

All Saints Partnership

Peer Challenge Report

2018/2019



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Key Line of Enquiry (1) How well the school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities

Rationale for KLoE (Why) – Highlight/Link to Evidence Base

- Year 6 Learning Observation – Fran Waddington
- Book Sampling
- Sandal Express – journalists and Fran Waddington
- Compassionate Club – Year 3, Fran Waddington and Rachel Wadsworth
- Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world?
- How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

Observation	x	Book Scrutiny		Study of Planning		Learning Walk (inc.environment)	x
Book Sampling	x	Data Analysis		Pupil Voice	x	Sandal Express	x

Key Findings

As a result of consistently applying the agreed approaches, the children we spoke to, articulated that leaders have provided curriculum opportunities to look beyond themselves and ask 'big questions'. This is clearly evident in the books sampled and within the Year 6 lesson. Children in the class could articulate their feelings towards global issues and could justify their feelings and emotions. They were given opportunities to relate the text in which they were studying to their own lives and explain their thoughts and feelings to challenge injustice. The text choices are of high quality and rich in vocabulary which engages their learning and makes the children think about global issues.

The sample of books demonstrates a progressive, logical unit of work being established – there are a number of opportunities to write at length and for clear purpose and audience to answer a 'big question'.

The school clearly wants to connect with the school community and beyond and this is very clear through the school's newspaper 'Sandal Express'. The children are confident to write about issues close to their heart and feel that they can express their thoughts to challenge injustice. Within the newspaper, there is lots of evidence to support the school's charitable activities and the impact this has on the children's learning about social action.

Strengths

- Sandal Express – provides a lot of evidence towards the Key Line of Enquiry.
- The quality of response in the children's books to the 'big questions' is very high and the children are able to link their learning to other aspects of the curriculum that they have previously learnt.
- Year 6 children are able to articulate how they feel about social issues and what they can do to make a difference.
- Choice of texts within lessons is of high quality and rich in vocabulary – in some cases, this has made an impact on the children's desire to change e.g. 'Trash' – decided to help the homeless people in the community and support CAP.

Next Steps

- Ensure the sample of books is from a range of classes across both key stages to see the response to the 'big questions'.
- Ensure the school's vision is clearly articulated by all stakeholders

Key Line of Enquiry (2)
 How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect

Rationale for KLoE (Why) – Highlight/Link to Evidence Base

- Pupil Voice – Social Action Faculty facilitated by Andrew Carter
- How well does the whole school curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?

Observation		Book Scrutiny		Study of Planning		Learning Walk (inc.environment)	x
Book Sampling		Data Analysis		Pupil Voice	x	Other (Name)	

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Key Findings

When asked what the groups were, the children passionately articulated their work. This ranged from work with helping the homeless, by donating clothes and food, and at Christmas time, donating further gifts, sweets, and cards. They talked about advertising their projects every half term through the use of posters and the Sandal news. They were asked if any of their work went beyond working with the homeless and they talked about polar bears and plastic. The compassionate club also talked about Fair Trade and the need to spread awareness. They have also adopted an orangutan and have visited the care home to sing. Upon asking the children what the Christian vision of the school was, one child said 'to make the world a better place.' One other pupil said 'the world isn't perfect but we can do some things about it.'

Another pupil talked about the 5 friends they refer to in school and these are around respect, being safe, learning, helpful and kind.

I asked the children to tell me about what happens in school if they disagree or fall out. One child said 'we have a friendly vote about what projects we will support' and another child said 'we shouldn't judge people for what they look like – it's about who they are inside. We are all a big variety of people and it would be boring if everyone was the same. In our entrance we have a wall which celebrates different areas and it also says 'hello' in different languages so everyone is welcome.'

All the responses from the children, showed that there is an environment where respect is part of the culture here at Sandal Castle. One pupil talked about LGBTQ and their intention to write for the next newspaper. He wanted to talk about having courageous respect and the importance of who you are inside.

I finally asked the children, 'why bother?' and one child's response summed up the entire line of enquiry. He said: 'It's about thanking God for all he's done for us. It's important because we are the next generation so we need to raise awareness. It doesn't matter what your religion, but as we learn more, we need to act on it and if we do our bit at a young age, it becomes normal to us to play our small part.'

Strengths

- A variety of opportunities provided to help Global and Local charities
- Difference is celebrated and mutual respect is evident
- Children articulate the importance of doing their part in making the world a better place
- Diversity is celebrated and respect for difference is clearly part of the culture

Next Steps

- Ensure all children can articulate the work of the Social Action Group and Compassionate club
- Ensure all children can articulate the vision of the school