

Kinver High School

SMSC & FBV (Fundamental British Value) Audit: Please complete this with your department

“The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community” OFSTED: Descriptor of outstanding overall effectiveness (Jan&Sept 2015)

Please put brief explanations & titles of lessons or activities from your Scheme of Work which fit each section, and return TYPED on email by 6th October 2015 at 3:30pm.

Name of Department/Class/Teacher:				
	<p>Pupils’ Spiritual development is shown by their:</p> <ul style="list-style-type: none"> •FBV Show an interest, respect and mutual tolerance for people of different faiths, religion, racial background, sexual orientation, values and feelings; •reflect on their beliefs, religious or otherwise that inform the their perspective of life; •sense of enjoyment in learning about themselves, others and the world around them; •use of imagination and creativity in their learning. 	<p>Pupils’ Moral development is shown by their ability to:</p> <ul style="list-style-type: none"> •FBV Recognise the difference between right and wrong; apply this to their own lives and show a respect for civil and criminal law; •understand the consequences of their behaviour and actions; •show interest in investigating reasoned views on moral or ethical issues and being able to appreciate viewpoints of others; •they develop the knowledge and skills to make responsible moral decisions. 	<p>Pupils’ Social development is show by their:</p> <ul style="list-style-type: none"> •ability to understand the responsibilities, and rights of being members of families and communities (local, national and global); •FBV ability to relate and interact productively with others from a range of religious, ethnic and socio-economic backgrounds; •to work with others for the common good (volunteering, school councils, peer support groups) ; •FBV acceptance and engagement with the of democracy, individual liberty, active contribution to the democratic process (opportunities in lessons to make group judgements on issues.) •FBV show respect for public institutions or services in the UK (library services, Art Galleries, Police etc.). 	<p>Pupils’ Cultural development is shown by their:</p> <ul style="list-style-type: none"> •FBV understanding and appreciation of a wide range of cultural traditions and influences that have shaped their own heritage and that of others, in preparation for life in modern Britain; •FBV knowledge of Britain’s democratic parliamentary system and its role in our history and values; •willingness to participate and respond to eg artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
Year 7	<p>sense of enjoyment in learning about themselves, others and the world around them;</p> <ul style="list-style-type: none"> •use of imagination and creativity in their learning. <p>Investigational, open-ended, problem solving dripped into the Maths curriculum</p>		<ul style="list-style-type: none"> • UK Maths Challenge <ul style="list-style-type: none"> •to work with others for the common good (volunteering, school councils, peer support groups) ; 	<p>UK Maths Challenge</p> <ul style="list-style-type: none"> •to work with others for the common good (volunteering, school councils, peer support groups) ;
Year 8	Investigational, open-ended,		UK Maths Challenge	UK Maths Challenge

	<p>problem solving dripped into the Maths curriculum</p> <p>use of imagination and creativity in their learning.</p>		<p>Maths masterclasses @ Keele or Stafford University</p> <p>•to work with others for the common good (volunteering, school councils, peer support groups) ;</p>	<p>Maths masterclasses @ Keele or Stafford University</p> <p>•to work with others for the common good (volunteering, school councils, peer support groups) ;</p>
Year 9	<p>Investigational, open-ended, problem solving dripped into the Maths curriculum</p> <p>use of imagination and creativity in their learning.</p>			
Year 10	<p>Investigational, open-ended, problem solving dripped into the Maths curriculum</p> <p>use of imagination and creativity in their learning.</p>		<p>Mentoring of KS3 students by year 10 G&T students</p> <p>•to work with others for the common good (volunteering, school councils, peer support groups) ;</p>	
Year 11	<p>Investigational, open-ended, problem solving dripped into the Maths curriculum</p> <p>use of imagination and creativity in their learning.</p>			
Year 12			<p>Mentoring of year 11 PP/ other students by year 12</p> <p>•to work with others for the common good (volunteering, school councils, peer support groups) ;</p>	
Year 13			<p>Mentoring of year 11 PP/ other students by year 13</p> <p>•to work with others for the common good (volunteering, school councils, peer support groups) ;</p>	

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Personal Development, Behaviour and Welfare (PDBW): grade descriptors Ofsted September 2015 (PDBW includes SMSC and FBV)

<p>Outstanding (1)</p>	<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p> <p>In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p> <p>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p> <p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p> <p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p>
<p>Good (2)</p>	<p>Pupils are confident and self-assured. They take pride in their work, their school and their appearance.</p> <p>Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.</p>

	<p>Pupils show respect for others' ideas and views.</p> <p>In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.</p> <p>Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.</p> <p>Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.</p> <p>Pupils conduct themselves well throughout the day, including at lunchtimes.</p> <p>The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.</p> <p>Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p> <p>Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</p> <p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</p> <p>Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.</p> <p>The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</p> <p>Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</p>
<p>Satisfactory (3)</p>	<p>Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.</p> <p>Pupils are safe and they feel safe.</p>
<p>Inadequate (4)</p>	<p>Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.</p> <p>Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.</p> <p>A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.</p> <p>Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.</p> <p>Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.</p>