



CHARACTER

AT PRIORY

Character Education At Penwortham Priory Academy



creating the right culture to learn to succeed



A. What kind of school are we?

How clearly do we articulate the kind of education we aspire to provide?

We articulate this very clearly right from the outset in the Principal's welcome, both on the website and in the school's prospectus. Both of these platforms go into further detail in terms of the educational experience offered to our pupils and then this is clearly displayed throughout our school in terms of our Mission statement and our 'Creating the right Culture at Priory' displays across the school.

We also articulate this in speeches to parents and pupils, such as our open evening presentation and continuously refer to our educational values throughout the year in ongoing communication with parents, pupils and other stakeholders alike via our variety of communication platforms.

How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, Trustees) understand and share our aims?

As above, but we also deliver our aims through assemblies to pupils, both year group, house and whole school. We also ensure our aims are shared through engaging all stakeholders in such things as student councils and stakeholder questionnaires, where we ask for opinion, comment, and deliver feedback on responses. Trustees additionally receive information through their regular meetings, Principal's Report to Trustees and through team communications.

How effectively do we create a sense of pride, belonging and identity in our school?

As above, but also through positive messaging to our stakeholders. Adults lead by example, uniform is worn with pride and our school environment is such that all associated with the school know that we value their educational experience, whether that be in the classroom or in our outdoor learning spaces.

From Year 6 transition we endeavour to ensure our new pupils start to feel as if they belong. We do this by providing taster visits to our school, transition activities and Summer School.

When pupils join us they wear their uniform with pride and this includes their House tie and later receive their House lanyard and badge.

Assemblies at the start of every term in every year, focus on our expectations of and for pupils. Reminders regarding Priory Standards in and out of school are reiterated in conjunction with pride, belonging and identity. Assemblies at the end of term praise pupils and highlight achievements of individuals, groups and as a school body, instil pride, belonging and identity through representation. In May a school assembly theme is 'Pride in our school environment' which reminds pupils how great our facilities are, fosters appreciation and instils pride.

The Year 7 Learning for Life Curriculum – Gateway to Priory contributes to sense of pride, belonging and identity in our school.

- Pupils have 'Welcome!' sessions.
- Early sessions include giving them user IDs and access to systems so they can access all information regarding every aspect of school life.
- In November they have sessions with the Peer Mentors who assist in helping them settle into school life through additional support.
- In May sessions focus on Pride – Why is it important? Your own pride. Pride in our school environment. Pride in your appearance.

Opportunities to represent the school are plentiful, with many pupils offering to do so, where the opportunities arise.

Year Council and School Council allow pupils to voice their opinions regarding what makes our school a great place and also provides opportunity for them to suggest how to make it better. This allows them to take more ownership of a variety of aspects of school life.

B. What are our expectations of behaviour towards each other?

Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?

At Priory behaviour is referred to as positive school culture.

All assemblies including House, Year and Whole School assemblies promote discipline and positive school culture on a large scale in the manner they conduct themselves in the assemblies. These assemblies are also used to remind pupils of Priory Standards and expectations of school culture.

We promote a calm and orderly environment through a number of strategies:

- All adults in school ensure that high standards and expectations of positive school culture pervade all aspects of Priory life including the culture, ethos and values of the school.
- All adults have an important role in developing a calm, positive, structured and safe environment for our pupils.
- Maintaining discipline and positive school culture is the responsibility of pupils and 'all' adults in school.
- Highly visible SLT and adults all routinely positively engage with pupils and maintain the positive school culture. This is a school priority in-between lessons, at breaks and at lunchtime.
- Staff checking in with pupils whilst out and about on duty.
- The highest expectations regarding school culture, conduct and discipline are maintained and modelled by all adults. These expectations are understood by all stakeholders.
- All stakeholders are aware of the behaviour policy, and our strategy of 'Warn - Move – Remove'.
- Our strategies for dealing with pupils who do not meet expectations are applied fairly and consistently to help create a calm and safe environment.
- Pupils are taught in specific lessons or through their day to day activities how to behave.
- All teachers ensure that routines are taught and reinforce the behaviours expected within positive school culture. Routines on entering and leaving the classroom, calm on the corridors, keeping to the left etc.
- All teachers are role models in practising these routines to show pupils expected culture.
- Staff should teach and model positive relationships through every interaction, so that pupils can see examples of good habits and are confident to ask for help and support when needed.
- New staff are all inducted and introduced to the school's behaviour culture to ensure that they understand the policies, procedures and routines to best support all pupils in ensuring that they sustain our positive culture.

How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?

In choosing Priory, our pupils agree to uphold what we call our 'Priory Standard' – 'The highest expectations of all, from all', and do so through our '3 pillars of everyday learning':

- We are 'Ready to succeed'.
- Have the right 'Attitude to learning in lessons' to succeed.
- Have the right 'Character & Culture (skills and attitudes)' to succeed.

Making it clear to our pupils therefore, not only what our standards and expectations are, but also how they can meet these every day.

We also make it clear through our 'Creating the right Culture at Priory' displays across the school.

We promote consideration and respect towards others, good manners and courtesy in a number of assemblies:

- Half Termly 'Highest expectations, Priory Standards' Assemblies.
- School Term Culture Focus assembly on 'Kindness' – 10 sessions
- September's 'Safeguarding Themes'
- Healthy School Week – Mental Wellbeing (Treatment of others)
- October's 'Random Acts of Kindness'

- November's 'Remembrance' (Respect for veterans and their families)
- November's 'Anti-Bullying Week'
- November's 'Penwortham Food Bank and Collection'
- November's 'Helping the Homeless and Collection'
- December's 'Human Rights Day'
- December's 'A little something for local children'
- School Term Culture Focus assembly on 'Respect' – 10 Sessions
- January's 'Stamping out Racism' in Race Equality Week
- February's 'LGBT History Month'
- March's 'Respect – Current Culture Themes'
- May's 'Fundamental Values' – Respect for others who are different to us.
- June's 'The Law and Teenagers'
- July's 'Community and Volunteering in the summer'

We have large scale assemblies online with guest speakers

- Stand Against Violence – Domestic Violence
- Lancashire Fire and Rescue – Bonfire Night safety, the law and respect for emergency services.

Our Learning for Life Day themes cover these topics:

- Year 7 Self Concept, Social Influences
- Year 8 Media Literacy and Digital Resilience, Diversity and Equality – Disabilities, Diversity and Equality – Beliefs
- Year 9 Positive Relationships, Diversity and Equality – Gender, Intimate Relationships – Consent, Sexual Health – Prevent
- Year 10 Unhealthy Relationships, Addiction – Impact, Life Beyond Priority, Personal Safety.
- Year 11 The Law Home and Abroad

Our Learning for Life Period 6 sessions cover these topics:

- School Term Culture Focus assembly on 'Kindness'. – 10 sessions across 5 years
- School Term Culture Focus assembly on 'Respect'. – 10 sessions across 5 years
- Year 7 – Rewards and Sanctions, What makes a 'good' person? Taking responsibility and making good decisions, Actions – Actions and consequences, Actions – Empathy,
- Year 9 – Smoking and second hand smoking, Controlling our emotions – anger.
- Year 10 Work Experience – Personal Conduct, Showing gratitude

Which Kindness Sessions x2		
Year 7	NA	NA
Year 8	What are acts of kindness?	The difference between being kind and nice
Year 9	The Cycle - Thoughts, Words, Deeds	Worth so much yet costs nothing
Year 10	Recognising difference as a good thing	Helping each other to grow
Year 11	Can it change the world?	Thinking outside the box
Which Respect Sessions x2		
Year 7	What is respect?	Respect - More than a word
Year 8	Respect - Earned or deserved	Learning how to show respect
Year 9	Respecting the views of others	Recognising strengths in others
Year 10	Keeping my mouth closed	My heart open and is my language always respectful?
Year 11	The importance of being able to disagree well	Valuing people in the 'real' world

House Activities promote consideration, respect, manners and courtesy as part of team events.

Our Culture Week activities promote consideration and respect for our pupils who are from different cultures. The Cultural Inclusion Team also add to the school newsletter and MS Teams, with articles regarding any cultural events and awareness months.

LGBTQ+ awareness is promoted with a poster in every classroom for a famous LGBTQ+ in that subject field. We show presentations in form during awareness weeks linked to the community. LGBTQ+ pupils do not feel the need to meet as a group and choose to integrate into the rest of the school without the need to highlight their sexuality or gender. Individuals are consulted via MS Teams regarding new initiatives for the summer and 2024-25 to foster awareness, respect and consideration.

How well do we promote a range of positive character traits among pupils?

As above, but we also explicitly on page 14 of our prospectus and on displays at the front of school for example, promote those traits and characteristics that make Priory pupils unique and therefore what we promote, daily, across the school in our actions, thoughts and words.

At Priory we promote these traits extremely well throughout the life of the school, including all lessons, unstructured time etc. Evidence of which can be seen;

- within our culture
- in lessons
- in discussions / conversations
- in assemblies
- in engagement with the Priory + Award
- when we have visitors in school
- when pupils visit outside business, agencies, colleges, providers, go on trips etc ...
- work with organisations which support character education and development, such as
 - Duke of Edinburgh Award
 - Sports England
 - PSHE Association
 - PiXL
 - Lancashire Fire and Rescue
 - Lancashire Constabulary
 - The Royal Voluntary Service

Our taught curriculum which encompasses PSHE, RSE, Citizenship, Careers, Fundamental British Values, Social Moral Spiritual Cultural (SMSC), contributes to the promotion of positive character traits. The curriculum helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals and members of society. From making responsible decisions about alcohol to succeeding in their first job, our curriculum helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Positive character traits such as **kindness, empathy, generosity, and compassion**, are taught through all the activities noted above alongside respect. Our charity fundraising as a school fosters development in these traits, alongside those fundraising activities, pupils embark on outside of school.

Year 7 also have a specific session on 'Empathy'

Self-discipline and Reliability

It is promoted through our Half Termly 'Highest expectations, Priory Standards' Assemblies. Pupils are reminded that they are in control and have responsibility of their progress, their attitude to learning and their engagement in positive classroom and school culture.

Responsibility

It is covered in the Year 7 Learning for Life P6 'Gateway to Priory' in sessions such as:

- 'Problem solving in school' – How to problem solve to take responsibility
- 'Homework'
- 'Time Management'

- 'Rewards and Sanctions'
- 'Staying Safe'
- 'Falling out versus Bullying'
- 'Taking Responsibility and Making Good Choices'
- 'Resilience'
- 'Wheel of Life Goals'
- 'Personal Goals' series of sessions
- 'Opportunities' series of sessions
- 'Achievement' series of sessions
- 'Pride' series of sessions
- 'Responsibility' series of sessions

Our half termly series of sessions on Mental Wellbeing and Physical Health to encourage pupils to take responsibility for themselves.

We have three 'Whole School Health Focus Weeks' on – 'Mental Health', 'Healthy Eating' and 'Physical Health' to encourage pupils to take responsibility for themselves.

Our 'Pathways and Futures' sessions encourage pupils to take responsibility for making decisions regarding their own pathways and careers.

We promote responsibility through assemblies:

- Half termly 'Highest expectations, Priory Standards' Assemblies.
- 'Safeguarding Current Themes' and 'Respect – Current Behaviour Themes' informs pupils how to take responsibility for their own actions towards others.
- 'Pride in our school environment'
- 'Fundamental British Values - Reference the 6 areas
- Staying Safe – Summer Safety
- The Law and Teenagers
- Community and volunteering in summer – PiXL Edge link

All our Learning for Life Day themes teach pupils how to take responsibility for different aspects of their own life and how they can impact the lives of others both positively and negatively.

Open Mindedness, Understanding and Respectful

We promote the characteristics through assemblies:

- Stamping out racism (Race Equality Week 5-11 Feb)
- LGBTQ+ History Month New Theme
- Respect – Current Behaviour Themes
- Fundamental British Values (Reference the 6 areas)

Our Learning for Life Day themes cover these topics:

- Diversity and Equality – Disabilities
- Diversity and Equality – Beliefs
- Diversity and Equality – Gender
- Positive Relationships – Different forms of

Our Culture Week activities promote these themes for our pupils who are BAME. The Cultural Inclusion Team also add to the school newsletter and MS Teams, with articles regarding any cultural events and awareness months.

LGBTQ+ awareness is promoted with a poster in every classroom for a famous LGBTQ+ in that subject field. We show presentations in form during awareness weeks linked to the community. LGBTQ+ pupils do not feel the need to meet as a group and choose to integrate into the rest of the school without the need to highlight their sexuality or gender.

Individuals are consulted via MS Teams regarding new initiatives for the summer and 2024-25 to foster awareness, open mindedness, understanding and tolerance/respect.

Positivity and Optimism

Our half termly 'Highest expectations, Priory Standards' assemblies focus on making a positive start to a half term and optimism for success in the forthcoming weeks. Our end of term 'Celebration of Successes' assemblies reflect and project forward.

Most of our assembly themes, Learning for Life Day themes, Learning for Life Period 6 themes, Culture Focus Terms themes, and Healthy Focus Weeks' themes promote pupils taking positive action to benefit themselves and others whilst promoting an optimistic future for them and others.

We also promote a number of other Positive Character traits

C. How well does our curriculum and teaching develop resilience and confidence?

Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society?

At Penwortham Priory Academy the curriculum is designed to provide challenging learning experiences that require pupils to think hard, allow them to develop leadership and organisational skills and be resilient learners with initiative who have excellent communication skills and are ready to face the challenges beyond school.

The curriculum remains as broad as possible for as long as possible giving pupils access to a wide range of academic and vocational subjects. See more about the subjects we offer by clicking on the Implementation tab within this page: <https://www.priory.lancs.sch.uk/curriculum>

In our teaching, we ensure we stretch and challenge pupils and expect them to develop their knowledge and skills every lesson.

We regularly quality assure our curriculum through internal and external measures.

We deliver a knowledge-rich curriculum that seeks to engender an appreciation of human creativity and achievement. We build pupils' schemata by making links between topics and subjects and adding breadth through activities such as reading, visiting speakers, careers days, the Duke of Edinburgh Award and many more.

We run a reading scheme in Years 7-10 called Everybody's Reading to expose children to books and themes they might not otherwise choose to address independently. Read more about it here: <https://www.priory.lancs.sch.uk/reading/everybody-s-reading>

Additionally, in support of reading, we use Reading Plus in Years 7, 8 and 9 that ensures pupils read a wide range of fiction and non-fiction texts to broaden cultural capital.

There are a host of clubs – many unrelated to a specific subject area, that offer pupils opportunities to engage in wide variety of experiences.

Attending trips, having peripatetic music lessons, providing opportunities for work experience, funding language learning beyond our core offer, are all examples of how we seek to open doors for our pupils.

Confidence, Resilience and Perseverance Curriculum

Our Year 7 Learning for Life P6 'Gateway to Priory' is built to ensure pupils become increasingly confident in their new school by enabling them to be more confident with our systems and processes. They have sessions on:

- 'Staff'
- 'The Building'
- 'Their Planner'
- 'Microsoft'
- 'Synergy'

They are taught to 'Problem Solve' to encourage resilience and perseverance.

Confidence in themselves is built with sessions:

- 'Friendships' – How to keep them and what if they fall apart
- 'Falling out versus Bullying' – How to deal with negative relationships

They have a session on 'Confidence Building', 'Confidence – What is it', 'Confidence – Personal Confidence' and 'Resilience'

Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and growing confidence?

Leaders have collaboratively planned and designed their curriculums to ensure they are logically organised and sequenced and taught using effective pedagogy that references educational research. There is a continual programme of revisiting the content, sequence and pedagogy to ensure the pupils are being given the best possible approaches to ensure their progress.

D. How good is our co-curriculum?

The co-curriculum at Penwortham Priory Academy provides pupils with opportunities to go beyond the standard curriculum, aiming to broaden their knowledge, skills, experiences and interests. These co-curriculum activities take various forms, including co-curriculum clubs, House competitions, field trips, guest speakers and award programmes tailored to our pupils' experiences, interests and talents.

At Priory we endeavour to provide opportunities which cater to diverse interests and learning styles, allowing our pupils to explore subjects in greater depth or discover new passions outside the regular classroom setting.

Our co-curriculum activities also foster critical thinking, creativity, collaboration and problem solving skills, which are essential for success in the modern world. By engaging in hands-on projects, research endeavours or community volunteering initiatives, our pupils can apply their classroom knowledge to real-world challenges, making their learning more meaningful and relevant.

Our co-curriculum provision contributes to a well-rounded education by nurturing pupils' social and emotional development. Through interactions with peers, staff, other adults and experts in various fields students learn valuable communication skills, empathy and resilience, preparing them to navigate an increasingly interconnected and complex society.

Penwortham Priory Academy provides the following activities:

Co-curricular Clubs: Each department runs at least one co-curricular activity to ensure we have activities that appeal to a range of interests. The timetable for this can be found in the document attached.

House Competitions: Each department holds a house competition once a term. These are supplemented by other fun House competitions provided by the House Leaders. House Leader competitions usually link to the School Culture Focus of the Term or the Health Focus of the Term.

Field Trips: A number of subjects have field trips as part of their studies. These are included in the document attached.

Guest Speakers: We invite experts in to discuss their field with our pupils. These individuals share their expertise to inspire our pupils through talks or workshops. Examples:

- English – Author Ruth Eastham
- Art - Artists – Gavin Renshaw, Toya Walker, Stephen Asbury
- Engineering – National Grid, Stephen Ward
- Engineering – BAE Systems Apprentice

Specialised Programmes: We provide a number of specialised programmes to meet the unique needs and interests of students. Examples:

- Music Peripatetic Lessons
- Young Sports Leaders
- Peer Mentors
- Duke of Edinburgh Award
- PiXL Edge Award
- Priory Plus Award
- Risk It

Volunteering: Where possible we engage with the local community in volunteering projects or volunteering opportunities to instil values of empathy, social responsibility and engagement. Examples:

- Bulb and Tree planting with Hurst Grange Park Volunteers
- Bamber Bridge Football Club
- Penwortham Arts Centre

- Preston Homeless Centre
- Birthday cards for locals in rest homes.
- Choir Christmas Carols in rest homes and supermarkets

Work Experience: We facilitate one week of work experience for our Year 10 pupils with local businesses and organisations to provide real world exposure and career exploration opportunities. In addition, pupils can be released for two days to work with the National Grid, or for other activities which will lead to future career opportunities in fields such as sport or acting.

Cultural Experiences: At Priory we celebrate diversity and cultural heritage through our annual Culture Week. Our Japanese Club learn language skills and about the culture. Pupils did so also in the previously run Korean Club.

More details can be found in documents here: <https://www.priory.lancs.sch.uk/curriculum/learning-for-life>

Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. So all pupils can both discover new interests and develop existing ones?

As detailed above we do have a wide range of activities which encourage pupils to discover and develop interests.

- **Artistic and Creative**

Pupils are welcome into the Art and Design and Technology classrooms most days and most non-teaching times to participate in activities. These include: Open Art Studio, Mindful Colouring, Origami, Graphics development, Engineering development, Resistant Materials development, 'Scratch' exploration, Creative Cookery sessions, Eco Fashion, Fashion Design and Textiles. Pupils are welcome in Computing to develop their 3D printing skills. Pupils are welcome in Drama to develop costume, set design and build, hair and make-up skills, lighting and sound skills around performance times. Technology, Art and Design, Food and Computing run successful after school sessions for Year 11s who wish to develop their interest and skills further. Technology, Art and Design, Food and Computing run a number of House Competitions, have guest speakers and facilitate trips and visits. In addition, music is played through the school's speaker system during break and lunch (MaBaL). Chosen by the Lead Teacher for Music, this is designed to offer exposure to the curriculum in different ways, and support pupils' appreciation of music across the school.

- **Performance**

Pupils are welcome into Music to develop their skills on a variety of instruments. Every week peripatetic sessions are run in vocals, drums, piano and keyboard. The drum kit and the piano in the Auditorio are available every day in non-teaching times. At Christmas there is a focus on choral activities for the community in and out of school. During show periods, pupils are encouraged to develop their acting, dancing and vocal skills in the Auditorio and Assembly Hall in non-teaching times. Pupils who enjoy dance are able to use the assembly hall and its length of reference mirrors. Drama run successful after school sessions for Year 11s who wish to develop their interest and skills further. Music and Drama run a number of House Competitions, have guest speakers and facilitate trips and visits.

- **Sporting**

Pupils develop their football skills on the 3G, Yard and MUGA everyday (weather permitting) in non-teaching times. We have approximately 140 pupils engaged in this. Other sports include basketball, netball, hockey, cricket in the summer, athletics in the summer, trampolining, badminton. We have a number of competing teams in many of these. The PE Department runs a scheme where pupils can become Sports Leaders and assist with Primary School activities or KS3 activities. Mathematics are also running Darts Club which promotes mathematical skill. PE run a number of House Competitions, have guest speakers and facilitate trips and visits.

- **Language Development inc. Debating**

Pupils have access to the library almost all non-teaching time to develop their love of books and reading. The English Department run a number of competitions to reward their love of reading, writing and oracy. Debate skills are taught in English and in RS. In the latter half of Year 9 Debate Club opens and our team participates

in local competitions. MFL currently have a weekly Japanese Club. Previously we have also had a Korean Club too. English and MFL run successful after school sessions for Year 11s who wish to develop their interest and skills further. English and MFL run a number of House Competitions, have guest speakers and facilitate trips and visits.

- **Mathematics Development, Problem Solving inc Challenge Teams**

Mathematics provide access to laptops during non-teaching time for pupils to develop their interest using SparX. A number of competitions are run throughout the year for pupils to be rewarded for their abilities. We enter a number of Maths Challenge competitions locally and recently won a competition between 20 local schools. As noted previously, Mathematics are also running Darts Club which promotes mathematical skill. Mathematics run successful after school sessions for Year 11s who wish to develop their interest and skills further. They also run a number of House Competitions, have guest speakers and facilitate trips and visits. Chess Club runs every week to develop an interest in problem solving and strategy.

- **Scientific**

Science provides access to laptops during non-teaching time for pupils to develop their interest using Seneca. A STEM Club runs every week in the department. Pupils who have a passion for a specific topic, are able to use the labs in non-teaching time. In previous years one of our pupils became the 'Youngest Fusioner in the World', due to his co-curricular exploration in school. The school has a successful Eco Committee based in Science. They run a number of successful recycling initiatives in school and carry out work in the local community with community groups. Science run successful after school sessions for Year 11s who wish to develop their interest and skills further. They also run a number of House Competitions, have guest speakers and facilitate trips and visits. Chess Club runs every week to develop an interest in problem solving and strategy.

- **IT and Computing**

The IT Department allow access to their computers in the Hex all non-teaching times for pupils to use. Computing and Business Studies run successful after school sessions for Year 11s who wish to develop their interest and skills further. Computing also run a number of House Competitions, have guest speakers and facilitate trips and visits.

- **Equality and Diversity**

The school has a successful Group who meet regularly to discuss how to educate pupils about other cultures and to ensure pupils who are BAME feel safe and are respectfully catered for. This year sees a new 'Culture Week' rather than 'Culture Day' to enable more activities to run.

LGBTQ+ pupils have the opportunity to meet once a week. At present individuals are happy not to, choosing to socialise with the rest of the school body and fully integrate rather than highlight their differences. Alternatively Mis Smith regularly consults individuals privately to ensure they are safe, respectfully catered for and to devise new strategies for pupils who are new to the school or are 'coming out'.

The SEND Department runs a social club in LEAP in every non-teaching time. This allows pupils to socialise with likeminded pupils, ascertain support from Learning Support Assistants (LSAs) with aspects of their learning, or to access the department's computers.

- **Citizenship**

As noted previously, debate skills are taught in English and in RS. In the latter half of Year 9 Debate Club opens and our team participates in local competitions. Themes will include topics in school, in the community, locally, nationally and internationally. The school has a successful Eco Committee based in Science. They run a number of successful recycling initiatives in school and carry out work in the local community with community groups.

- **Self-Development**

Pupils have access to our in-house impartial careers advisor in every non-teaching time. Advice can be gained on skills development, options, work experience, applications, CVs, assessment centres, Post 16 education and training, Higher Education and Careers.

- **Pupil Created and Led**

Pupils are able to start their own clubs. In previous years we have had Sign Language, Film and Korean Club. This year pupil interest has led to Dungeons and Dragons Club and Darts Club. We have seen a Pokémon Club come and go this year and Year 11 have taken to creating their own UNO lunchtime sessions.

Do we make use of or promote local, national or international programmes or organisations?

(e.g. Uniformed organisations, Duke of Edinburgh Award, National Citizen Service)

As and when details come into school regarding programmes, we decide whether to promote or to run initiatives in-house.

We run the Duke of Edinburgh Award Scheme in school with over 80 pupils in Year 9 and 10 participating. As part of this pupils are learning new skills, including resilience and are actively volunteering in school or in the locality. A full list of volunteering placements can be found here: <https://www.priory.lancs.sch.uk/curriculum/learning-for-life>

The Royal Volunteers Service delivers an assembly to Year 10 regarding volunteering. We have facilitated contact with the organisation, should pupils wish to join them, in addition to any volunteering they currently participate in.

Business Studies as a GCSE is in its infancy. It is hoped that once this is embedded, the school can participate in Young Enterprise activities.

The PiXL Edge Award rewards pupils for developing employability skills in Leadership, Organisation, Resilience, Initiative and Communication. This programme enrolment starts in Year 7, so pupils can work towards it in any year.

Schools Health Nurses Assessment is carried out in Year 9. It identifies pupils who are at risk regarding mental health, physical health, vaping, smoking, drug taking, alcohol and sex. Nurses then deploy one to one support for pupils and families.

RISK IT is a programme for pupils at risk of risky behaviours regarding mental health, vaping, smoking, drug taking, alcohol and sex. As a school we participate in this programme in Year 10 to ensure any potential risk is eliminated. This is a programme of one to one sessions and group sessions.

We are the Pilot School for the National Grid's recruitment programme of activities.

In school we promote a number of local and national programmes and organisations for pupils to join:

- The local Marine/Naval Cadets is a couple of miles away on the river.
- Army Cadets who are based in Preston at the barracks.
- Police Volunteers based a mile away at HQ in Hutton.
- Local Youth Council in Leyland
- Local youth clubs
- Local sporting clubs such as boxing
- University of Central Lancashire's Art Club
- Harris Museum and Art Gallery Young People's Consultation Group
- Events, activities and groups run by South Ribble Council or Preston Council.
- Local volunteering opportunities. E.g. Hurst Grange Park Trustees, Penwortham in Bloom.

Is provision of high quality and does it challenge pupils to build expertise? Is participation sustained over time?

All teacher led provision is high quality and leads to enjoyment, enthusiasm and memories being made, in addition to the learning outcomes. This may be field trips, workshops, challenges, clubs, study classes. These are well planned, resourced and evaluated in terms of effectiveness. For example, many sports clubs lead to team places, debate club leads to team places. Subject specific clubs lead to pupils progressing their studies into KS4 and beyond.

Some activities are pupil led and created purely for enjoyment with challenge and expertise as a secondary by-product. That said, pupils develop skills in communication, resilience, social clues, collaboration, respect, camaraderie to name a few, alongside their initial reasons for participating.

Participation may vary. Some pupils join activities for a couple of sessions to try out new interests. Some pupils choose to join activities seasonally. In the vast majority of cases, when pupils settle in an activity which lasts all year, they tend to stay with that interest and develop skills.

Are there ample opportunities for pupils to compete, perform etc. and is success acknowledged and celebrated?

Pupils have numerous opportunities to compete:

- Sporting competitions in school and out
- Sports Day
- Mathematics competitions outside of school
- Debate competitions outside of school
- Numerous external artistic competitions
- House Competitions run in subject areas
- House Competitions for fun run by House Leaders
- Pupils compete against each other on Learning Platforms such as Science's Seneca, Maths' SparX and English's Reading Plus
- Creative in-house competitions run by departments such as Castle Building, Volcano Building, MFL's Three Pillars sculptures.
- Chilli Challenge in form

Pupils have a number of opportunities to perform:

- In Drama, Music, Dance and English Lessons on oracy skills
- Christmas Performance
- Summer Year 11 Play
- Summer Arts Evening
- Drumming in the Auditorio every non-teaching time
- Piano playing in the Auditorio every non-teaching time
- Whole School Assemblies
- Christmas Choir in the community or for the community
- Senior Prefects and public speaking
- Debate Club and competitions
- We promote the Pauline Quirk Academy which operates from our school at the weekend

Success is acknowledged and celebrated

- Certificates, achievement points, department enamel pin badges, House points for the specific activity.
- Some activities are rewarded with vouchers, chocolate, sweets and catering 'queue jump' passes
- Pupils cumulative award points enable them to participate in rewards trips for character, culture and attendance achievements.
- Attendance is rewarded by being entered into a raffle for prizes.
- Certificates are awarded in Whole School Assembly by the Principal or in Year Assemblies by Heads of Year.
- Pupils participating in the Christmas Performance have a rewards meal in addition at a local restaurant.
- Pupils and the community can view a number of these activities and they are applauded
- Some pupils perform their skills in whole school assembly and are applauded.
- Achievements are documented in the school newsletter, social media, school website and on the digital display TV screens around school
- The local press come in once a month to acknowledge and celebrate.
- Announcements are made in tutorial sessions following staff briefing
- The winning design in the School Christmas Card Competition goes to all our stakeholders and community collaborators.
- Trophies are awarded for achievement at the end of the year.

- Year 11 pupils are invited to Prom for their character, culture and attendance achievements in Year 11.

E. How well do we promote the value of volunteering and service to others?

Are age-appropriate expectations of volunteering and service to others clearly established?

Pupils are introduced to volunteering and charity at the start of every year and throughout the year.

We do this through assemblies:

- 'School Culture Term Focus – Kindness'
- 'The Priory Plus Award' which rewards Citizenship as one out of the five strands
- 'The PiXL Edge Award' where Citizenship activities may be rewarded if they show employability skills
- 'Random Acts of Kindness RAOK'
- 'Remembrance'
- 'Penwortham Food Bank work' and collection
- 'Helping the Homeless' collection
- 'A little something for local children' collection
- 'Community and volunteering in summer'

We have a special assembly in Year 10 from the Royal Volunteers Association to discuss the benefits and to encourage participation.

The Priory Plus Award 'banking' of evidence is every term, so the value of volunteering and service is highlighted. The spreadsheet of 2000 activities states if there is an age restriction on an activity, but most are open to all under 18.

Local community groups request volunteers or we offer volunteers. We ensure that the activity is age appropriate to the age group that engages if we are assisting as a school. Other opportunities are advertised on the appropriate Year Group MS Teams page and newsletter advertisements and suggests suitable age ranges for opportunities. We also advise on supervision and DBS coverage, where pupils will engage without the school.

The Duke of Edinburgh Award Scheme has a volunteering section and activities are chosen to be appropriate for Year 9 and 10. Volunteering in this way must be for either 3 or 6 months, which is appropriate for their age as they are mature enough to commit. Our focus at present is to run the award in Year 9 as this couples maturity without a clash with GCSE commitments.

Are opportunities varied, meaningful, high-quality and sustained overtime?

Opportunities to volunteer can be in school, out of school, at home, with family or in a community group, hence varied. Our latest survey of volunteering for organisations received a number of responses and covers 36 organisations at present. We offer a number of in-house opportunities with our catering, site and communications teams. These can be viewed in the document attached here: <https://www.priory.lancs.sch.uk/curriculum/learning-for-life>

By their nature, all volunteering experiences and acts of service are meaningful, as pupils recognise the impact on others and increase their own well-being from participating.

As most volunteering is outside of school or is a form of in-house work experience, these opportunities are meaningful and high-quality as they have tangible outcomes, have impact and are 'real world'. Pupils committing to these opportunities, must do so over a sustained period of time to provide continuity of support.

We encourage pupils to volunteer in activities which are one-offs or long term. The more experience pupils can have the better to develop life experiences. Pupils who volunteer as part of the Duke of Edinburgh Award Scheme must do so for either 3 or 6 months, which is appropriate for their age. We understand that Year 11 would find such a commitment difficult in their GCSE year.

Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?

Volunteering and service opportunities outside of school do contribute to breaking down social barriers in a number of ways:

- We find that volunteering often involves pupils working with diverse groups of people including those from different socio-economic backgrounds, cultures and ages. This can lead to greater understanding and empathy as pupils interact with people they might not have met otherwise.
- It is known that volunteering brings people together through a common cause or goal regardless of their backgrounds. Through working side-by-side on projects or initiatives pupils can form meaningful connections and relationships which overcome social barriers.
- The volunteering opportunities we source can provide a sense of belonging and purpose to pupils who may feel somewhat different to others. Participating in volunteer work allows pupils to contribute to their communities, feel valued, thereby promoting a sense of belonging.
- By volunteering, pupils have the chance to further challenge stereotypes and any previous prejudices. Direct interactions and shared experiences can help dispel misconceptions and foster mutual respect.
- Volunteering usually involves teamwork and collaboration, requiring pupils to work together towards common goals. Through this cooperative effort, pupils learn to appreciate the strengths and contributions of others regardless of their backgrounds or social status.
- Volunteering and service opportunities encourage pupils to take ownership of their surroundings and work together to address school or local issues. This collective action can lead to stronger cohesion and a sense of shared responsibility.
- Engaging in volunteer work exposes pupils to new perspectives, experiences and skills. Through these learning opportunities pupils can develop a greater appreciation of diversity and inclusivity.

The volunteering opportunities we source or provide are effective in making pupils civic-minded and ready to contribute to society in a variety of ways:

- They see themselves as members of a larger community. Participation in volunteering allows pupils learn the importance of giving back and making positive contributions to their communities.
- They experience diverse social issues and the needs of others. This fosters empathy and compassion. By meeting individuals facing challenges, pupils develop a deeper understanding of social issues and are usually motivated to take action to deal with them.
- They have opportunities to actively participate in civic life. They will learn how to promote causes they believe in and will try to create change.
- They will be involved in teamwork and collaboration. Pupils will therefore develop leadership skills and work effectively with others. This will encourage pupils to take on leadership roles in their communities and make a difference in the future.
- Pupils may experience real-world challenges and this encourages them to think about how to deal with difficult issues. By working on projects, pupils develop problem solving skills.
- Pupils develop a sense of belonging and connection to their communities. They also form meaningful relationships with others and develop a strong sense of community spirit and belonging.
- Volunteering provides valuable real-world experiences, in addition to their learning in school.

F. How do we ensure that all our pupils benefit equally from what we offer?

Do we understand and reduce barriers to participation (e.g. Cost, timing, location, logistics, confidence, parental support etc)?

Pastoral

One of priorities as a school, is to build relationships with pupils and our parents. Staff at Priory find out as much as possible about barriers within the child's life, background, parental situation and work to 'remove' or 'get through' the barrier.

In doing so, this allows us to;

- identify barriers to participation we may not have known about.
- get to know each and every parent and how best to work with them.
- engage with parents, having no fear with contacting them to have discussions regarding barriers
- break down relationship barriers. This allows us to see them in their home if required, as they may not want to come into school.

The DfE advice is to listen, understand but don't tolerate. We therefore do not allow parents to control a situation and every child is treated equally irrespective of their background and home circumstances.

Curriculum

There is equity of access to all lessons and subjects for our pupils. We think carefully about how to reduce barriers to participation, for example providing access to technology to ensure pupils can access learning from home, if necessary, financially supporting pupils to ensure their access to trips and visits, providing uniform and covering travel expenses where necessary, providing ingredients and equipment, offering counselling services, working extensively with parents, etc. Expensive trips abroad incorporate ongoing payment systems and we avoid such trips in regular succession.

Culture

Where possible we avoid timing some activities during Ramadan and Lent. Arduous sporting activities, baking competitions and sales, certain Drama activities and Prom are all avoided during the Islamic period of fasting.

Do we enable young people from all backgrounds to feel as if they belong and are valued?

At Priory we ensure young people from all backgrounds feel as if they belong and are valued.

We implement a number of strategies to ensure this is so:

- All adults have a responsibility for each child, irrespective of their background to encourage a sense of belonging and so they feel valued.
- Our Synergy system allows all staff to record pupil interests and passions, which allows staff to show a personal interest in the lives of the pupils they teach.
- All adults in school are encouraged to engage with pupils in all situations with compassion and interest.
- Positive relationships are fostered with pupils to encourage a sense of belonging.
- We take every opportunity to reward and praise so they know their contributions matter.
- We regularly conduct pupil voice surveys, pupil panels, and Year and School Councils – All pupils are encouraged to complete and contribute to these.
- Through assemblies pupils are reminded that they belong and are valued as part of a School House, Year Group or as Priory as a whole.
- We ensure all pupils have any uniform or equipment they need, to enable them to look like they belong to our community and they can participate in activities with the rest of the school community.
- We have a Culture Inclusion Group who we consult on all aspects of school life.

- Our pupils from different cultures organise a Culture Week to teach other pupils about their culture.
- We promote celebrations of other cultures in our school.
- We provide communal prayers on a Friday for our Islamic staff, pupils and visitors.
- Our LGBTQ+ Community and Allies are regularly consulted to ensure the community feel part of the school, are safe and feel valued.

Is our provision, including our co-curricular provision, appropriately tailored to both suit and challenge pupils we serve?

At Priory, Key Stage 3 pupils follow the National Curriculum and this is enhanced where appropriate to make it more ambitious. At Key Stage 4 we offer a broad and balanced option choice with all pupils studying GCSE English Literature and Language, Combined Science, Mathematics and at least one other EBacc subject. In addition, we offer Key Stage 4 Further Mathematics to our most able Mathematicians. To encourage more pupils to continue EBacc subjects at GCSE, we allocated two hours a week at Key Stage 3 to Geography, History and French.

At present, almost all mixed ability teaching in Key Stage 3 and GCSE option subjects are mixed ability, with teachers 'teaching to the top' but adapting teaching and learning to cater for individual needs. We have limited setting in Mathematics in Year 8 and Year 9 to ensure the teaching is more specific to any ability group in readiness for Key Stage 4. At Key Stage 4 we move to full setting in Maths

At present the school is working hard to encourage participation in EBacc subjects to increase the participation percentage.

In terms of co-curricular provision, we offer a wide variety of activities. All subject areas are expected to have a co-curricular club or activity which is of interest to pupils in their field. We listen to what pupils are interested in and create activities which will be of interest such as Japanese Club, Textiles Club, Dungeons & Dragons Club, and Darts in Maths. Clubs are started by trainee teachers where their degree is of interest to pupils, such as Sociology. Some staff start clubs based on their own interest which is shared with pupils such as Chess Club. Many clubs run during the school day as many pupils have to access transport and live outside of Penwortham.

Trips and visits are increasing in number as teaching staff enable visits to places where pupils would not usually visit with their family. These include trips to historic buildings, religious buildings, museums and theatres. We are currently looking to enhance our rewards trip day with trips to experience new activities which normally some pupils would not be able to access.

Programmes such as the Duke of Edinburgh Award, the Priory Plus Award and the PiXL Edge Award reward pupils for developing skills and developing in character.

Where possible, if an activity can lead to a competition where pupils' abilities are challenged we will endeavour for them to participate.