# Case Study

<table>
<thead>
<tr>
<th>Establishment name:</th>
<th>Foulridge St. Michael and All Angels C.E. Primary</th>
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<tbody>
<tr>
<td>Lancashire no.</td>
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<td>Award granted:</td>
<td>Good Practice</td>
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<td>Project title:</td>
<td>Establishing our school's provision for spiritual development.</td>
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## Project summary

- The project focussed upon establishing a whole school ethos which was underpinned by Christian values.
- The first part of the project involved all staff and pupils in developing an agreed policy and approach to 'Behaviour Management' to create a common understanding of attitudes, values and expectations.
- A well structured teaching programme for PSHE was successfully introduced throughout the school to improve pupils' confidence, self-esteem, aspirations and motivation.
- A new focus for delivering the RE curriculum through 'active learning' was implemented to ensure pupil engagement and meaningful learning.
- New approaches to Collective Worship were planned to provide enjoyable and relevant learning experiences to meet the needs of the spiritual development of both staff and pupils.
- This project has impacted greatly upon the ethos of the school. This is regularity.
- Commented favourably upon by visitors. It has helped to create a strong sense of 'Common purpose' and identity for the school. Pupil attitudes and behaviour have improved significantly and they can clearly articulate their experiences and understanding about faith.

## Specific aspect of practice to be accredited?

The improvement of pupil attitudes to learning, improved behaviour and self-esteem and increased engagement with the aims and values of the school community.

## Aspect of Every Child Matters addressed:

- [x] Be healthy
- [x] Make a positive contribution
- [ ] Stay Safe
- [x] Enjoy and achieve
- [ ] Achieve economic well-being
What were you hoping to achieve?
A strong school ethos underpinning by Christian values which engages the children.

How did you identify the need for this practice?
- After taking up appointment in 2004, the Headteacher worked with staff and Governors to agree key areas for improvement.
- Poor pupil engagement in learning, lack of care, respect and responsibility towards others were prevalent.
- Inter-personal relationships needed to be developed and improved.
- School environment was run-down, outdated and unkempt.
- Planning for RE and worship was limited and uninspiring.

Briefly describe the main characteristics of the school
This is a VA Church of England Primary School. The NOR is 188. The percentage of pupils with special needs is 14%, just below the Lancashire average. The percentage of pupils eligible for free school meals is low at 3.1 %, well below national average, but this is not an accurate reflection of socio-economic indicators for the home backgrounds of pupils. Attendance is above average at 95.6%. Unauthorised absence is low at 0.2%. The school is very active in the local community and has developed strong links with many local organisations.

What did you do?
The initial steps taken were planned carefully, but some steps evolved as the developmental process unfolded and the work progressed. The steps outlined below are not necessarily in chronological order as some overlapped in the overall time frame and some were temporarily put on hold as problems were encountered. The steps were as follows:-

- A vision, school aims and a Mission statement were agreed with the Governing Body and staff (June 2004).
- An action plan was created for developing the ethos of the school and to outline the important steps.
- Key policies and schemes of work were agreed for the 'keystones' in the developmental process: - in Behaviour Management, PSHE, RE, Collective Worship.
- Whole school Art, Music and Literary events with visitors from a wide range of cultural backgrounds were implemented.
- A School Council was established as a forum for pupil discussion about topics important to them, ideas for school improvement, feedback about school development work and to plan school and community activities linked to the developing values and ethos.
- An Eco-Schools committee was set up to plan and manage the progress towards achieving the Eco-Schools award. The school very quickly gained the Bronze award and is close to making an application for the Silver award. The aim ultimately is to achieve the coveted 'Green Flag.'
- Collective Worship was carefully planned to ensure it is an enjoyable,
meaningful time which engages the children. Themes are chosen to interest, motivate and inspire. Children are fully integrated into planning, directing, leading, responding and reflecting.

- A 'worship table' in the school entrance area was put in place to be used as a focal point for follow up activities which children can access freely outside of lesson times. They have learnt to use the artefacts, message cards, water, pebbles, shells etc. and it has been quite remarkable to see how many children freely visit and enjoy using this area (from 2004 onwards, regular review of our practices and policies have led to modifications and refinements).

**Which members of the establishment and/or wider community have been involved and what was their role?**

- Pupils and the School Council - through discussions and feedback at each stage of the development work.
- Blackburn Diocese Board of Education advisers provided staff training
- Clergy from Colne and Villages Parish provided guidance and help in establishing and strengthening church links.
- All staff engaged in planning and delivery.

**How has the progress of the project been monitored and evaluated?**

The children are frequently provided with opportunities and encouraged to feed back both formally and informally. All comments are valued and responded to. Many are recorded and shared with others through our 'Finding the Way' Big Book.

**How has the practice been modified or improved during development?**

Pupils told us they wanted to be more involved at all levels, so an extra-curricular club - the Mustard Seeds - was set up to develop greater pupil involvement.

**What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?**

Significantly improved climate for learning, pupil behaviour. Pupils more emotionally stable and able to express and articulate their own spiritual feeling, knowledge and understanding of others.

**What are the next stages in the development process?**

- Implementing the use of Learning Logs to provide opportunities for children to reflect upon aspects of their learning.
- The development of an outdoor learning curriculum unique to the school's environment and the needs of the learners.
- The further development of the role of pupils in helping to plan, organise and deliver aspects of worship and display in school. This work has already been implemented - the Mustard Seeds group meets each week and is open to all children. It is at an early stage of the process but proving to be very successful so far.

**What aspects of this practice may be useful for other establishments to consider?**
The work could be shared usefully with other schools wishing to consider ways of introducing ways of enhancing pupil's spiritual development.