

## Governor Monitoring Visit Report

### Improving the Spiritual, Moral, Social and Cultural (SMSC) education of pupils, in addition to promoting British Values

**Focus: School Improvement Plan Priority 3: To further improve children’s spiritual, moral, cultural and social understanding through embedding core Christian values across the school:**

- To embed core Christian values through acts of worship and school ethos
- To further develop reflection
- To give children increasing opportunity and responsibility to lead acts of worship.

#### Summary of activities:

Following on from previous combined Governing body learning walks, it was decided again, to follow the same format, this time in observing how the school supports SMSC education, together with promoting British Values.

During a two week period, the governors were able to attend and observe various activities throughout the school, including lessons, Acts of Worship, golden time activities, lunchtime, a whole school learning walk, an educational visit from Pop UK, lessons and even a ‘Get out there MTB’ day which the children won as part of a ‘scoot to school’ challenge! The same observation format was used by all of the governors, including questions to the children.

The findings and any subsequent recommendations are set out below.

Recommended Policies and Documents	Date last updated
Spiritual, Social, Moral and Cultural Education Policy	Dec 2014

	Comments/ dates:
<b>A DISTINCTIVE CHURCH SCHOOL?</b>	<b>OUR CORE CHRISTIAN VALUES:</b> Creation; Compassion; Endurance; Trust; Community; Responsibility
What evidence is there of the school’s Christian character? (displays; ethos)	<p>On walking into the school it is clear that the school actively promotes its links with St Botolph’s church. The reception area has details of St Botolph and links with the church and Vision statements referring to Christian values are also clearly displayed around the school.</p> <p>The Christian values are displayed across the wall the children face in assembly. There is also a display board showing “Our Christian values in action”. The ethos of these values was continually referred to as the Headteacher read what was on the certificates as the children received them, throughout the Golden Stars assembly. The Headteacher asked what certain words meant and definitions of words were given by the children and linked to the Christian values of the school.</p> <p>Around the classrooms there are displays that contain the core Christian values and the ABC (behaviour) charter. There</p>

	<b>Comments/ dates:</b>
	<p>are also reflection chairs in every class. The Schools new ethos is displayed throughout the school “new day...endless possibilities”. When asked if they liked the new ethos a group of children responded with “Yes, as every day we learn something new”. In the Foundation Stage the children can pick up a bead, put it in the bowl in the reflection area and can then say a prayer for somebody. This area is well used by the children. They also have a kindness tree which displays the kind things children have done.</p> <p>Throughout the classrooms there was evidence of the core Christian values being referred to – for example care for creation was evident in the eco code written by the children in the PLC, as well as in one reflection area referring to the care of creation, all this clearly being put into practice with an area for growing vegetables and chickens being cared for.</p> <p>Other examples include the displays of the children's posters for Eco and School Councillor. On these posters children had included phrases such as 'I try hard', 'I love God', 'I am a good friend', 'Don't drop litter', 'Looking after people if they're hurt' and 'Listen, care, share and be kind'.</p>
<p>Do leaders and managers articulate, live out and promote a vision rooted in Christian values?</p>	<p>For the Golden Stars assembly the staff had obviously thought carefully about which children they had chosen and referenced comments on the certificates to the school values. Phrases such as helpful, perseverance, role model, and consistent were used. At the end of each assembly the Headteacher asked the children to summarise what phrases/words had been used and clarified any misconceptions.</p> <p>The leadership team are clear in their passion for the Christian values and have recently had a specialist week designed to encourage the children to consider how the values fit into the daily life at school.</p> <p>Some staff members attend St Botolph's church or other churches local to them, living out their Christian values. The Head is very clear about the Christian ethos of the school and works closely with St Botolph's Church to ensure that the very best provision of Christian values is taught and seen in the service of the people of the church to the school.</p> <p>An example of 'living out' and 'promoting' the Christian values was clearly evident when the Headteacher and other school staff were not afraid to have a go on the mountain bike track at the 'Get out there MTB' day. Compassion, trust and endurance among leaders was obvious and the smiles and laughter suggested that it was an enjoyable experience</p>

	<b>Comments/ dates:</b>
	for all.
<p>What evidence is seen of the Christian values in action?</p>	<p>Many of the values were clearly displayed throughout the 'Get out there MTB' day. 'Endurance' when some of the children who clearly found the track very tough going persevered until they had reached the end, 'compassion' when others were clearly encouraging their peers to complete the task and 'trust' in the facilitators who helped them around the track. There was a great sense of positive 'community' between pupils, facilitators and school staff throughout the session.</p> <p>The golden time session observed involved making savoury pasties. From start to finish, this was an opportunity for chaos yet, quite incredibly, the class was well controlled whilst allowing the inherent fun to naturally flow. The children were asked to wash their hands and put on aprons. Older pupils helped the younger ones. One pupil was explaining to another how to measure the flour in the weighing scales. The children were working on both sides of a series of tables but in groups of four or six, so they could each get a piece of the action.</p> <p>The level of pupil engagement observed was overwhelming with fantastic cooperation between them. For example when weighing out the fat for the pastry, some in the group were cutting it into the scale pan and some were watching the scale reading and guiding on "a bit more; a bit less" etc. Mrs Vasey demonstrated the rubbing-in technique. One pupil was seen to be very good (rubbing instead of squeezing) and singled out for praise. Another spilled water over the table and having obtained tissue, intuitively wiped up the spillage; obtaining more tissue as the first batch was not enough.</p> <p>In the Golden Stars assembly all of the values were mentioned, which demonstrates that Christian values have been in action and seen by staff.</p> <p>During lunch-time the older pupils are tasked with and can be seen serving the hot meals to the younger pupils ensuring that each has a full selection of the food available to them. They do this BEFORE participating in their own lunch whether it is a hot meal or a pack-up lunch.</p> <p>The children's excellent manners are continually witnessed and they show respect for visitors to the school (e.g. church members that listen to readers in the morning). The children also showed a high level of respect for the visiting music tutor and were very well behaved, showing their sense of responsibility to themselves and the school, to a visitor.</p> <p>On visiting areas of the school it was clear to see that the</p>

	<b>Comments/ dates:</b>
	<p>children knew what the Christian values meant and many of them were seen in action, for example during POP UK the children have shown “endurance” with the constant rehearsing and practicing of the songs ready for recording.</p> <p>During playtime a number of children in KS2 were showing “compassion” towards a child that had been hurt whilst playing, she was surrounded by friends checking that she was ok and that she didn’t need any further help.</p> <p>Children are keen to take responsibility for their own work and actions and in KS1 (especially year 1) they are being actively encouraged to become more independent ready for the move to year 2.</p> <p>Another example of the values in action includes when the children took part in a litter pick called 'The Big Tidy up'. This meant that the children went out into the community, in order to take responsibility for keeping the area clean and tidy.</p>
<p>How well can the pupils articulate the schools Christian values?</p>	<p>During the golden time session the opportunity was taken to ask three children if they could name the Christian values. Two confidently named all of them. They said they had been covered in an assembly by one of the teachers. Without prompting, another said they were now looking at British values. I asked if she could name them. She managed to recall democracy but couldn’t recollect the others. She turned to her friend for support. Her friend mentioned two or three values but another pointed out these were Christian, not British values.</p> <p>A group of children in a year 1 class were able to say what the Christian values are and what they mean at a basic level.</p> <p>Throughout an assembly the Headteacher asked questions and the children responded eagerly and well. It was not just a few hands going up or just the older children doing this, but throughout the age ranges.</p> <p>At the end of a story within the Lions class, the teacher was encouraging the children to link the actions of the character in the story to the Christian values. The children have clearly understood what each value entails and were keen to “show off” their knowledge and understanding.</p>

	<b>Comments/ dates:</b>
<p>What involvement is there of the Church and its community being involved in school life and vice-versa?</p>	<p>This year has seen strengthened work with the Church. A new venture this year has been the success of our loyal ‘early bird’ readers – members of the Church congregation who regularly go in to school to hear the children read and there are also a number of Church members who have helped children in the Foundation Stage with a sewing project. There has also been a monthly lunch club at the school, again for members of the congregation. A number of children were given the responsibility of “meeting &amp; greeting” conducting themselves impeccably in a caring and thoughtful manner to ensure that everyone enjoyed the experience.</p> <p>At Christmas time KS1 and KS2 performed their nativity productions in the church, as well as a medley evening with the staff. There are also Harvest and Easter celebrations that take place. In addition the pupils have performed two concerts in church following a series of practices with Pop UK. Throughout the year members of the Church community come into school to lead Acts of Worship and there are three Foundation governors on the schools Governing Body.</p> <p>One congregation member runs a hand bell group which enlivened the worship in a service last Christmas and the children write an article for the parish magazine each month (a different class each time). The Head, staff and clergy are in regular contact to look at further ways we can work together and are exploring help in RE lessons and providing congregation members to help with further activities in the school.</p>
<p>What opportunities are there for personal and spiritual reflection?</p>	<p>In each of the classrooms there is a space set aside for individual quiet contemplation and reflection.</p> <p>In one KS2 classroom there was also a picture of Buddha with some appropriate quotes as the class were learning about Japan.</p> <p>Key stage 2 have ‘spot light’ where a child presents to the class something that they want to share e.g. their hobby.</p> <p>Class assemblies are used for the children to give their own input and reflect on afterwards and there are various Acts of Worship during the week, giving the children more opportunity to reflect during prayer time.</p>
<p><b>PROMOTING BRITISH VALUES?</b></p>	<p><b>FUNDAMENTAL BRITISH VALUES:</b> democracy; the rule of law; individual liberty; mutual respect &amp; tolerance</p>

	<b>Comments/ dates:</b>
<p>What evidence is there of promoting fundamental British values (displays; ethos)?</p>	<p>The school actively supports “democracy” in the use of school councils (both general and Eco). There are notice boards in the hall to show the work of these councils. The children vote for candidates in the school council elections and are actively involved in deciding on the expected rules for classroom behaviour.</p> <p>There are clear displays of the School Charter both around school and within the children’s home school diary. Children are asked to sign the front of the diary so that they understand what is expected of them in terms of behaviour and work attitude.</p> <p>In the hall there were displays promoting the British values and the piano had the Union flag on it. The music as they came into the hall was Pomp and Circumstance march (‘Land of Hope and Glory’). The Headteacher talked about democracy in assembly.</p> <p>The Pop UK session mentioned other faiths, not solely Christianity, with a strong spirit of mutual respect and tolerance. A member of staff was also seen walking past carrying a large folder titled ‘British Values’, which contains work completed by the children.</p> <p>Each classroom had a St George’s Day display, but exploring the wider significance of the saint.</p> <p>A visit to the school by Sergeant Pepper from the local police during the ‘Get out there MTB’ day, allowed the children to explore the rule of law and individual liberty.</p>
<p>What evidence is seen of British values in action?</p>	<p>During the golden time session there was ample evidence, particularly of the latter three values, in all the classes visited – pupils’ freedom to engage in the pastry making, working together and helping each other, supporting those working at a slower pace. In fact such was the scale of the task, it would hardly have been possible for two teachers (whatever level of experience) to control a class so capable of anarchy / disruption, without the goodwill of the pupils. This can only be proof that pupils at St. Botolph’s have a clear understanding of their responsibilities to each other and the need to focus on the task in hand.</p> <p>Throughout assembly time the children were extremely well behaved which demonstrated great respect for each other and the Headteacher who was leading the assembly. The children had a chance to offer their ideas but were aware of the assembly rules. Tolerance is linked to the value of compassion.</p> <p>KS2 were keen to talk about the recent “mock” general</p>

	<b>Comments/ dates:</b>
	<p>election that took place on polling day. They learnt all about the different parties and enjoyed having the chance to vote.</p> <p>The children were very well behaved with the visitor from Pop UK, showing excellent respect and keeping to the rules of expected good behaviour. When children were asked who wanted to perform 'air guitar' for the Pop UK concerts, those who wished to could do so and those who did not watched those who did – individual choice and liberty was clearly respected. There was also mutual respect between the staff who were asked to choose the children based on their performance and the children who waited patiently and respected the decisions once made – recognising the democratic nature of it as it was agreed among the staff and not just one individual.</p> <p>The children who took part in the 'Get out there MTB' day displayed a number of British Values in action. In particular 'mutual respect' for bikes belonging to each other and to the facilitators and in making the visitors to the school feel welcome. The 'rule of law' in listening to and following the rules set out by the facilitators, 'individual liberty' in deciding whether or not to actually have a go on the track, many of the children were nervous about it, but were encouraged to help one another. 'Tolerance' was also noted, mainly by more experienced bikers towards those who were less experienced.</p> <p>Other evidence includes the children being taught 'The Green Cross Code' and taking part in cyber bullying workshops.</p>
<p>What skills does the school teach that enables pupils to participate fully and positively in democratic, modern Britain?</p>	<p>The school promotes diversity through celebrations of different faiths and cultures, and opportunities such as the football World Cup and the Olympics have encouraged the children to learn about different cultures and faiths. Current topics have seen the children learn about Japan and previous topics have included a look at World War 2, helping children to learn about tolerance, individual liberty, the rule of law and mutual respect. School regularly has visitors from other faiths to help develop the children's tolerance towards different faiths and beliefs; for example each year a visitor comes to the school and puts on a Diwali workshop for the children to participate in which usually includes traditional costume and dancing.</p> <p>The school promote internet safety, providing many opportunities to take part in internet safety workshops helping to develop values such as mutual respect, individual liberty and rule of law in particular.</p> <p>The school encourages children to have their say and actively run the school councils in a democratic way. Children</p>

	<b>Comments/ dates:</b>
	<p>participating in this are listened to by the school, helping to show the children that everyone can have an opinion.</p> <p>The school teaches respectful listening to one another without interruption and a strong ethos of adhering to the rules. However, they also clearly teach the children to ask questions of those in authority and the children clearly had no issues about approaching the staff, including the Head, to ask questions. The school actively encourages individual liberty and the children are aware that they have the freedom to make their own choices (dinner hall, playtime, moving around school), but at the same time they are aware that there are consequences for any choices that do not reflect the rules set out by the school and the school/eco council.</p>
<b>SOCIAL/MORAL/CULTURAL EDUCATION</b>	
<p>What activities do pupils take part in that promote social skills?</p>	<p>There are numerous activities that the children take part in during the school year which actively encourages the development of social skills. They include:</p> <ul style="list-style-type: none"> <li>• Various after school clubs either run by school staff or outside agencies.</li> <li>• Golden time.</li> <li>• Active play times.</li> <li>• Deciding which charities to raise money for.</li> <li>• Sporting competitions against local schools.</li> <li>• Lunch club with church members.</li> <li>• Talk partners.</li> <li>• Golden time groups. Year1 – Year5 mixed groups.</li> <li>• Talking to play leaders at lunchtime.</li> <li>• Buddy readers.</li> <li>• School Eco and Council meetings.</li> <li>• Assemblies.</li> <li>• Sports day.</li> <li>• Gymnastic competitions.</li> <li>• Football competitions against other local schools.</li> <li>• Eco and school council.</li> <li>• Concerts, plays and assemblies.</li> <li>• Pop UK.</li> <li>• Get out there MTB.</li> </ul> <p>During the lunch-break some pupils were participating in a couple of groups. One group was outside learning country dancing which focuses on timing and co-operation with the importance of working together. The second group were there to practice Hand-bell ringing which similarly focuses on timing and co-operation with the importance of working together.</p>



	<b>Comments/ dates:</b>
	<p>Pop UK showed the children working together in singing and actions to accompany the songs and the 'Get out there MTB' day encouraged social skills between pupils, staff and facilitators.</p> <p>There had been a Cyber Bullying workshop and Y5 had given a presentation about it to the rest of the school.</p> <p>There are various posters displayed around school encouraging taking responsibility for oneself and being socially responsible.</p> <p>In one class a child gave a report to the rest of the class about the time he had spent with the class cuddly toy lion, enabling good and confident communication with others.</p>
<p>How does the school help pupils to develop an awareness and respect towards gender, race, religion, culture, sexual orientation and disability?</p>	<p>Different faiths are taught through RE which helps to develop respect and tolerance amongst the children. Topic work covers different races and cultures. Awareness and respect is also taught through assemblies, topic work and SRE. The school also has various policies in place which covers gender, race, religion, culture, sexual orientation and disability.</p> <p>The children with disabilities or special needs are treated as others in the school community. The pupils have an inclusive attitude to any other pupils that have a disability. Makaton is used in many Acts of Worship and all children have been taught how to sign in return.</p> <p>Children are made aware of any of their peers that have disabilities and are aware of the limitations that this places on the child. This does not change the way in which the children behave with the children in question, but it does allow other children to respect the differences.</p> <p>Displays of the current topic work on Japan were evident in most of the classrooms, covering everything from food and sport to religion and festivals, giving the children a wider knowledge of another culture and aspects of that culture, including differences in religion and race.</p>
<p>How well does the school prepare pupils for the next stage in their education (transition from FS to KS1; KS1 to 2; Y5 to SHS?)</p>	<p>In recent times liaison between the staff of the respective classes has led to a much improved transition allowing for a smooth migration from one stage to the next.</p> <p>Towards the end of the academic year, pupils moving between key stages are invited to play on the different playgrounds. So FS will play on KS1 playground and KS1 will play on the KS2 playground, helping them to integrate with the older children.</p> <p>Golden time prepares the children to work with other staff</p>

	<b>Comments/ dates:</b>
	<p>around the school helping them prepare to be in a different classroom with a different teacher.</p> <p>Year 5 pupils have 3 induction days over at SHS and the year 6 leader at SHS visits the year 5 pupils on a number of occasions leading up to the end of the summer term. Whilst the year 5 children are at SHS the remaining years meet their new teachers.</p> <p>Additionally part of the Family Outreach Worker's role, is to aid the transition of pupils who may be finding the move particularly difficult, whether they are moving key Stages within the school or making the transition to the High School. This involves her working with a group of year 5 children on the Thinkwise project and she often takes groups of the more worried children over to SHS for extra transition visits. The FOW has been doing this for some years now, for all of the Shephed primary schools.</p>

<b>Discussion with pupils</b>	
<p>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>	
<p>How well do you feel you and other pupils get on with pupils with backgrounds and cultures that are different from your/ their own within school? Do you feel that everyone mixes?</p>	<p><b>Comments:</b></p> <p>The pupils at St Botolphs are of a predominately white British culture, however they do learn about other cultures throughout school. In one year group there is a Polish girl who, when she started at the school, could not speak any English. She now speaks English very well and mixes with all of the other children, both inside and outside of school. The children explained that it makes no difference if someone is from a different background to themselves. They feel everyone gets on and like it that everyone is different. The children stated that they enjoy asking questions about where other children were born and if it is different in that country.</p> <p>Children's responses in the assembly suggest that they understood what the meaning of being Christian and British was.</p> <p>On some learning walks it was not possible to establish if there are any issues for backgrounds and cultures. However on the whole, pupils felt that everyone in school mixes very well.</p> <p>A selection of children did say that it doesn't matter what people look like, as long as they are nice then they can play with them (This came from a group of year 1's). The children</p>

	<p>didn't feel that anyone was ever left out and the group said they always have a look at the "friendship spot" to make sure that everyone has someone to play with.</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 visited or been to visit school, which has pupils from different backgrounds etc. to their own? What impact has this had?</i></p>	<p>In general children found this question very difficult to answer. Very little reference was made to mixing with other cultures or visiting schools which has pupils from different backgrounds to their own.</p> <p>Indeed a small number of year 5 pupils stated that they have 'lots of friends and know a lot of people who live in Shepshed, as it is only a small town'.</p> <p>Within school pupils say that teachers help if people fall out with each other and they make it all better. 'They do this by guiding us through to settling our differences and becoming better friends. If anybody becomes sad or upset friends care and come and see you to see if you're ok and if they can do anything to help you'.</p> <p>In the playground there is a 'Friendship Stop' for anyone who has no one to play with to stand at for someone to come over to invite to play. The pupils spoken to said that it had always been there and is used – indeed it was because it was being used and a pupil being invited to play, that it was noted. The children were clearly very supportive of one another and showed good relationships within school.</p> <p>The children are also clearly comfortable with members of the wider community – particularly members of St Botolph's church community as EB said that 'several children asked if I could come and play'.</p> <p>Within the wider community the school takes part in inter-school sporting competitions, as well as promoting positive relationships between the HAPIS from schools within the trust.</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 know what the school rules are and the consequences. They said children behave well at school although some are sometimes put on a sad face. The pupils spoken to accept the Rules for the School and understand the importance for them. One child stated that they thought it was unfair if a pupil received a warning for talking whilst lining up and, after continuing to talk, the whole class had to sit back down and then re-line up. (It made them cross).</p>

	<p>Many pupils felt that their peers show respect for doing what is right.</p> <p>A number of the governors believe that the pupils show a good attitude and are taught the importance of what is right and wrong and believe that this value is taken back out in to the community.</p> <p>A number of the children spoken to have a clear sense of right and wrong – one pair were playing by jailing the other for imaginary misdeeds, showing an understanding of the rule of law!</p>
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<b>RECORDING:</b>	
Check the school's log for any incidents of bullying and harassment. Are there any worrying patterns of pupils from particular cultures, religions etc. recorded?	The book has very few bullying/harassment incidents logged in and whilst one pupil's name did appear more than once, the Headteacher was clearly aware of and the situation is being monitored.
The school's log of racist incidents. Are there any worrying patterns of pupils from particular cultures, religions etc. recorded?	There are no reported racist incidents logged.

<p><b>Comments and Recommendations</b></p> <p>Very little reference by the children to mixing with pupils from other background and cultures suggests that there is more work to be done here? Visiting other schools or other places of worship perhaps? Inviting partnerships between schools whose faith and cultures is different to that at St Botolph's school?</p> <p>A thoroughly enjoyable and enlightening visit!</p> <p>From the experience of this visit it is difficult to arrive at any recommendations as the school environment is a very happy one, with all children and staff displaying strong respectful relationships.</p>
<p><b>Points requiring further discussion at full governors:</b></p> <p>It has previously been recognised that there are strong parallels between Fundamental British values with our Core Christian Values and it would make sense to draw these as close together as possible rather than treat them as distinct separate subjects - Hopefully without causing any confusion.</p> <p>Fostering relationships with other schools whose cultures and faiths are different to those at St Botolph's?</p>

Signed \_\_\_\_\_  
(Governor)

Signed \_\_\_\_\_  
(Headteacher / Coordinator)