

## Governor Monitoring Visit Report

### Spiritual, Social, Moral and Cultural Education

<b>Name</b>	<b>Governor's Monitoring Visits</b>
<b>Date of Visit</b>	November 2018
<b>Focus of Visit</b>	Spiritual, Social, Moral and Cultural Education.
<b>Purpose of Visit</b>	To further develop the role of the FULL Governing body in moderation and evaluation of the school as a 'distinctive church school'
<b>Links with School Improvement</b>	<p><b>PRIORITY 6: To ensure that the distinctiveness and effectiveness of St Botolph's as a Church of England school continues to be outstanding:</b></p> <ul style="list-style-type: none"> <li>● Children can talk with a deeper understanding about the Holy Trinity</li> <li>● All stakeholders are involved in the M&amp;E of collective worship</li> <li>● Church links are developed further</li> <li>● Staff are confident in delivering a high quality RE curriculum</li> <li>● <i>NA - Staff are confident in the expectations/implications of the new SIAMS</i></li> </ul>
<b>Summary of activities</b> : observing various assemblies/acts of worship, playtimes; reflection time; talking to pupils; looking at learning environment	

**Note: not every section of this form will apply to each visit**

	<b>Comments:</b>
<b>A DISTINCTIVE CHURCH SCHOOL?</b>	<b>OUR CORE CHRISTIAN VALUES:</b> Creation; Compassion; Endurance; Trust; Community; Responsibility
During your visit what evidence do you see of the school's Christian character? (displays; ethos)	<p>All Governors reported physical evidence of the school's Christian character through reflection chairs, accessible folders of RE work and displays about our core values across the school (this included the Remembrance Day display in the hall). The ethos was particularly strong in FS as they had lots of Noah's ark work displayed from our Faith week.</p> <p>In classroom observations all Governors commented on how teachers, support staff and children conducted themselves in relation to the core values. For example, teachers were compassionate of children responding to questions, children took responsibility for their tasks with many of them being collaborative tasks and there was a real sense of enthusiasm in each classroom due to the planning of creative lessons.</p>
Do leaders and managers articulate, live out and promote a vision rooted in Christian values?	For Governors who observed RE, it was evident that there is a real enthusiasm and a passion for teaching the subject across the key stages. Teachers used appropriate subject language and there was a feeling of confidence towards the content being taught.

	<p>In other subject observations, Governors commented on how the values have been embedded into lessons allowing children to see the values present in everyday life. For example, challenging tasks promoted endurance and responsibility, empathetic teaching demonstrated compassion towards struggling children and collaborative activities required trust and a sense of community.</p> <p>Our reward system is also a good opportunity for children to see how their actions are noticed by teachers as they receive Well Done certificates based on our core values.</p>
<p>What evidence is seen of the Christian values in action? (<i>Playtimes/general behaviour within lessons and around school</i>)</p>	<p>Our children know to take responsibility for their behaviour as all Governors reported calm, respectful and hardworking classes with any unwelcome behaviours being dealt with swiftly by class teachers.</p> <p>This behaviour was also noted outside of the classroom during act of worship and also within communal areas such as cloakrooms and playgrounds (in the beginning cloakroom areas were noted to be quite chaotic but children were showing the value of compassion by waiting for their peers to finish before they entered).</p> <p>One Governor report how KS2 children were showing lovely examples of community and compassion by congratulating or consoling each other as parts to the Christmas play were given out.</p> <p>It is felt that throughout the school there is an overall feeling of responsibility from all the children to care for each other and the school.</p>
<p><b>Discussion with pupils – general (values/vision/AOW)</b></p> <p><i>Make sure (where possible) that you have a group of pupils from different genders, ethnic groups, cultures, religions and socio economic backgrounds where possible.</i></p>	
<p>How well can the pupils articulate/discuss the schools Christian values?</p> <p>KS2 – can they name/give eg.</p> <p>KS1 - If you say the value, do they know what it means/know how they'd show it in action?</p>	<p><b>Comments:</b></p> <p>Children from all year groups were spoken to by at least one governor and through discussions it is clear that they are very confident with naming our core values and explaining what they meant. Children gave examples from both school and home which shows that they are carrying these values with them in their everyday life.</p> <p>Children in year 1 were still a little unclear about our values and it was suggested that children in FS were too young.</p>

<p>What do the children think the strapline “New day, endless possibilities” means?</p>	<p>Children suggested that our Motto meant that they can do anything if they put their mind to it. The word ‘achieve’ was used by many children to describe ‘endless opportunities’.</p> <p>One set of children commented that the ‘New Day, meant that each day was a fresh start irrespective of what had happened the day before and it gave them a chance to start again. This is nice because it allows children to understand that everyone makes mistakes and if they do they can also be forgotten and life still goes on.</p> <p>One child did not like our strapline and felt it should be ‘New day, new day to follow God’</p>
<p>Are the children aware of the Trinity?  Can they explain how this relates to their behaviour?</p>	<p>The large majority of children spoken to could explain that the Trinity is the Father, Son and Holy spirit. They were a little less confident on the meaning of Trinity but after some coaching a few students could explain that we need to follow the example set by God the Father and explain that the Holy Spirit lives in us all.</p>
<p>What do the children feel about AOW/assembly time (is it valued)?</p>	<p>The majority of children spoken to enjoy assembly, others said it was a bit boring unless it was a class assembly or the well done assemblies. Those that enjoyed them said it was because they got to learn things and talk about different things from the bible. They like that they learn new things about the Bible.</p> <p>Children reported that they liked the opportunity to pray together and enjoy being part of the services, especially with our welcome at the beginning.</p>
<p>Is there anything they suggest that would improve assemblies/AOW further?</p>	<p>One child suggested that they would like the opportunity to bring in things from home they may connect to the bible – perhaps this is more for class assemblies however?</p> <p>The children couldn’t really suggest how the assemblies could be improved even if they had said they didn’t enjoy them.</p>

## Discussion with pupils - RE

*Make sure (where possible) that you have a group of pupils from different genders, ethnic groups, cultures, religions and socio economic backgrounds where possible.*

What have children been learning about in RE? Can they articulate their learning?

**FS children explained that they had been learning about Noah's Ark, Remembrance day and Christmas and were very positive about the lessons and excited to show their work.**

**LKS2 had been learning about making promises and had been making their own wedding vows. They had been really enjoying the lesson as they were able to modernise them for example 'I promise to always make you dinner and let you watch the TV'.**

**KS1 were learning about the Christmas Story and were able to articulate the story trail that they had done the week previous to the observations.**

**UKS2 had been listening to Christian music and discussing the meaning of songs and the Christian messages behind them.**

**It was also lovely to know that visits had been made by Reverend Lydia and Dave Whittington who had been asked many questions about their faith and how they began on their religious paths.**

**All children were able to identify their RE lessons and spoke enthusiastically about them.**

What do the children feel about RE lessons?

**The large majority of children said that they feel good about RE lessons and enjoy listening to bible stories.**

**One group of children from UKS2 said that they didn't really like RE because it was boring and the activities are not fun however this was contradicted by another group of UKS2 children who suggested that they like RE as it is a welcome escape from English and Maths so it is fun.**

<p>Can they show you a piece of work in RE they are proud of and tell you what it was about?</p>	<p><b>All the children asked were very enthusiastic about pieces of work they had done in RE:</b></p> <ul style="list-style-type: none"> <li>• <b>Bookmarks about the Salvation Army</b></li> <li>• <b>A special celebration folder</b></li> <li>• <b>Advent calendars made in KS1</b></li> <li>• <b>Discussions about their favourite bible stories (Jonah and the Whale).</b></li> </ul>
<p>Is there anything they suggest that would improve RE lessons further?</p>	<p><b>A small group of KS1 children suggested that their lessons could not be improved but they would like to be able to help Mrs Vasey as she always helps them.</b></p> <p><b>Some children would like to learn more about other faiths and how they compare to Christianity.</b></p> <p><b>Children would like to be able to make things that depict bible stories perhaps through junk modelling or with Lego.</b></p>
<p>What opportunities are there for personal and spiritual reflection? (This can be within RE and other times - quiet time/time to think/AOW reflection/prayer/time to review the day)</p>	<p><b>Children highlighted many chances that they are given for personal and spiritual reflection for example:</b></p> <p><b>Reflection chairs, shared prayer in AOW, reflection time and the end of the day.</b></p> <p><b>Some children suggested that the Pod is a nice area that we could use for reflection.</b></p> <p><b>Children suggested that they like that they have the opportunity to share their thoughts and feelings throughout the school day but also said that they understand that not all children want to and we should respect that too.</b></p>

<p><b>Discussion with pupils - SMSC</b></p> <p><b>How does the school help pupils to develop an awareness and respect towards other races, religions, cultures?</b></p>	
<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><b>Comments:</b> Being a largely White British school this was quite a challenging question for our pupils to answer but all Governors who commented felt that the children had a feeling that they should accept everyone irrespective of where they are from or who they believe.</p> <p>Year 2 Children commented that they had been doing poetry about Diversity which means to treat everyone the same-they were entering the poems into a competition.</p> <p>On the whole it is felt that our children mix well together and the school is 'harmonious'.</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>Faith week is a good opportunity for children to spend an extended amount of time learning about their faith and the faiths of others. KS2 children remember a time when they visited a synagogue which they spoke about fondly.</p> <p>When asked about other faiths it was clear that our children (especially KS2) could name many and even remember symbols that represent them (for example the Moon and Star for the Jewish 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 felt that our reward system enables them to know clearly the consequences of right and wrong actions. They said respect is important in relation to both children and adults in school. Children said they felt safe and happy in school.</p> <p>It was felt that the word 'sorry' is very important if someone does something wrong inside or outside of school.</p>

### Comments and Recommendations

I feel from the reports given that this was a particularly challenging aspect of our SIP plan to observe especially for those Governors who were not directly observing RE lessons or Acts of Worship. However, it is clear that children have our values embedded into their daily lives as evidence of them were evident throughout the school day.

All Governors enjoyed their observations and said the majority of children were well behaved and respectful at all times although there were a few issues in year 5 and it was felt that their behaviour could have been a lot better.

### Recommendations

Are FS children too young to understand our values or are we doing them an injustice? Should they attend more act of worship sessions?

Is more work needed on the understanding of the Holy Trinity? Children were a little vague in this area.

Do we need the values displayed in the classrooms?

### Points requiring further discussion at full governors:

Do we feel we are prepared for our next SIAMs visit or are there any areas that we need to improve before this happens? Would we be happy with 'Good' this time as I believe it is now extremely difficult to gain 'outstanding'?

Signed  Kelly Harkins  
(Governor)

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