

Auditing Spirituality Nov 2024

Having a whole school understanding of spirituality is key in the process of developing our shared language for spirituality.

Where can we school show evidence for spiritual development?

Quality of Education Can we say:	Yes we can, because at Eccleston:	Our Evidence
<ul style="list-style-type: none"> • our pupils are making rapid and sustained progress and learn exceptionally well? • our pupils develop, apply and transfer a wide range of skills to a variety of contexts? • Our pupils have opportunities to critically reflect and develop personal knowledge 	<ul style="list-style-type: none"> • our pupils express enjoyment and curiosity in learning about themselves, others and the world around them • our pupils show imagination and creativity in their learning • our pupils critically reflect on their experiences • our pupils are nurtured and nurture each other to discover and develop their gifts • A safe time and space is created for thinking, reflection and structured opportunities for pupils to listen and talk to one another which supports their language development. • our pupils' work is shared beyond the classroom and develops pupils as global neighbours • we celebrate occasions when pupils, staff or members of the community have risen above the ordinary, or shown courage in adversity • the more complex questions and concepts support personal learning and thinking skills development, and a safe space is provided for these to be explored • achievement is regarded as more than attainment and progress; it includes wider outcomes for pupils' personal development and well being. • Every child is celebrated in their uniqueness • Every child has experiences to enhance the journey of 'fullness of life' • 	<ul style="list-style-type: none"> • Our children love being in the outside environment showing exploration and curiosity for the natural world especially on Welly Wednesday. • Our children are very creative with opportunities for art and music especially for those with SEN • Children are given the opportunity to reflect in worship, learning and through restorative conversations. • Celebration worship, VIPs, music opportunities, clubs, trips, Show and Tell • The prayer space, reflection areas in classes, in CW and throughout the day – prayer before lunch and end of day. • Our pupils work is shared on Dojo and in Church for Harvest etc. Reverse advent calendar harvest festival. Messy Church • We provide a space for young minds to marvel at the wonders of the universe developing their thinking skills. • Welcoming children from Ukraine • Achievement is personalised to the child in particular – it is seen as a value and not an outcome • Trips, visitors, lessons that capture awe, wonder and curiosity.

Quality of Education Can we say:	Yes we can, because at Eccleston:	Our Evidence
<ul style="list-style-type: none"> • We have high expectations of all pupils? • we generate high levels of enthusiasm for, participation in and commitment to learning? 	<ul style="list-style-type: none"> • we use imaginative teaching strategies which match individual needs accurately. • our teaching promotes pupils' resilience, confidence and independence when tackling challenging activities • our pupils express a variety of religious and non-religious worldviews which inform their views on life and their interest in and respect for different people's feelings and values <ul style="list-style-type: none"> • we plan learning from the pupils' own experiences. We value each contribution, affirming, praising and challenging pupils • we allow subject matter to 'speak for itself' and allow pupils to draw out their own meaning, e.g. use of Godly Play; role play; creative and expressive arts • we create space for spontaneity when planning learning outcomes • our curriculum encourages use of the senses and alternative forms of expression • reflective time and silence is valued, and strategies are used to support this, e.g. visualisation; stilling, meditation • Feedback provides opportunities for pupils to think about and express their views on the reasons behind what they are learning • a sense of playfulness, curiosity and opportunity characterises our curriculum • our curriculum design ensures that there are big enquiry questions; pupils have plenty of time to think and talk about big ideas in all areas of the curriculum, not just in RE. E.g. we increase opportunities for saying 'I wonder...', trying to say it at least once a day! 	<ul style="list-style-type: none"> • We tailor teaching and activity to meet the needs of the pupils – 3 chn • These are developed through our Values and also through the PSHE curriculum where we encourage children to understand that the answer lies within them. We can use external as a reminder, reset and a pause but the true beauty and essence resides within us all. • Through RE teaching we compare with other religions. Through Picture News, we share the views of other faiths and non-religious worldviews which reaffirm our views. • We understand that children need to 'see a tiger' before they can 'describe a tiger' so we try to make learning experiential. • Use of the multi-faith dolls supports role play. Creative and expressive arts support children's faith and opportunities for spirituality. • I wonder questions from children feed into planning. • Forms of expression include, literacy, art, music, drama • Reflective opportunities planned throughout the day. Through CW and through the day. In PSHE with the chime, breathing and bubble bounce. • Feedback now focuses more on a conversation between adult and pupil and is a more collaborative process. • Through trips, outdoors, PE, music, art, cross curricular – RE History etc • Through science sessions and investigations, through English wondering about character motivations, in maths, thinking about how we can approach things differently etc. On snow days – pausing from special moments. • We share our learning with other pupils in other classes. Through inviting visitors in and talking about their expertise and how maths (for example) has

	<ul style="list-style-type: none"> in our curriculum we generate questions to allow children to explore the world they live in we make sure our learning extends beyond the classroom. We ask 'Where might this work go? Who else might be interested in what we have learned? Can we link this to something outside our school? 	<p>contributed to their current roles.</p> <ul style="list-style-type: none"> We have links with schools in Thailand, China and soon Qatar. We go outside for Welly Wednesday and sing at the retirement home.
<p>Behaviour and attitudes Can we say:</p> <ul style="list-style-type: none"> our pupils make an exceptional contribution to a safe, positive learning environment? our pupils show a willingness to reflect on their experiences? Our pupils encounter and display inclusivity and tolerance, embracing diversity. 	<p>Yes we can, because at Eccleston:</p> <ul style="list-style-type: none"> we encourage our pupils to express their feelings and emotions our pupils' behaviour and attitudes to learning improves when they engage in wondering; pupils show curiosity about what they are learning our pupils know that each day they can start 'afresh' within a spirit of forgiveness and reconciliation we have an inclusive and accepting attitude towards ourselves and others, e.g. visitors; those with a disability We celebrate diversity and difference through encountering experiences our pupils for the wider world. 	<p>Our Evidence</p> <ul style="list-style-type: none"> Children at Eccleston are confident and know that an adult is always here for them and to listen. We support those who find things tricky and take a joined up approach by having the same script to use. Children love going into the forest and outdoors. One R said that God speaks to her when she is outside. All our children know that we start afresh each day especially those who struggle most – children are treated the same on Monday morning and Friday afternoon. We are very inclusive of the protected characteristics One of our TAs worked with Squirrels on her Islam faith
<p>Leadership and management Can we say:</p> <ul style="list-style-type: none"> we are committed to be the best we can everyday? this is shown by a highly successful drive to enable all the school community to 'live life in all its fullness'? our school curriculum provides highly positive, memorable experiences and rich 	<p>Yes we can, because at Eccleston:</p> <ul style="list-style-type: none"> there is time for reflection and silence - for the whole school community, not just pupils we are prepared to 'think differently' about things, to take risks and think outside the box Let your Light Shine is talked about, reflected on and delighted in on a regular basis. This involves everyone in the school. a thought for the week or equivalent is articulated throughout the school community and in all communications our pupils express their understanding of our school's values 	<p>Our Evidence</p> <ul style="list-style-type: none"> In worship there is always moments of quiet for reflection. Staff join in with the prayer space activities. Governors have a pupil-developed prayer. We are confident in taking risks and trying things differently. If it does not work, we amend our practice but it is not a problem. Failure is a step to success. Staff award certificates for our VIPs and Let Your Light Shine, we try hard to catch children in not out. Bible quote of the week is shared in Worship, displayed in the hall and classroom and prayer space outside. It is also shared on the weekly newsletter.

<p>opportunities for high quality learning?</p> <ul style="list-style-type: none"> • 	<p>and Christian vision through words, art and artefacts. We show we value these through displays in high profile places such as the reception area</p> <ul style="list-style-type: none"> • We have a shared language and policy for spirituality • 	<ul style="list-style-type: none"> • A lot of work was done creatively on the old values which will be replicated with the new values. Children are becoming more confident with the 6 new values. • We have worked with the children to understand what each of the 6 values looks like at Eccleston and this is displayed in the entrance hall. • We have a shared language and policy for spirituality
<p>Personal Development</p> <ul style="list-style-type: none"> • our school develops pupils confidence and resilience to support their wellbeing 	<ul style="list-style-type: none"> • We are advocates for mental health. • We provide opportunities for self-awareness • We enable pupils to self-reflect so that they can flourish. • We recognize the school community can thrive together by enabling everybody's uniqueness to contribute to our vision. • We acknowledge that we sometimes need others in order to reach goals. 	<ul style="list-style-type: none"> • We are very big advocates for mental health and have various supports in place for this including ELSA, art therapy, coaching • We take a restorative conversation approach to behaviour management to ensure that issues are unpicked and dealt with fully. We provide opportunities for reflection throughout the day including in worship. • We celebrate others' differences and what makes them unique. Staff and children alike reach out to others for support.