



School Development Plan Priority and Focus of Visit

1.10 - Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

3.9 English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning

- Focus on visit school to look at learning environment and evidence British values, also to attend an assembly on a British Value and look at the assembly program for the year. Head to notify governors when an opportune time to visit is that best exemplifies these values being explicitly taught.
- focus to be informed by head when events or topics related to these areas are being taught.

Visit time, date and Governor name:

11th February 2016 (2pm – 4:30pm)

Staff name: Natalie Finnermore.

All Staff during the celebration assembly

Planned questions to raise/ areas to focus on:

- During a learning walk around the school what evidence is there of British Values?
- What assemblies do we plan which cover British Values?
- How do we know that our children are developing good, strong British Values?
- How do we incorporate British values into the curriculum?
- However, you may like to ask:-
- How does this impact on the children’s attitudes?
- What range of different cultures do we cover in the curriculum?
- You may also like to ask the children a number of question while you are visiting, such as:
- What do you like about this lesson?
- Do you think this effects you at all? How?

Previous visit: Progress on agreed actions and Impact

Observations and Discussions – including any evidence of British Values

Today Becky and I visited the school to watch the end of half term celebrating assembly. Through this assembly each class had time to explain and show the rest of the school how they have been learning. Each child spoke during this time. It was evident from the assembly that all children are supported to an outstanding level by teachers to allow this level of personal, social and emotional development along with the self-confidence and self-esteem. The start of the assembly showed the video of the whole school trip to Eden. Then each class went through their topics. The whole school topic at present is “What makes our world wonderful”.

It was evidenced from the range of subjects covered that the children had been learning about the British Values within the curricula especially English, mathematics and the skills necessary to function as an economically active member of British society are promoted through the schools teaching styles. Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain was demonstrated through two of the classes; they demonstrated a mixture of cultures, beliefs, opinions that they



had been learning about. Class Tamar had made their own poems. This was also supported through learning books in Class Plym.

During my time at the school I saw children, teachers and other members of staff demonstrating the four key values of the British values in the way they talk to each other. Throughout the school there are displays that demonstrate the schools values that fit beautifully with the British values (School Hall, and class rooms). In Class plym there are key reminds around the classroom to support the children’s play whilst reminding them of the values.

Through my time at the school I also witnessed the following :-

Staff modelling desirable social, moral, and cultural values.

The children having their values heard

Encouraging children to be self-reflective

First hand experiences such as spontaneous learning (class Plym)

Reinforcing children positive behavior

Working in groups

Key values of the school working with the children’s parents at collecting time.

The class one and myself then had a meeting regarding the EYFS we covered a range of topics

How she leads Class Plym with the use of the British values this can be seen in her classroom and I also witnessed through the assembly.

How her planning supports the children’s development, next steps whilst working towards the early years foundation stage.

Natalie showed me her learning books that showed the clear progress in how the children are developing. She explained that each child has their own space so they can pop things into to be added to the children’s learning books.

We also discussed how we can improve the links with local setting that feed the school to help provide a more positive time for the children when it comes to starting school so they feel safe and secure.

Summary to be entered on Governor Monitoring Plan:

The Core British Values are clearly seen throughout the classrooms, assemblies, and the behaviour of both the children and staff

Further Action Required:

Continue to explore links with local early education providers.

Impact of Governance:

Support has been given to EYFS teacher and whole school during the assembly

Date and time of next visit:

Summer term

Governor signature:

Date:

Staff signature: