

Social, Moral, Spiritual and Cultural Development

Ofsted grades

Full inspection	May 2007	Outstanding
Full inspection	June 2012	Outstanding
Self-assessed grade	2014/2015	Outstanding

We currently judge ourselves to be outstanding because:

- As a school embedding principles of a Growth Mindset for staff and students, the link between character education and academic performance is an explicit part of everything we do.
- **The spiritual development** of students is supported by the curriculum in a variety of areas:
 - Religious Studies (KS3) and Social and Religious Studies (KS4) equips students with the knowledge of spiritual experience, skills for critical enquiry into the intangible, and an opportunity to explore and express their own spirituality.
 - Many other curriculum areas encourage both a sense of fascination and awe through engaging teaching and learning, and an understanding of the importance of students' reflection on their new learning.
 - This is particularly evident in creative arts, art and design and history.
 - This is also underpinned by a very broad range of extra-curricular activities, particularly in off-site visits, in visiting speakers and workshops and in opportunities to explore faith in Christian Union and Islamic prayer.
- **The moral development** of students is supported by:
 - A consistent and effective behaviour management policy
 - A wide range of support for students in mentoring programmes, the pastoral system, and interventions such as via The Junction, and C2S and A4L programmes.
 - The explicit teaching of ethics, values, character and citizenship, most notably in:
 - KS3 religious studies exploring justice.
 - KS3 and 4 PSHE exploring values, friendship, responsibility and consequences.
 - KS3-4 history, exploring differing values in comparison to those we hold.
 - KS4 social and religious studies units which follow GCSE units on applied ethics, as well as teaching key values focusing on democracy, justice and rights.
 - KS5 religious studies, sociology and psychology with an advanced study of ethical theory, social norms and behaviour.
 - A pastoral programme which encourages tutor groups to put their values into practice, through fundraising and other activities.
 - An assembly programme that explicitly promotes virtue, character and ethics through the year.
 - An active sixth form programme of peer-to-peer opportunities to enable students to contribute to the well-being and development of others.
- **The social development** of students is promoted by:
 - Assembly themes that look at community cohesion within and beyond the school, focusing on themes such as prejudice.
 - Regular and frequent activities to promote class/year/whole school community from Year 6 induction through to Year 13 prom.
 - Regular use of rewards for both learning and contribution to the community through schemes such as Vivo and the Jack Petchey Award.
 - Participation in off-site activities that develop team-building and leadership skills.

- KS3-4 PSHE curriculum on citizenship, society and rights and responsibility.
- KS4 social and religious studies curriculum on politics, economy, law and democratic values, as well as human rights.
- Careers and enterprise activities that give students the opportunity better to understand their community.
- Inclusive and comprehensive ethos that promotes social cohesion and community in classrooms through training of staff, effective support and clear policies.
- An explicitly communicated policy on issues such as anti-bullying and preventing discrimination.
- **The cultural development** of students is supported by:
 - A curriculum focused on understanding a range of culture as well as British culture, particularly evident in English, geography, history and religious studies.
 - An opportunity to understand, appreciate and express their own cultural influences in lessons such as music, drama and art.
 - A wide range of opportunities for experiencing and participating in cultural activities, for example in theatre and museum trips, trips abroad and workshops in school.
 - Partnership schools activities with schools in India, Denmark and the Netherlands.
 - Promotion of various events that may be significant to diverse cultures in the UK such as themed menus or assemblies.
- A wide range of these activities is recorded and evaluated on a regular and ongoing basis.

Progress since last Ofsted:

- Greenshaw has appointed an SMSC co-ordinator to evaluate and develop provision in the key areas. This includes dissemination of ideas to staff through training and support, and oversight of the assembly programme.
- A new SMSC policy has been developed to underpin the centrality of SMSC to the school.
- Activities that contribute significantly to SMSC development are now recorded via the SMSC grid available to all staff.
- There is now more formalised provision for Christian Union and Islamic prayer meetings.
- The leadership team has discussed developments in guidelines from government on British values, character education and is developing a new policy on radicalisation to violent extremism
- The shift to a more explicit growth mindset across the whole school promotes the notion of personal development in SMSC context very successfully.
- 'Greenshaw goes global' week successfully delivered in whole school assembly work and Year 7 and 8 lessons, focusing on celebrating diversity and ethical interdependence.
- Inter-faith panel event held as part of Sutton Faith Forum for Inter-Faith Week, a KS4 multi-school event exploring belief and ethics in context.

Currently under development:

- Further training and support at departmental level to map SMSC deliver throughout the changing curriculums.
- Enhanced CPD programme 2015-16 providing opportunities to develop teaching and learning in relation to growth and character.
- Further international links promoted with Indian and Danish schools.
- Development of cross-curricular global culture week in October 2015.