

Governor Monitoring Visit Report

Spiritual, Social, Moral and Cultural Education

Name	All Governors
Date of Visit	March 2017
Focus of Visit	Spiritual, Social, Moral and Cultural Education.
Purpose of Visit	To further develop the role of the FULL Governing body in moderation and evaluation of the school as a 'distinctive church school'
Links with School Improvement	<p>PRIORITY 6: To ensure that the distinctiveness and effectiveness of St Botolph's as a Church of England school continues to be outstanding:</p> <ul style="list-style-type: none"> • Children can talk with a deeper understanding about the Holy Trinity • All stakeholders are involved in the M&E of collective worship • Church links are developed further • Staff are confident in delivering a high quality RE curriculum
Summary of activities : attending Faith week; observing various assemblies/acts of worship, playtimes; reflection time; attending visit to RE conference; talking to pupils; looking at learning environment	

	Comments:
A DISTINCTIVE CHURCH SCHOOL?	OUR CORE CHRISTIAN VALUES: Creation; Compassion; Endurance; Trust; Community; Responsibility
During your visit what evidence do you see of the school's Christian character? (displays; ethos)	<p>Governors commented on various displays throughout the school, especially in the hall when AOW was taking place.</p> <p>In KS1 the Christian values are listed under the school moto.</p> <p>In FS a lovely display was linked to the Reflection chair which was based on endurance. Quotes have been written up reflecting what the children have practised and then achieved. Eg 'E has practised writing her name and now she can do it' The quotes were also linked to the Mike the Knight Books. 'I keep trying like Mike the Knight'</p> <p>The feelings tree is a lovely way for the children to express how they are feeling without having to verbalise it. (They choose a picture and put it on the tree of a feeling if they want to. This can then be followed up if needed)</p> <p>One of the children said the tent was a quiet place to go and think about things.</p>
Do leaders and managers articulate, live out and promote a vision rooted in Christian values?	<p>Governors commented that the adults in the room spoke to children with respect and compassion.</p> <p>Adults also made sure children were keen to learn and there was good class participation.</p>

	Comments:
<p>What evidence is seen of the Christian values in action?</p>	<p>PM witnessed a fire drill taking place and spoke proudly of how all the children were well behaved and acted responsibly, especially as the fire assembly point had recently been moved due to building works. "Mrs Pepper seemed very pleased that the exercise was completed in less time than had been the case under the old arrangements. All children were accounted for. It was good to see safety in action at first hand!"</p> <p>JE observed reflection time in FS. At the end of the day the children had some reflection time. Relaxing music was played, the lights were put off and 3 real candles were lit. The children were prompted to listen to the music and look at the candle if they found it difficult to concentrate. Mrs Duthie then asked 'Why do Muslim people go to the Mosque?' and 'What have we found about Mosques?' The children were very good at listening to the person who was speaking and they could answer the questions from their work in Faith week. This activity displayed the values of community, compassion and responsibility. It was lovely to see the children respecting everyone's input at such a young age.</p> <p>DC spoke about his visit to KS1. The lesson was around Easter, mainly about Judas betraying Jesus. Class talked about trust and if they have ever been betrayed. As to be expected with a class of year 1, what they thought was betrayal wasn't, but the teacher didn't shoot them down and reassured them that things like 'brother being rough to me' was more that the brother doesn't really understand.</p> <p>During reflection time the children knew that only one person spoke to at a time and they showed compassion and took responsibility.</p> <p>DWi noted that on a class visit one child went and sat in the reflection area. Another child then came over and asked what she was doing, when the child replied "praying" the other child replied "oh ok" and carried on as normal. DWi said how nice it was that the first child had the confidence to pray and was given time to do so and also that the second child simply accepted her desire to pray and carry on. "An excellent display of confidence understanding and acceptance of each other"</p>

	Comments:
Discussion with pupils Make sure (where possible) that you have a group of pupils from different genders, ethnic groups, cultures, religions and socio economic backgrounds where possible.	
How well can the pupils articulate/discuss the schools Christian values?	Comments: As to be expected as the children got older the more they could tell governors about St Botolphs Christian values. FS - 4 children were spoken to and they all found it difficult to comment on them. Although one child did say you need to be good at school by listening and being kind to friends. KS1 was similar. They showed lots of excitement and were very eager and willing to answer all questions. They gave quite a few different answers but not all were correct. KS2 was more detailed. In individual reports from governors that spoke to KS2 you could tell they had more knowledge and understanding of them and could go into greater depth when discussing them. This was taken from PM visit: Mrs Pepper had provided a group of Key Stage Two children for me to interview. We settled into the library. Having recently enjoyed observing one of the BeSKiLD Headteacher group skilfully interviewing a group of children in a similar vein, this was a great opportunity to let the children speak for themselves about Christian Values. We started however by talking about the fire drill! Had they practiced for it? Were they expecting it? What did they think of the experience? There was undoubted excitement. When I asked the children if they knew why Mrs Pepper had arranged for them to speak to me, they were immediately clear that it was about Christian Values. There was also no hesitation in most of them collectively naming the values confidently. I said I wanted them to spend some time telling me what they thought each of the values meant, so we started with responsibility . They were clear that they had to take responsibility for their own actions. We were then able to discuss how the fire drill they had all just been part of, was a great example of behaving responsibly. We moved on to community . Two of the children quickly pointed to a display on the library wall headed up community. It showed pictures of Miss Bailey visiting the flood hit school in Yorkshire that St. Botolph's had raised funds for and they

	Comments:
	<p>were able to elaborate on the stories behind the various pictures.</p> <p>I asked the children what had happened recently in faith week. I was really impressed by what they relayed back to me about Sunita's visit, which had clearly made a lasting impression. They understood how a different religion treated animals and told me stories of how the fact that animals couldn't be harmed had led to tricky situations. Sunita had challenged their perception of what India was like. She had showed them pictures – for example of McDonalds – which they thought were taken in England, not India! One of the children said she had showed them a picture of a white boy and a black boy; they thought the white boy was from England and the black boy from India but had been shocked to learn it was the other way round. They had particularly enjoyed making masks and seeing how Sunita had decorated these with jewels. We agreed that everything they had been telling me were great examples of compassion which one of the boys described as “being able to put yourself in the other person's shoes”.</p> <p>I now asked if they could give me some examples of how they demonstrated endurance. Two of the girls had participated in gymnastics on behalf of the school and they each took turns to tell me about the competition and who was involved. They had clearly relished participating and doing well. I asked the other children who hadn't taken part if they had examples of endurance. They said it was about trying hard at their schoolwork and not giving up.</p> <p>We moved on to trust. They said they could trust their teachers to give good feedback on their work, especially at parents' evenings. As there had just been a round of parents' evenings, we discussed how they had got on and all seemed well. They talked about how they could trust their friends at school to help them when they were in need. Some of them talked about how they trusted their pets not to harm them when they stroked them.</p> <p>Finally, we moved onto creativity. I wondered if this might be a more difficult subject for them to talk about. Very obligingly however, a blue tit was busy nesting in the bird box that has a hidden camera in it, and this was being relayed in real time onto a television screen on the library wall. The children had been following its comings and goings, and now pointed to the nest it was starting to make as an example of creativity. We concluded this could also be a good example of endurance, as the blue tit had been exceptionally busy throughout the time we had been talking. One of the girls also</p>

	<p>Comments:</p>
	<p>pulled a book off the shelf, which showed how to draw animals from simple pencil sketches as another example of creativity.</p> <p>I gave the children the opportunity to ask me any questions they wanted to about me being the Chair of Governors. There were some very perceptive questions from several of them, including “why do you like being a governor”, “how does Mrs Pepper choose which governors she wants to work with” and “what do you do when you meet up as governors”.</p> <p>I thanked the children for their time and asked them to return to their classes, as it was about to be the start of assembly.</p>
<p>Are the children aware of the Trinity?</p>	<p>FS – No</p> <p>KS1 – Yes, they told DC “god, Father and the Holy Spirit”</p> <p><i>NB. Much more evidence within the AOW M&E reports</i></p>
<p>What do the children feel about AOW/assembly time (is it valued)?</p>	<p>Both FS and KS1 children asked said they enjoy AOW and assembly time. They stated, as they get rewarded by certificates, they feel it is valued and they also like it as they get to sing songs and listen to stories.</p> <p>A whole school assembly was witnessed and Mrs Pepper announced she had lots of award certificates to be handed out to which there was a collective ‘oooohs’ from the children. When an award was given out it was referred back to the Christian values and a respectful round of applause was given after each award.</p> <p>Going from the various AOW lessons observed and reports written it is clear that all children feel this is valued and worthwhile. All governors commented on the excellent behaviour of children.</p>
<p>Is there anything they suggest that would improve assemblies/AOW further?</p>	<p>No</p>

	Comments:
What do the children feel about RE lessons?	<p>FS - The children couldn't remember what they had done in RE although they were able to tell me lots about Muslims and the work they were doing on my visit. They were doing the following!</p> <ul style="list-style-type: none"> • Colouring in prayer mats. One child said 'Muslims pray 5 times a day' • Drawing a picture of their special place which they could explain to me. • Writing a promise on a cross which they could talk about to me. <p>They obviously don't see the connection between what they are busy learning and an RE lesson!</p> <p>KS1 – "love RE" "It is fun and interesting"</p>
Is there anything they suggest that would improve them further?	<p>Again with FS and KS1 being so young it is a hard question to ask them. However KS1 did say they enjoyed watching videos and whilst in class a short video was played. DC did make the point that perhaps children pay more attention to a video telling a story rather than an adult reading an actual book?</p>
What opportunities are there for personal and spiritual reflection? (quiet time/time to think/time to review the day)	<p>JE noted that FS children could tell her about reflection time at the end of the day.</p> <p>DC observed reflection as part of the class observation and said how nice it was to see them all behave and take responsibility and show respect for whoever was speaking. Children told DC they enjoyed reflection time and they say 'amen' at the end.</p>
SOCIAL/MORAL/CULTURAL EDUCATION	
How does the school help pupils to develop an awareness and respect towards other races, religions, cultures?	<p>With FS the children needed some prompting which is understandable but when they did they could talk about the Chinese New Year. It was also clear from the RE lesson observed that a lot of time had been spent covering Islam as part of faith week.</p> <p>In KS1 the lesson observed was focused on Easter and holy week, but the teacher kept referring back to the recent trip to the Mosque and how this was holy place for Muslims.</p> <p>When speaking to KS1 they said they enjoy learning about different religions and cultures and they said they loved their recent visit to the Mosque.</p> <p>One boy did say "people with brown skin is because they have been in the sun to long" DC did explain that wasn't the case</p>

	Comments:
	and they are born that way. KS2 please note comments earlier about faith week and the lasting impact this has had on the children.

Discussion with pupils	
Make sure (where possible) that you have a group of pupils from different genders, ethnic groups, cultures, religions and socio economic backgrounds where possible.	
<p>How well do you feel you and other pupils get on with pupils with backgrounds and cultures that are different from your own within school?</p> <p>Do you feel that everyone mixes well?</p>	<p>Comments:</p> <p>Again difficult for FS</p> <p>One child said ‘Everyone is kind and helpful and the teachers help you to be good’</p> <p>In KS1 DC asked the children if they had a classmate who had different colour skin whether they would make them feel welcome etc. He got a mixed response, some said would, some wouldn’t. Obviously this was disappointing to hear but he added there was clearly no malice in their answers. He asked why and they said “because they talk differently” so clearly struggle with language barriers.</p> <p>JW also visited a KS1 RE lesson where the children were discussing the characteristics of a Christian place of worship, however the teacher regularly asked if they could remember how different areas in the mosque were the same or different. The children were confident in their knowledge and the teacher explained later how the children had reacted to their trip to the mosque, she explained how respectful they had been and how much they had learnt from the experience. The teacher explained that in KS1 the RE curriculum now covers Christianity and one other faith from a choice of Judaism or Islam. LS explained the importance of learning about Islam due to the “bad press” the faith gets at the moment.</p> <p>JW also spoke to KS2 who were very vocal and could talk at length about the Hindu experiences they had had during the week, and were confident in talking about how god portrays itself in many different ways in the Hindu faith. They could also talk at length about the different areas of importance in the lives of people living in differing countries and cultures.</p>

<p>What do pupils feel that the school has done to promote good relationships and mutual understanding in school and in the local community between groups of pupils? <i>For example, if there are few chances to mix with other cultures, have they been on a visit or been visited by pupils from different backgrounds etc. to their own? What impact has this had?</i></p>	<p>It is clear that all children throughout the school have enjoyed faith week and learning about different cultures and religions. KS1 visited a mosque and local church and KS2 had a visit from Sunita.</p> <p>Some other KS2 children (year 5) had attended a conference on RE which was also attended by TS. She said “The children were well behaved all day. They were enthusiastic and participated in all the activities.</p> <p>The day was action packed.</p> <p>The focus was to make the children think and ask questions on different religions and cultures as well as Christianity.</p> <p>The aim was to give the children confidence to go back to school and put into action all the activities they had been involved with throughout the day.</p> <p>The children were encouraged to mix and work with children from other schools.</p> <p>The conference was very well organised and very focused. It was set at just the right level for Year 5. Although the theme and activities could be adapted for younger children”</p> <p>DWh sat in on a presentation to a class KS2 class who were having a lesson from a visitor, (Sunita Patel) about the Hindu religion. The class were divided into groups and all given an envelope containing an identical set of pictures. They were to find and explain which one was not found in India. Very challenging especially as the answer was a Hindu Temple which is actually in London, whereas planes, trains, roads, food, technology and hotels plus more can all be found in both Great Britain and India. One main difference was explained as being that everything was much cheaper in India than Great Britain. It was explained that education has to be paid for in India and so consequently only children whose parents could afford to pay, would attend school. There are indeed life comparisons in India of basically the “Haves” somewhat wealthy and the “Have nots” who live in the slums.</p> <p>At this point it was break time and I had to leave which was disappointing as after the break the lesson would continue with an explanation about the structure and worship of the Hindu faith.</p>
<p>What are the pupils’ attitudes to right and wrong in school and outside of school? Do they feel that pupils in school show respect for ‘doing what is right?’</p>	<p>Children clearly know the difference between right and wrong and they know the school rules (even saying they know what makes their teacher cross)</p> <p>In KS1 visit by DC they really enjoyed this question and telling him in great detail about house points, bronze, silver and gold certificates and if really good golden star awards!!! If you behave in a wrong way they get a sad face, no stickers, maybe miss golden time if get 3 strikes and “if really bad you have to</p>

	go and see Mrs Pepper” They told DC that if they are naughty they try and learn from their mistakes.
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Comments and Recommendations

This was always going to be a tough learning walk visit mainly due to the age of the children and we are a White British school. The area we live in dictates this and to some extent there isn't a lot we can do about this. However what we can do is to try and open the eyes and views of the children by trying to give them as much exposure to other cultures/religions etc as possible.

All governors enjoyed their visits and all commented on the excellent behaviour (though this is now a given). Children were willing to talk to governors and also ask us questions. It was obvious they have all enjoyed faith week and either going on visits or having visits into school. It is also (as expected) obvious the children know more about values etc and can talk with more confidence the older they get.

FS – As the children are so young it is understandable they couldn't talk about the values. I wonder if they could talk about a maths or English lesson? If so perhaps the RE lesson needs to be emphasised a little more so they see that connection?? Quite tricky when they are young.

KS1 – I thought the class was tailored well to the age group, at the start I thought it would cover more of Holy Week but was nice to see they just focused on a certain area and went into greater depth and after talking to the class teacher she explained this was part of the new Chris Quigley advice, they don't skim over a subject. They still have a few weeks left to cover the whole Easter weekend.

KS2 – An excellent opportunity to hear the children talk enthusiastically about the school's Christian Values and to see them in action

Recommendations:

Could we ask Dilip Patel to come in and talk to the children about his culture? Any other local people, maybe someone from a local Chinese restaurant, Yam Sings?

Video links/Skype with another school?

Pen-pals with another school?

It was felt all governors would benefit from at least one collective discussion with children per year on a given subject.

Points requiring further discussion at full governors:

DC – I was obviously disappointed and concerned some children said they wouldn't be friends with a child with a different colour skin. I must add there was clearly no malice in their comments but just reiterates that we need to do more as a school to expose them more. I spoke to Nicola Robe afterwards and she said maybe we could do an assembly on the subject to the children and try to educate them more, maybe linked to Prevent but obviously tailored for children.

DWh - To use any resources available through either Leicestershire Education Authority and the Leicester Diocesan Board of Education. In particular the Leicester Diocese has links with Trichy in India, Kyoto in Japan and, Kilimanjaro and Kiteto in Tanzania and children could benefit from developing organised contact with them

Signed Daniel Cook
(Governor)

Signed _____
(Headteacher / Coordinator)