**School Ethos Group Monitoring Enquiry** **LANDSCOVE Church of England Primary School**

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| **Summer Term 2 Monitoring Visit Notes**  **Enquiry focus:** How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?   * How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others? * How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? * As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives? * How does the trust make a positive impact on the culture of the school? | |
| Date/duration of visits and interview meetings:  11.7.25  10.9.25 (activity 3) | Name of Ethos group members involved in the enquiry:  Michelle Pearse, Children’s Ethos Group & Jill Ryder  Written by: Michelle Pearse & Jill Ryder (with children in-put!) |
| **Learn/Support/Challenge**  **Key Questions to ask to aid discussion:** | **Notes/what’s working well:** |
| **Monitoring activity 1: Looking at school website.**  What can you learn from the website in terms of the school looking outwards, beyond self, to others? ie What partnership are important/in evidence?  Is their evidence of how these might be impacting positively on the lives of others?  Is this social action enabled/supported through the school vision?  Would you say the work in this area is politically impartial? (through looking at the ethics behind a charity for example).  Additional questions/discussion: | Vision is on the home page and clearly linked to Biblical text.  The school values are easy to find in new Christian distinctiveness page and values show looking outwards, beyond self, to others and the wider community. Vision and values are noted as enabling best version of self and to make a difference to the world in which we live. Aware that this is going live soon.  Global link via Food for thought project is clear and evidences courageous advocacy.  St Matthews partnership and local links evidenced in ‘Christian Distinctiveness’ section of website. Pupil voice groups and actions they take are evident. Socially conscious elements of school life eg School Council, Eco Committee, Ethos Committee.  Clear the school looks to support charities and wider community  Strong sense of being an active participant in a community - both in the school and wider community. This is also beyond into global community with links to Uganda (Food for thought)  There is nothing to suggest a lack of impartiality |
| **Key questions** | **Notes/what’s working well:** |
| **Monitoring activity 2: Interview with Head**  What do you think your pupils understand about the balance of individual freedom and rights and responsibility towards others?  In what ways does your vision enable positive relationships that help with this balance?  Do you have partnerships which have been developed, and why? What motivates your actions?  How are they an expression of your school’s vision?  What do you intend to achieve through them?  How do you know if they are meaningful? Are relationships strong for example?  How do you monitor your curriculum to ensure that pupils explore questions of justice and act as courageous advocates?  How do you as a school/Trust balance empowering pupils to act for justice with your legal duty for the work of the school to be politically impartial?  Additional questions/discussion: | School vision and values drives decision making at all levels in school. Pupils have a strong voice and know they will be heard and supported to make a difference.  3 pupil voice groups which support decision making – they have planned actions and projects being taken forward. Pupil voice is the children’s lived experience of democracy in action and supports them to be agents of change. They have, and do, make a difference.  Adult Ethos Group and PTFA(FOLS) meet half termly and inform decisions.  Children, as well as adults, contribute to our ASIP.  Relational Approach to behaviour management encourages children to reflect on actions and how this might affect others – positive relationships with all are fundamental and drive words and actions every day.  All relationships in school are based on mutual respect and trust.  When creating class charters at the beginning of each academic year, teachers support children in understanding the link between rights and responsibilities. If responsibilities are not fulfilled, then others’ rights could be impacted. The older children have increased responsibilities to help ensure not only their class, but the school runs smoothly and in accordance with our vision. Along with these additional responsibilities, the children experience further opportunities.  Partnership & Collaboration**:**  Our school challenges our pupils to look out the window, reflect on what they see, walk through the door and take up the opportunities to make a difference. Across the curriculum the golden thread of the school vision and Christian values enable children share inclusive and diverse views about the world. This results in children being agents of change because they want to make a difference in the world e.g. fund raise for a charity, take their responsibilities around school seriously, etc. Children know that the school will support them if they come forward with an idea to make a difference. As a school we are keen to develop well rounded children, who enjoy learning, take risks and make a difference.  Visitor feedback is always positive and acknowledges how articulate, aware and confident the children are.  Adult Ethos Group provides parent and community feedback.  Pupil voice groups demonstrate they understand the value of these relationships  Individual class global citizenship links identified across curriculum planning. Supported by subject leads who have a clear understanding of how links can be made through their subject.  Global Citizenship Links across the curriculum document in place to support teaching and learning with opportunities to recap and revisit GC threads.  (e.g. Rosa Parks/ British empire etc)  CW timetable ensures coverage.  Pupil voice evidence impact by the actions they choose to take forward.  Explore all views to ensure balance– equity in what we do. |
| **Monitoring activity 3: Conference with children (from School Council/Ethos Group?)**  Tell us about something you have done as a school to help others?  Whose idea was it to support this charity/event?  Are there other ways you have looked outwards to help others?  In what ways do you think you have made a difference to the lives of others?  How are you helped to understand what real and meaningful changes you could make to the lives of others?  Can you give an example of a subject where you have explored a question of justice and then acted upon it?  Additional questions/discussion: | *Food bank- we collect at Harvest festival. Ethos grp also helps at the food bank to package boxes for people who need them. We packed food for families and individuals. Doing something to help others – we have plenty to survive.*  *Mufti days support chosen charity*  *Fairtrade award – we also want to get the kitchen to try and reduce plastic – they are also thinking about fairtrade ingredients.*  *Food for thought – we have sent things for the children in Uganda to look at to begin to get to know what school is like here. We have collected books and dictionaries as the school needs these. The grown ups also sent a laptop to the headmaster as he needed one to teach the children.*  *This means we have helped children to have reading books and learn and the headteacher can do better lessons.*  *We visit the old people’s home and sing to them – it makes them happy, and they sometimes join in. we also go to village coffee mornings and talk to some older people. I think we probably make their day brighter – they always smile and say thank you.*  *Mrs Neville explains about justice when we learn in FaB and it means we can think about what justice really means and how life can be fair for everyone. Teachers make PPT support learning. Our values teach how we should live and think about others.*  *Own ideas are considered by the grown ups.*  *Raised most money in Totnes for Poppy appeal to help war veterans – perhaps they were injured*  *Bags for school – charities benefit from our unwanted clothing*  *It doesn’t matter if we do big or small things. Every little thing makes a difference when you support others or the world.*  *RE, CW, History, PSHE, our pupil voice groups*  *EG we asked to have eco whiteboard pencils and bamboo cloths instead of plastic pens that get thrown into landfill.*  *LED lights were fitted because of Eco group and that saves money and energy which is good for everyone.*  *EG British empire & slavery – knowing so it doesn’t happen again etc Geography – Uganda – Godfrey came and showed growing bags, which means we can compare how other people live. It’s important to understand the differences – and remember that the people we know in Uganda are happy.* |
| **Questions from your observations/discussions that you would like to raise:** | The children have a clear understanding of justice and responsibility – they know that they can and do, make a difference. Articulate and confident. |
| **Suggestions/support and ideas to share:** | 11.7.25 Old website needs taking down as two currently exist – Admin to contact eschools to do this. |