, and their likely impact. 	<p>reference, for example, asking 'why?', 'how?' and 'where?' as well as 'what?'. <ul style="list-style-type: none"> Monitoring, in simple, pragmatic ways, the success of what is provided </p>	<p>productions. Holy space "big questions" challenge children to think deeply and appreciate the intangible e.g. Year 1 Question - "What is the best gift you can give?" Assessment that allows pupils to reflect on successes and challenges Peer mentoring, coaching, buddy systems, etc. to help children develop secure relationships Opportunities to talk about and explore their own and others' feelings and emotions - circle time, 1:1 time, Big Questions, Reflections and responses during Holy Space . Children are given regular opportunities to listen to, respond and create music together in assemblies. Activities that help children recognise how others are feeling, and how this makes them behave, and make suitable response Clear documentation and direction and pursuit of those aims. Policies implemented through the work of all staff Attractive entrance area, classrooms and communal spaces with displays that reflect spirituality Mission statement supports development of children who are allowed to flourish and thrive as individuals Governors report to parents Policy and practice that acknowledges and accommodates individual needs of children within community/abroad e.g. Faith Weeks, links with other schools locally and internationally. A widely stocked library and resources bank reflecting diversity and faith. Accommodating and valuing children and adults in the school community with a diverse range of special / additional needs e.g. disablement, English as an additional language, gifted and talented. Red thinking skills, hot seating 'in the life of' as part of preparation for writing/speaking and listening. Reflection areas in each classroom for children to be still Classroom expectations, listening being keen. What is a good</p>
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		<p>listener? How do I know? Thinking skills opportunities within a small group - Tackled head on in PSHE/assembly/bubble time.</p> <p>Worshipping committee</p> <p>Thinking skills activities</p> <p>Carefully planned questioning detailed on planning linked to thinking mats.</p> <p>Teaching styles that help children to develop critical, independent thought and different ways of thinking e.g. through questioning, Circle Time.</p> <p>Teaching styles that value the child, questions that promote honesty and discussion between children and adults; allowing time for exploration, evaluation and reflection</p> <p>Honest interactions reflecting "teachers don't always have the answers"; sensitivity to children's questions and comments.</p> <p>Observations, talking with the children to explore processes, planning scrutiny.</p> <p>Sampling of pupils' work</p> <p>Discussion with pupils</p> <p>Lesson observations</p> <p>Monitoring to ensure subjects provide and exploit for spiritual development</p> <p>An ongoing portfolio of photos, reports, events and campaigns, including a website that records activities in school</p> <p>Audit and self-evaluation tool in place</p> <p>Regular feedback to stakeholders e.g. parents, governors, community, e.g. in minutes/ newsletters</p>
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Spiritual

Spirituality is the strength of the school. This is because the school values the opportunity to reflect, think, pray and guide our own thoughts giving us power and strength to continue when things are difficult. Spirituality is explicitly stated as a key value in our community.

- Holy Space provides formal regular opportunities for children to be still, pray, listen, reflect and think about what they have heard.
- The children have an active role in collective worship planning and preparing for assemblies. The worship servers set the table, light the candle, lead prayers, singing and engage with the assembly facilitator.
- Thinking skills and questioning is strong and embedded in the school. Opportunities for deep thinking about subjects is strong
- Truth is a key value and celebrated as something which is important in human relationships as well as when we have done something wrong.
- Respect of ourselves and the way we look and present ourselves is reflected in the strong school uniform policy, conduct around the school love of the building and behaviour policy.
- The links with Artis allow performance and the performing arts to impact in a spiritual way on all members of the community. The Djembe drumming of our pupils is a pleasure to behold.
- The community has dealt with the death of two chairs of governors and one is still a part of the ethos of the school. The way pupils, staff and parents were supported by each other through this awful time was a stunning reflection of the power of our community and the power of reflection, words, music and memories to support and stir all of us.
- Circle Assemblies highlight the value we place on the whole school coming together as a community as an act of unity and for collective worship.
- Inspiring stimuli helps children to reflect in a spiritual way, throughout collective worship.
- Through the community circle assembly the school comes together, the children have a set order of service and responses. The staff, clergy, Paddington House and all children sing, pray and listen to a thought provoking contribution from the clergy (planned to fit with the themes).
- Assemblies see a range of stimuli: candle, cross, visual aid/stimulating images, music and even internet links to the orchestra/musician playing. The whiteboard is used for these images. Spirituality is explicitly explored in assemblies and they include opportunities for children to be still, consider important issues and worship.
- Key opening and exit markers to the assembly.

- We have worked hard to develop our children's ability to ask, explore and discuss "Big questions" in Holy Space and in planned time with the local clergy team. We need to continue to develop these opportunities, working with different team members to support wider thinking.

Areas for development:

- **Prayer board, this is becoming part of school life and Friday community assembly. This needs to continue to be developed with the induction of the new year group.**
- **The Worship Committee to be involved in the evaluation process of reflection and collection worship opportunities.**
- **To continue developing the relationships with the local clergy team / develop the understanding of bigger questions.**