

The Spiritual, Moral, Social and Cultural Development of Pupils (SMSC).



Kelly College Prep School, as part of the Kelly College Foundation, has a strong Christian root and foundation, while always welcoming the experiences and practices of other faiths. All pupils in the school take part in prayer at least once a day and there are whole school assemblies twice each week. The school has very clear aims, an ethos and set of values that are at the core of everything that takes place in school.

The school has a strong pastoral care network of which the first and most important tier is the form teacher. Each class in the school has a form teacher (from Reception to Year 3 they also serve as a class teacher) and they are responsible for the pastoral care and welfare of the children in their form. Staff meet every morning to discuss and circulate information regarding pupil welfare. Boarders' welfare is monitored rigorously through communication between boarding house staff, parents and staff. Every pupil in the Pre-Prep and Prep are members of a House. There are House meetings every week, where there are opportunities for younger pupils to mix and work with older pupils. The House system is an integral part of the pastoral care system, as many House assemblies link directly with the PSHE policy, as well as helping to develop pupils' spiritual, moral, social and cultural awareness.

Every effort is made to encourage the pupils to be aware of the needs of others. Kelly College Prep School has always encouraged an outward looking approach, from Harvest Festival, to singing in residential homes for the elderly, to House charities and fund raising activities. This is also encouraged through whole school and House assemblies. Pupils are encouraged to take on responsibilities and all Year 6 pupils act as monitors, helping with a range of activities around the school, as well as working with some of the younger pupils. There is also a pupil School Council, where a variety of school issues directly relating to pupil welfare can be discussed and improved upon, with the aim of the school community living and working together in a positive and respectful manner.

With over 75% of pupils learning an instrument, music is heard at nearly all times during the school day. From their earliest days at school, the pupils are encouraged to sing and this is an important part of the weekly routine. Pupil concerts, participation in festivals and regular assessment through the Associated Board examinations also ensure that the challenge to achieve well in music is maintained. Drama (regularly with appropriate cross-curricular links) is a regular part of each child's experience, whether through the curriculum, in an assembly or in one of the many productions mounted each year. There are also 'themed' days, such as an Indian Day and an Egyptian Day.

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