



Auditing Spirituality January 2025

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

Where does our school show evidence for spiritual development?

Quality of Education Can we say:	Yes we can, because at Overleigh:	Our Evidence
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?	• our pupils show imagination and creativity in their learning • our pupils express enjoyment and curiosity in learning about themselves, others and the world around them • our pupils critically reflect on their experiences • our pupils are nurtured and celebrated & nurture and celebrate 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 • exploring 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 • We ensure every child has experiences to enhance the journey of 'fullness of life'	• Children are given the opportunity to reflect in worship, learning and through restorative conversations. • Our children are very creative with opportunities for art and music & have especially effective adaptations for SEND. • Our pupils express enjoyment and curiosity in learning about themselves, others and the world around them • Celebration worship, visits & visitors, enrichment, clubs & leadership roles. • The peace garden , reflection areas in classes & hall, reflection book, prayer spaces. • We provide a space for young minds to marvel at the wonders of the universe developing their thinking skills. • Welcoming children from many countries across the world & those seeking Sanctuary from Ukraine, Afghanistan & Iraq. • Achievement is personalised to the child in particular – it is seen as a value and not an outcome • A committed staff who actively seek opportunities for awe and to wonder.

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Quality of Education Can we say:	Yes we can, because at Overleigh:	Our Evidence
We have high expectations of all pupils? We generate high levels of enthusiasm for, participation in and commitment to learning?	• 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 • we use imaginative teaching strategies including adaptations which match individual needs accurately. • our teaching promotes pupils' resilience, confidence and independence when tackling challenging activities • 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 • Curiosity, community and Christianity are the golden threads throughout our curriculum. • our curriculum design ensures pupils have plenty of time to think and discuss big ideas, not just in RE. E.g. we increase opportunities for saying 'I wonder...', trying to say it at least once a day! • we make sure our learning extends beyond the classroom linking to careers and application of skills in real life.	• We carefully tailor teaching and activity to meet the needs of the pupils. • These are developed through our Values and also through the PSHE curriculum where we encourage children to understand that the answer lies within them. • 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 own thinking. • 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. • Forms of expression include, literacy, art, music, drama • Reflective opportunities planned throughout the day including CW • Through enrichment, outdoors, PE, music, art. • 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. • Our children are exceptionally kind and welcoming.

Behaviour and attitudes Can we say: 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.	Yes we can, because at Overleigh: • our pupils' behaviour and attitudes to learning improves when they engage in wondering; pupils show curiosity about what they are learning • we encourage our pupils to express their feelings and emotions • 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, learn from each other and thus better prepare our pupils for the wider world. • Our curriculum is planned to ensure high quality, well-chosen role models and experts in their field are explored by our pupils.	Our Evidence • Our children are confident and know that an adult is always here for them and to listen. We support those who find things tricky and ensure a consistent approach • 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 • Our children have a very strong sense of right and wrong and advocate for each other. • Children who have overseas links are confident to share their experiences and in turn these are celebrated by classmates.
Leadership and management Can we say: 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 opportunities for high quality learning?	Yes we can, because at Overleigh : community, not just pupils are prepared to 'think differently' about things, to take risks and think outside the box • there is time for reflection and silence - for the whole school • Everyone is able to articulate our vision and give examples of how this lived out. • Worship themes are shared with the wider community every week with suggestions to follow at home. • our pupils express their understanding of our school's values and Christian vision through words, art and artefacts. We show we value these through displays in high profile places such as the reception area • We have a shared language and policy for spirituality	Our Evidence • In worship there is always moments of quiet for reflection. Staff join in with the prayer space activities. • 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 / badges for our school values • 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. • Our values run like a stick of rock throughout school life. Children embrace the opportunity to demonstrate where they have shown them. • We have a shared language and policy for spirituality

Personal Development Our school develops pupil confidence and resilience to support their wellbeing	• We are advocates for mental health. • We provide opportunities for self-awareness • Our PSHE curriculum is extremely well considered and termly launches ensure its application to wider life are understood. • We enable pupils to self-reflect so that they can flourish. • We recognise 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. • We are an Attachment Friendly Award school and a School of Sanctuary. • We celebrate the similarities and difference of experience of Welsh and English based homes and all those that speak English as a second language.	• Our mental health & PSHE leads ensure children and staff are well supported to develop & manage strategies to strengthen their mental health. • Pastoral support is a strength of our school and we offer an extensive range of strategies, including therapeutic support to meet the needs of our children. • 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.
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