**School Ethos Group Monitoring Enquiry**

**Landscove Church of England Primary School**

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| **Spring Term 1 Monitoring Visit Notes**  **Enquiry focus: How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?**   * How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? * How do school policies and practice create a culture in which people’s wellbeing is enhanced? * How is enabling good mental health for all central to the school’s work? * As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times? * How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well? | |
| Date/duration of visits and interview meetings:  Tues 4 Mar, 14.30-15.30: Chat with children and review of parent and children’s surveys | Name of Ethos group members involved in the enquiry:  Emma Piercey-Fisher, Grace Coles, Rachel Baber  Written by: Grace Coles |
| **Learn/Support/Challenge**  **Key Questions to ask to aid discussion:** | **Notes/what’s working well:** |
| **Monitoring activity 1: Interview with Head or wellbeing champion**  How do you enable good mental health?  What evidence do you have?  Do your colleagues feel valued, nurtured and affirmed?  Is the school a place of welcome, dignity and inclusion?  How does your induction live out your vision?  How do you deal with difficult times? Can you give an example, especially regarding those who may be vulnerable or disadvantaged.  How is difference celebrated in your school?  Additional questions/discussion: | *Staff well-being – as Head these are all the things in place to support staff well being*  *•Head listens. Properly listens. Open door policy*  *•Head works hard to build and sustain positive working relationships with the whole team. This builds a team where trust, empathy and a shared sense of responsibility is a given. I think our values are tangible and lived out by all.*  *•KP staff meeting once fortnight, catch up meetings in between via TEAMS/in person/Email etc but not for all (PT/FT)*  *•Tuesday early morning meetings introduced to keep all staff informed and up to date – no-one is out of the loop – values all*  *•TA ½ termly meeting – with JR. Listen to what is going well, improvements they would like to see, any issues- open door. Staff able to share without worry.*  *•Time given for subject leadership*  *•Feedback policy supports marking workload*  *•Time given when staff / school have need EG: organizing arts week*  *•Coaching for teaching staff to support personal & professional development but also offer supervision*  *•Appraisal targets link to ASIP & CPD – no layering of additional targets*  *•Trust: Sue Howard email every term and we have a link contact*  *•IIH therapeutic support & CPD to understand and manage emotions etc*  *•Give back days, long service days*  *•By working closely with Broadhempston we strengthen our core offers - staff can lead their passion, share good practice and their work loads*  *•ECT 2-year induction period – Devon and Trust training. Packages in place and available. Induction supports at an individual level – relationships are key to build trust and feel included in all aspects of school life including own development. Values are lived out.*  *•As head I aim to be flexible and meet needs of leaders/staff in terms of CPD, time, Coaching etc. Our small school size does not limit our creativity in managing this. I make sure we meet need and offer necessary time and support.*  *Difference can come in many forms. Individuals are celebrated – there are no barriers. We celebrate individual achievements in many different form – from external PE awards to living out our values courtesy cup award.* |
| **Key questions** | **Notes/what’s working well:** |
| **Monitoring activity 2: Interview with children**  Do you think this is a kind school?  How are you supported to deal with difficult times?  In what ways does the school vision and values help with this?  What would happen if someone new joined your class, would they feel welcomed?  If things go wrong, how are they put right?  How are you helped to feel part of the school, are people’s differences celebrated?  Additional questions/discussion: | “Yes, 100%!” “Everyone who joins is also kind and fits in well.”  “We are taught that we can always get over our challenges if we keep on trying.”  “In collective worship we learn about how to do this.”  “We’re surrounded by lovely friends.”  “We are always being reminded about the school vision and values.” (All the children pointed to the display in the hall of these.)  “The displays and talking about them with our teachers helps us to learn about the school values.”  “Important values are responsibility, respect, perseverance.”  “If someone is mean, we know how to persevere to find a solution.”  “We buddy up to keep an eye on someone new and show them around. We always do this when new class 1 children start too.”  “When someone new joins, the teachers put them in buddy pairs with other children the same age, it helps them to settle in.”  “To welcome new people they always get a well done certificate in their first week.”  “We would always go and tell a teacher if it was serious, or try and sort it out ourselves. It’s important to try and solve it yourself before going to a teacher.”  “If we need help, it’s there”  “We get help from friends, from TAs, and from teachers.”  “Wearing uniform helps us to feel part of the school.”  “All the teachers and staff know that we are here and know us.”  “Being part of groups and clubs helps us to feel part of the school.”  “We don’t have many differences here, most people have a similar background.”  “We understand that everyone has different opinions on things.” |
| **Monitoring activity 3: Use of wellbeing survey results**  Analysis and evaluation of surveys:  What do pupils, parents and staff say?  What changes could be made by the school and/or by the Trust?  Additional questions/discussion: | **See below for survey outcomes related to wellbeing**  Staff survey outcomes not yet with academy heads – being analysed at Trust level first.  Discussed pupil surveys - there are a few exceptions to the expected, JR knows of these and the child involved has additional things going on outside of school.  Overall, children’s responses were positive and we discussed how the issue of not feeling well listened to can be due to a sense that not all requests are implemented.  Parents’ surveys were sadly only a small proportion of families but great to see that all would recommend the school to others. |
| **Questions from your observations/discussions that you would like to raise:** | It was interesting that the children spoken to felt that everyone at school was similar, that there weren’t many differences. We talked about how this is both a good thing and one which could be reflected on - great that they don’t dwell on peoples’ differences, though perhaps it would be good to encourage them to consider how subtle differences make up the rich tapestry of our community. How can our differences be better celebrated? |
| **Suggestions/support and ideas to share:** | Discussed how children could be supported to consider differences within the school, other than those relating to faith / culture / ethnicity. |

**Parent survey Autumn term 2024- areas linked to wellbeing**

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|  | Strongly agree | Agree | Disagree | Strongly disagree | Don’t know |
| My child is happy at this school.  Only 13 responses/16 ?? | 46% | 46% |  | 8% |  |
| My child feels safe at this school. | 88% | 6% | 6% |  |  |
| The school makes sure its pupils are well behaved. | 44% | 44% |  |  | 12% |
| My child has been bullied and the school dealt with the bullying quickly and effectively. | 6.25% | 6.25% | 6.25% | 6.25% | 75% I take this to mean that they have not experienced this |
| When I have raised concerns with the school they have been dealt with properly. | 31% | 44% | 6% |  | 19% |
| Does your child have special educational needs and/or disabilities (SEND)? | 6% yes, 94% no | | | | |
| If yes to the above: Is your child well supported? | Yes. Some parents noted positive impact of ‘boosters’ & interventions are having on non SEN chn | | | | |
| The school supports my child’s wider personal development. | 50% | 37% |  |  | 13% |
| I would recommend this school to another parent. | 100% yes | | | | |

**Pupil Wellbeing survey Autumn 2024 – chn were asked to score 5 being highest /strongest answer etc supported chn with vocab against numbers**

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| Overall % 51 responses  1.96% per child | 5 Great | 4 Good | 3 OK | 2 not so good | 1 Poor -not good |
| I know what is expected of me at school. | 70.56% | 3.92% | 15.68% |  |  |
| I feel safe in school | 84.28% | 9.8% | 1.96% | 1.96% | 1.96% |
| Pupils behave well in school | 47.04% | 27.44% | 23.52% |  | 1.96% |
| People listen to me at my school. | 33.32% | 27.44% | 31.36% |  | 7.84% |
| I am doing well at school. | 66.72% | 15.68% | 19.6% |  | 1.96% |
| I know what to do if I feel worried at school. | 78.4% | 7.84% | 5.88% | 5.88% | 1.96% |
| I feel I am treated fairly at school. | 64.68% | 9.8% | 21.56% |  | 3.92% |
| I enjoy coming to school. | 54.88% | 25.48% | 5.88% | 5.88% | 7.84% |

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| Key points taken for our school | Quick responses/questions for your school | Further strategic questions/thinking |
| 31% recorded 3 for  People listen to me at my school – surprising as pupil voice is strong  JR has discussed with each KS2 classes. | I have 1 person who is negative about everything. Not school based…complex.  24% gave behaviour a 3 -  but the children have incredibly high expectations – discussed with KS2 classes | Future questionnaires need discussing question by question to support chn in understanding what is being asked. I have been through results with each class to gain an idea of their perceptions which were slightly adrift to what the question may have intended |