

**HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**  
**PERSONAL DEVELOPMENT**  
**SPIRITUAL, MORAL, SOCIAL AND CULTURAL**  
**December 2022**

- The school's Christian vision is rooted in biblical teaching and is lived out through firmly embedded Christian values across the whole school. **(Evidence: SIAMS 2019)**
- The school is truly inclusive, welcoming all and treating every individual with high levels of dignity and respect. **(Evidence: SIAMS 2019)**
- Passionate leadership drives the school. All members of the school community are highly valued and cared about deeply. **(Evidence: SIAMS 2019)**
- Collective worship and religious education (RE) have a high priority within the school and together are having a significant impact on lives, enabling all to flourish. **(Evidence: SIAMS 2019)** Alongside this, weekly PSHE lessons are supported by assemblies both to enhance and celebrate key values and personal qualities. (Jigsaw)
- Our school's Eco committee has driven whole school implementation of policies and procedures in bringing environmental issues to the fore. The school was recently awarded the Eco Schools Green Flag and Platinum Award.
- Our School Council have recently been proactive in raising money for the Generators for Ukraine appeal **(Evidence: School Council minutes)**
- Children demonstrate excellent attitudes. **(Evidence: Observations)**
- Children report very favourably on how well they enjoy school: they find the school welcoming, friendly and happy. They have a strong sense of enjoyment. They make very positive comments about their teachers. **(Evidence: Children's Questionnaire. Pupil Conferencing).**
- Pupils identify strongly with the aims and the values of the school because they are fully involved in negotiating and deciding class room

rules and expectations as well as the learning involved in the wider curriculum.

- Pupils work together constructively because they learn the skills in a range of collaborative contexts in the classroom (**Evidence: Observations**)
- Children learn to do the right things at the right times in the right way because they are explicitly taught to do so in PSHE lessons. This is reinforced through Collective Worship and by all adults in the school who model the language of right and wrong daily. (**Evidence: Observations, Golden Rules, Anti-Bullying Charter**)
- Pupils develop an understanding of how others live and worship throughout the world through a range of visits and visitors/theme days in which festivals are celebrated and experienced.
- Class council meet three times each term to discuss matters arising from SC meetings through Class Council representatives. They also collect agenda items for the following meetings through suggestion boxes. School Council minutes are passed onto and discussed with Headteacher. (**Evidence: School Council minutes**)
- The school's PSHE curriculum encourages the children to express their feelings and respect confidentiality.
- British Values are taught through our structured PSHE programme.
- The school promotes positive mental health and wellbeing amongst children through our PSHE programme as well as employing a Thrive practitioner to work alongside identified children who require support to make sense of their world.
- Pupils' personal development and well-being are outstanding. Pupils are well guided and supported in their personal, spiritual and emotional development because the relationship between adults and children is excellent. The children enjoy the company of others when playing together, showing concern about the welfare of each other. (**Evidence: Inclusion Quality Mark, Ofsted Report, SIAS Report, Parent Questionnaires**)

- Our excellent links with the church and the Christian nature of the school give an effective framework for children to develop good values. The supportive nature of the school and its staff mean children feel safe, valued and cared for; they know how to get help and are confident to do so. **(Evidence: SIAS report, Parent Questionnaires, Children's Questionnaires)**
- Pupil Voice, and the active listening to pupils by all staff, teaching and non-teaching, is thoroughly embedded. Children are given the opportunity to raise concerns through class suggestion boxes and then to the School Council. This enables swift action to be taken. Worry Boxes also give the children the mechanism to report individual concerns confidentially. **(Evidence: School Council minutes)**
- Children at our school are supportive and encouraging of one another. Because we offer opportunities for independent, collaborative and group work across year groups and key stages. **(Evidence: Buddy system, Celebration assemblies)**
- Pupils identify and celebrate widely the “wow” moments in their own and others’ learning and as a result learn respect for each other and value the contributions of all. **(Evidence: Celebration assemblies, Achievement displays)**
- The view of each pupil is considered a high priority in all aspects of school life. Pupils are consulted annually as part of a survey about school improvement and their feelings about the school and its community. School Council meets regularly and is elected by other pupils in the school to take a role in school improvement decisions. They feedback regularly to the whole school through Class council sessions. **(Evidence: School Council minutes).**
- Relationships between adults and pupils are superb. High levels of trust are evident between adults in the school and parents/carers because all know that concerns on both sides are listened to and acted upon appropriately. Relationships across the school community are based on respect and on an appreciation of the uniqueness of each individual. **(Evidence: Ofsted, SIAS)**

- Throughout the school, pupils are encouraged to take responsibility for themselves and others. This includes within the classroom, providing feedback on pupil behaviour, as monitors and playground games organisers and as peer mentors and talk partners. The school also ensures that children starting in Reception have a 'buddy' from Year 6 who will look after them during the initial weeks and months at school. This includes helping them on the playground, understanding school routines, reading with them as well as working on projects together.
- Pupils readily support and care for each other and this extends to offsite activities when they engage in interschool competitive activities where they demonstrate their ability to accept decisions made by others and how to be winners and losers.
- Each term, two children from each class are invited to attend the Headteacher's Tea Party. This is to recognise exemplary behaviour in class.
- A scheme to promote the participation of children in daily acts of Collective Worship is being adopted by the school. It challenges the children to think about the Collective Worship that they experience in school and to play an active and thoughtful part in it. **(Evidence: SIAS Report, Collective Worship file, Collective Worship termly overview)**
- Children's tolerance of others is excellent. They recognise and appreciate difference. This has been highlighted in the school being awarded the Inclusion Quality Mark. **(Evidence: Inclusion Quality Mark)**
- Transition arrangements with the local preschool, between Key Stage 1 and 2 and onto secondary school are excellent. They are very well-planned, which means that links between children, staff and parents are strong. Effective use is also made of preschool and secondary colleagues during these phases. **(Evidence: Foundation Stage Questionnaires, induction visits/meetings)**
- The school offers plenty of opportunities for independent, collaborative and group work. Pupils are encouraged to support each other. Teachers' excellent knowledge of the children and good relationships with families ensure that this is a strength of the school. **(Evidence: Observations)**

- Children's involvement in extracurricular activities is high because the school offers a wide range of opportunities.
- Children enjoy curriculum-linked visits that enrich their experience; these include a residential opportunity for children in Year 4 and 6; who work collaboratively with another local school in the lead-up to their visit. This includes visits to each other's schools, team building exercises etc.
- Children's attitude to difference is outstanding. Children welcome others from different socio-economic backgrounds and ethnicities. They also ensure that children with disabilities are accepted, valued as part of our school's diverse community.
- Children regularly take part in local and regional musical events, including those at the local church, Bath Abbey, Wells Cathedral as well as taking part in the Local Authority's Wide Opportunities events.
- Each year the school participates in the Local Authority's Dance Umbrella. The children perform on stage to an audience which gives the children confidence and self-belief.
- The children are given a wide variety of opportunities to participate in sporting activities; both competitive and non-competitive. The children regularly compete against other local schools.