

Improving the provision of SMSC

Phase 4—Reflecting on personal and professional learning (Next steps)

- The creation of the mini-projects by a Head of House led to greater engagement in the resources and topics being covered by tutors. This has led to the suggestion that SMSC and Student Voice are merged in the tutor programme due to their shared interests and topic areas.
- It is also recommended that the assembly programme allows for interested members of staff to lead on areas of the SMSC Audit that require further development
- As a result of this project an SMSC evidence file has been created to show where actions have been taken and where further actions are planned. This will be available for Ofsted to view progress.
- Request that subject reviews and learning walks include a specific focus on SMSC.
- Requested the possibility of an SMSC working group to look at best practice, share ideas and gain further evidence for a portfolio.

Phase 3—Analysing the impact

- Review of the process took place in February 2017 to analyse the impact.
- Results were disappointing in that staff felt there was a duplication of resources between student voice and SMSC and resources were not being produced for the SMSC days.
- Another reason for this was the focus on UCAS, progress interviews, etc, that took up time in tutor time.
- Action taken to remedy was to create mini-projects on various topics such as Cyberbullying, Weapons etc. that tutors could use on a flexible timescale. This meant a change in whom led on these topics to a Head of House rather than the weekly leader.
- Further action was to focus on the key 21 audit areas by analysing subject areas these could be delivered in and team leaders asked to develop these into schemes of work.

Starting Point—Why this project took place

- The 2015 SMSC audit performed by an assistant head teacher and also led to the creation of the SMSC policy (2016).
- The audit showed that there were many areas of SMSC that the school does well however there were some areas or key stages that were not evidenced.
- From reviewing the results of the audit 21 aspects of SMSC were highlighted as needing attention due to their being little or no evidence in one or more key stages.

Phase 1—Identifying priorities

- It was decided that the 21 areas that needed attention could be evidenced through the tutor programme and the re-structure taking place from 5 houses to 4.
- The new tutor programme, as devised by another head of house, would see the introduction of student voice and SMSC content which should be led or created by the person responsible for assembly each week.
- Initially the SMSC content was a focus on what SMSC stood for as well as a link to British Values for tutors and students to understand the new focus.
- An evidence folder would be created by the end of the year to show examples of the key areas being added to the tutor programme for Ofsted to view.

Phase 2—Leading the improvement plan

- The SMSC explanation and British Values were shared with staff via the tutor programme with review questions asking students to self-reflect on topics they had covered and how these could be linked to SMSC.
- Dedicated SMSC folder on tutor programme created for colleagues to store their resources within.