

Focus Area 2020/21	Strategy/Response 2020/21	Evaluation Method	Success Criteria	Evidence of Impact <i>September 2021 (include 2019/20 pre-pandemic experiences)</i>
Spiritual	<ul style="list-style-type: none"> <li>• Staff will seek to, where appropriate, create opportunities for students to explore different perspectives on life and take interest in and respect for different people's faiths, feelings and values</li> <li>• Staff will create learning experiences that involve enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Staff will plan opportunities for students to use their imagination and creativity in their learning</li> <li>• Staff will give students opportunities to reflect on their experiences</li> </ul>	SMSC Audit  DofE, Ten Tors, School Camp, Extra-curricular participation  Recruitment to creative subjects at GCSE.  Technology results	Shows all areas of SMSC covered across curriculum  Participation in extra-curricular activities is high  Recruitment to creative subjects at GCSE is high  Technology subjects	SMSC Audit shows all areas of SMSC are promoted throughout the curriculum.  School Camp participation at full capacity. High participation in Music e.g. 34% of students participated in music lessons (National 7%) Student have numerous opportunities to perform recitals and in concerts e.g. Annual Carol Service, lunchtime concerts, School Production  65% of Yr 10's participating in Sports Leaders Programme.  Participation in sports clubs high (70%)  44 students registered for DofE and Ten Tors, (31 bronze, 5 silver, 3 gold)  DPH In Yr 10 (pupils): Music: 15 Technology: 40 PE, Dance, Drama: 35 Art: 20 Rock School 100% 100% pass rate

		Art work on display	Art work on display around the school to promote creativity and imagination	Art work regularly updated with high quality art work in several areas around the school, including main foyer, library and upper block.
Moral	<ul style="list-style-type: none"> <li>Students explore and recognise the difference between right and wrong, both in and out of school through work in PSHE</li> <li>Students are taught to respect rules and the civil and criminal law of England through PSHE and pastoral work</li> <li>Staff will promote an understanding of the consequences of students behaviour and actions in all aspects of life (including consent, health and wellbeing), both positive and negative</li> <li>Staff will, where appropriate, make opportunities for students to investigate and offer reasoned views about moral and ethical issues, and promote an appreciation of the viewpoints of others</li> <li>The expectations of the whole school community includes the need for mutual respect and understanding</li> </ul>	<p>Parentview survey</p> <p>Police records</p> <p>PASS Survey</p> <p>Behaviour records</p> <p>Rewards records</p>	<p>Parents feel behaviour at the school is good</p> <p>Very few pupils in trouble outside school</p> <p>PASS survey shows attitudes to learning are positive</p> <p>Behaviour records show high levels of student conduct</p> <p>Rewards records show students receiving significantly more praise than sanctions.</p>	<p>MAM 96% of parents agree in Parent Survey.</p> <p>MAM 3 pupils involved with police, all of which low-level incidents.</p> <p>MAM Attitudes to learning 'Green' on PASS survey indicating High compared to National</p> <p>MAM Around 55% of school receive behaviour multi reward each term for no negative logs in the previous term.</p> <p>MAM Jan 2019 Students average; Merits: 95 Sanctions: 10</p>
Social	<ul style="list-style-type: none"> <li>Students will be encouraged to work with different groups of people from a range of different backgrounds</li> </ul>	Behaviour records	Behaviour records demonstrate students work together well.	High level of participation in extra-curricular programme, especially Music and PE. Wide range of extra-curricular activities from subject areas.

	<ul style="list-style-type: none"> <li>The school will promote different ways in which students can get involved with their community</li> <li>Students are shown how to resolve conflicts effectively through the pastoral system. The low level of conflicts shows this is effective.</li> </ul>	<p>Bullying records</p> <p>Parentview survey</p> <p>Community involvement, primary links, etc.</p>	<p>Bullying records show very low levels of student conflict</p> <p>Survey shows parents feel their child is safe at school</p> <p>Numerous activities involve pupils with their community.</p>	<p>MAM</p> <p>Bullying records for 2020/21 show reduced numbers of students involved in bickering/quarrels, with 82 pupils involved in any form of bullying, recidivism is very low (104 incidents)</p> <p>Christmas Carol Service, Lunchtime Concerts, School Production, Primary carol service, Radio after school project for Yr 10 students.</p>
Cultural	<ul style="list-style-type: none"> <li>When appropriate staff will create opportunities to understand and appreciate cultural influences that have shaped students own heritage and that of others</li> <li>KS3 extra-curricular provision is promoted by all staff, high attendance shows a willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>Students explore and develop an understanding and respect for other religions and cultures through the curriculum in particular through Philosophy and Belief.</li> </ul>	<p>Art Projects Technology</p> <p>Trips</p> <p>Extra-curricular participation</p>	<p>Trips expand students' understanding of cultural heritage.</p> <p>Extra-curricular clubs show high participation in artistic, cultural and sporting activities.</p>	<p>Visiting Artists</p> <p>Yr 11 Normandy trip – WW2 Yr 9 History – Portsmouth and Lyme Regis Yr 8/9/10 Art trips</p> <p>School Camp participation at full capacity High participation in Music e.g. 34% of students participated in music lessons (National 7%) Student have numerous opportunities to perform recitals and in concerts e.g. Annual Carol Service, lunchtime concerts, School Production</p>

		<p>Racist / homophobic records</p> <p>SMSC Audit</p>	<p>Racist/ Homophobic records show very few incidents</p> <p>Philosophy and Belief lessons, amongst others study different religions and cultures.</p>	<p>65% of Yr 10's participating in Sports Leaders Programme.</p> <p>Participation in sports clubs high (70%) 44 students registered for DofE and Ten Tors, (31 bronze, 5 silver, 3 gold)</p> <p>MAM In 2020/21 1 homophobic incidents reported and 2 Racist incidents</p> <p>DPH Audit demonstrates opportunities for a wide range of subjects to study different religions and cultures. PB deliver specific lessons on this throughout the curriculum.</p>
British Values	<ul style="list-style-type: none"> <li>Students show acceptance of the fundamental British values through their conduct at school. The school's expectations of behaviour demonstrate tolerance, mutual respect and an acceptance and appreciation of the rules of the school.</li> <li>Students take an active part in decision making at school through student voice.</li> <li>Students study how Britain's democratic systems have and continue to shape our history and values in PSHE, Theme days and in other areas of the curriculum when relevant.</li> </ul>		<p>Behaviour records show high levels of respect and acceptance</p> <p>Pass survey shows good attitudes to self and school across the school</p>	<p>DPH Tolerance and cultural diversity session (different faiths and beliefs), Mutual respect and Rule of Law Session, Democracy covered through tutorial programme.</p> <p>MAM Low number of incidents of defiance last yr. (less than 1% of incidents)</p> <p>MAM</p>

				<p>All factors 'Green' showing high attitudes compared to national figures.</p> <p>MAM Student Voice is also widely used in school on a vast range of topics using focus groups.</p>
Curriculum	<ul style="list-style-type: none"> <li>• PSHE is taught in KS3 in discrete lessons once a week, at KS4 it is delivered through Theme Days, the tutorial programme and in Philosophy and Belief lesson time in discrete lessons</li> <li>• Citizenship is delivered as part of the PSHE curriculum (see above)</li> <li>• A full audit was completed in October 2014 which will be updated again this year to establish where all aspects of SMSC (including PSHE and Citizenship) are experienced in the curriculum.</li> <li>• SMSC and opportunities to promote SMSC are included in planning for all subjects in the curriculum.</li> <li>• translates into improved outcomes for all SEN students</li> </ul>	<p>PSHE curriculum map</p> <p>SMSC Audit</p> <p>SOL's show SMSC</p> <p>SEN results</p>	<p>PSHE curriculum is covered in KS3</p> <p>PSHE/ Citizenship curriculum at KS4 covered through tutorial programme, PB lessons and theme days.</p> <p>SMSC audit provides evidence of SMSC promotion across the curriculum</p> <p>Medium term plans show opportunities for SMSC promotion</p> <p>SEN results are in line with the rest of the school.</p>	<p>PSHE Curriculum in KS3 and 4 is covered through PSHE lessons, tutorial programme, PB lessons and Theme Days.</p> <p>DPH SMSC audit shows there are no areas of SMSC not covered across the curriculum.</p> <p>DPH / CEV / JPO / MAM Opportunities for SMSC on SOL in all departments to match SMSC Audit.</p> <p>SEN results for Progress 8 +0.40</p>