

Self Evaluation of

“How well schools prepare pupils for life in modern Britain”

September 2014 School inspection handbook criteria	Provision	Impact (through evidence from documentation, observation, discussion, data.....)
<p>OE – The social development of pupils is shown by their: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (p35-36)</p> <p>OE – The cultural development of pupils is shown by their: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (p36)</p> <p>OE – The cultural development of pupils is shown by their: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (p36)</p>	<ul style="list-style-type: none"> • The SSSC curriculum, from Early Years to KS4, includes knowledge of other cultures and religions. • Discrete lessons in PSHE, RE, Citizenship curriculum • Pupils are encouraged to treat others and themselves with respect, understanding and tolerance. (Behaviour Policy, Assemblies) • In KS3 pupils access Theme with topics taken from SEAL and current topical issues including Culture, Respecting Others etc. • SSSC has an effective School Council with representatives from all age groups who meet on a termly basis. • The school runs an annual Big Vote where the concept of democracy is explored across the whole school. • Key Stage 4 Options ensure pupils are given opportunities to explore possible future employment options and so make a positive contribution to society. 	<ul style="list-style-type: none"> • Pupils actively accepting range of views, openly and confidently discussing challenging issues such as extremism (observations, pupil interviews) • The SSSC School Council is effective and is taken seriously by the pupils allowing them to take part in a democratic process. • Pupils are aware of other cultures both within Britain and other countries. • Pupils make informed decisions regarding their Post 16 education furthering their employability and ability to make a positive contribution in the future. • Pupils achieve an Aim Award in their Careers lessons gaining external credit for their preparation for Post 16 education. • Pupils are aware of how they should behave in school and understand the consequences of their actions if they behave inappropriately. • Exclusions are low and falling.

	<ul style="list-style-type: none">• Pupils have the option to access the Duke of Edinburgh Bronze Award which contains an element of voluntary work again giving the opportunity to make a positive contribution to society.• The School Behaviour Policy encourages young people to manage their own behaviour and understand the behaviour of others.	<ul style="list-style-type: none">• Attendance is improving.• Pupils achieve an OCR/Aim Award Entry Level Qualification in RE demonstrating their knowledge and understanding of other faiths and cultures.
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<p>L&M - Inspectors should verify that good teaching within a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural development, is helping to prepare children and young people for life in modern Britain (p42)</p> <p>L&M – How well leadership and management ensure that the curriculum: is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school (p42)</p> <p>L&M – How well leadership and management ensure that the curriculum: actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (p42)</p> <p>L&M – How well leadership and management ensure that the curriculum:</p>	<ul style="list-style-type: none"> • The SSSC curriculum is excellent. It includes all aspects of the National Curriculum but also creates opportunities for the development of our pupil’s Spiritual, Moral, Social and Cultural development (SMSC Audit) • SSSC believes that children with additional needs are equally entitled to a broad, relevant and appropriate curriculum. However the curriculum also includes significant elements of skills for living to allow our young people to live as independent life as possible in Modern Britain. • Specific subjects such as PSHE, Careers and RE actively promote a culture of mutual respect and tolerance. • Regular assemblies actively promote Modern British values including respect, tolerance and understanding. • Staff are given access to appropriate training. • Theme topics are chosen specifically to stimulate discussion around others faiths 	<ul style="list-style-type: none"> • Pupils have access to a high standard of teaching across the whole curriculum. • Pupils achieve accredited KS4 qualifications in all areas of the curriculum including RE, History and Careers. • Pupil behaviour in culture days is excellent and often commented upon by external providers. • A large proportion of the staff teaching team lead whole school assemblies. • Assemblies have become an integral part of each week with a theme of the week for pupils and staff to focus upon. Themes have included Working Hard, respect, Tolerance and Understanding, Helping Others and Courage. • SSSC has an elected pupil representative on the County wide Special Schools Forum that meets on a termly basis.

promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community (p42)

L&M – How well leadership and management ensure that the curriculum: includes a balanced approach to the pupils’ RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain (see paragraphs 14–18) (p43)

L&M – (*linked to safeguarding*) The approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these (p45)

L&M – Whether governors ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain (P47)

and cultures.

- KS4 pupils are given opportunities to complete voluntary work as part of Duke of Edinburgh and other experiential activities.
- SSSC operates regular extra-curricular which over 90% of the school population access on a regular basis.
- SSSC actively promotes the agreed Derbyshire RE syllabus.
- Pupils are given opportunities to access provision in different locations in order to understand different social situations including local leisure centres, libraries and places of worship.
- The school behaviour policy clearly sets out expectations of behaviour and the consequence of such behaviour. The headteacher actively informs visitors and new parents/carers of these expectations and consequences.
- Regular cultural days (Diwali Day in Sept’ 14) are used to expand pupil’s knowledge and understanding of different beliefs and cultures.

- SSSC has a broad and relevant timetable to meet the needs of the young people attending the school. (Timetable)
- The vast majority of pupils access the extended day activities facilitated by the school.
- The teaching of RE across the school is at least Good. (Observation File)
- The school enjoys good links with external partners ensuring pupils are given relevant and appropriate information with regard to SRE.
- The number of exclusions is low, especially when compared to previous provisions.

September 2014 School inspection handbook criteria	Provision	Impact (through evidence from documentation, observation, discussion, data.....)
<p>B&S – The school’s policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies (p54)</p> <p>B&S – The effectiveness of the school’s actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language (p54)</p> <p>B&S – The extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them (p54)</p> <p>B&S – The school’s response to any extremist or discriminatory behaviour shown by pupils (p54)</p>	<ul style="list-style-type: none"> • Regular opportunities for visitors to schools are provided. Visitors are checked to ensure they are suitable role models for our young people and supervised where appropriate. • Visitors must sign in at the front of school and are asked to read a safeguarding information sheet. • Parents and pupils are made aware that prejudicial comments are not tolerated and could reasonably be expected to lead to a fixed term exclusion. • The school works closely with agency partners in providing high quality information and guidance to our young people. This recently included ‘Chelsea’s Choice’ to highlight the risks around CSE. • Assemblies challenge myths and locally held misconceptions regarding other religions and cultures. 	<ul style="list-style-type: none"> • Regular visitors are recorded on the school SCR. • External Speakers are checked to ensure they are suitable to work with young children and supervised where appropriate. • All visitors to the school sign in and are made aware of school expectations in terms of pupil safety. • All pupils and parents are made aware of SSSC’s exclusion policy in terms of prejudicial comments. Since September 2014 there have been ? exclusions for this reason. • Reasons for sanctions are tracked on a daily basis.

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<p>VI form – How well students’ personal, social and employability skills are developed and how well this prepares them for their next steps in education or at work, including the contribution of ‘non-qualification’ activity and/or work experience and appreciation of how to approach life in modern Britain positively (p78)</p>	<ul style="list-style-type: none"> • This is a particular area of strength for the school. • The school works closely with a LA Information & Guidance Adviser to help pupils and parents make informed decisions about Post 16 provision. • Pupils access a Careers Aim Award in preparation for college. • The KS4 Options are designed to give our pupils access to opportunities and activities that may lead to future employment choices. • All pupils in KS4 will achieve a range of qualifications at the appropriate level. Qualifications range from OCR Entry Level, GCSE, Aim Awards and Functional Skills. 	<ul style="list-style-type: none"> • Pupils are able to make an informed choice about Post 16 qualification. • Pupils are able to, or beginning to, make decisions on potential career opportunities. (annual reviews/careers). • Pupils achieve an accredited qualification for their preparation for college work.