



Governors Monitoring Visit – 2021/22

Focus Monitoring Area: Spirituality: Environment and Worship

Name of Governor: Rev Jo Pestell, Lucy Bowdler and Emily MacKenzie

Names of Staff and Student Council member (if applicable): Cate Todd

Date of Visit: 11th January 2022

Focus Area for this visit: Values worship and environment (values boards, spiritual trail and if time, classroom reflection areas).

Reference to School Operational Plan or subject/aspect improvement plan priorities; Strand 4 and 6 of SIAMS Schedule

Documents looked at to prepare for this visit: New SIAMS Schedule (Sept 2021), previous Monitoring Visit report.

Follow up points from last monitoring visit:

Development of School Vision

Restructuring Monitoring Visits to reflect new SIAMS Schedule

Initial Planned Questions for this visit:

Impact from the new school Vision /how it is being embedded?

How the new value 'Compassion' is being disseminated?

How was Christmas (in light of Covid restrictions)?

Findings and Evidence seen:

The visit commenced with a discussion with Cate Todd who answered our initial questions, before taking us on a tour of the school so we could monitor the environment; our visit concluded with our attendance at a values Collective Worship for year 6, led by Matt Ferris.

New Vision

The vision was updated through consultation with staff and pupils during the previous academic year and introduced from September. Cate spoke with enthusiasm about it, describing how accurately describes the school and the Kingsholm family and how well it is modelled, especially in behaviour and attitudes. The Vision is directly underpinned by our Christian faith, our shared values and Christian teaching.

Compassion – our new value

In the summer of 2021, the school community reviewed the core values and set a programme for the following 2 years, cycling through the nine values (one each term). Compassion is a new value and was the value for term 3. Values are shared via collective worship, classroom discussions and values boards. Cate said compassion had been an interesting value to unpack but the children had come up with good examples (such as helping another student who trips over or seeing something from someone else's point of view). It had been addressed in different ways for different year groups which helped explore the breadth of the values (EY: kind to Year 6: empathy)

Christmas 2021

Restrictions relating to the Omicron variant of Covid-19 meant that visitor collective worship hadn't taken place in the latter part of term 2. Thankfully the children were able to participate in worship during Advent at St Catharine's (Y2-6 taking part in Explore Christmas prayer and activities) and at the Cathedral and that was valued. Cate provides what support she can to classroom teachers for Friday classroom worship, including recommending resources such as 'Roots and Fruits'. Some teachers may require additional help with prayers and in more deeply accessing the spiritual trail.

Environment - boards and displays and classroom reflection areas

During the tour of the school we saw displays that demonstrated the Christian underpinning of the school and amplified the value of compassion, as well as new areas for the value of Love in Term 3. These boards get added to as the term progresses via the children's input.

In Oak Hall we saw an impressive board which over the course of the year will represent all the values within a nature collage. The RE board had pictorial explanations of the major faiths of the worlds. In the reception area the 'helping Hands' display will build to 600 names of people and organisations in the community that we could turn to for help, written by the children, on 600 hands. We saw further prayers for the world in the KS1 hall, where the children are encouraged to think about people in other countries and share news from these countries and write prayers for them, a clear demonstration of Strand 4 of the SIAMS Schedule focus on community and living well.

We went into four classrooms (Y1, Y3, Y5 and Y6) and saw different reflection areas which focussed around the value for the term (one example was based on Ephesians 4:32), with prayer books that the children contribute to, and Bible stories open and available to read. It was good to see the variety that reflected the class teacher and class itself.

Spiritual Trail

We were able to quickly see the Spiritual Garden, which forms part of the Spiritual Trail which has a focus on praying for the world. Children participate in the trail at least weekly. A prayer box is situated in the garden and the Foundation Governors are keen to add an additional box in the staff room or school reception and Lucy is willing to collect prayers from these boxes and pass on to St Catharine's and the Cathedral.

Cate described how staff try to encourage pupils with their own spiritual journeys including the use of prayer. Some children are learning the Lord's Prayer in sign language and hand prayers and bubble prayers are used.

Collective Worship

Due to Covid restrictions whole key stages cannot gather for collective worship, but it was possible for year 6 to participate in worship led by the Headteacher on the value of Love. Worship started with the lighting of candles and a prayer based on the Holy Trinity and linked to the value. Mr Ferris then talked to the children about Jesus' life, his baptism and ministry of love. The children were asked to discuss and share how they can show love - with many children keen to contribute their thoughts. The service concluded with prayer and a call to action, for the children to carry out an act of love in the coming week. We saw in this collective worship evidence of Strand 6 of the SIAMS Schedule including helping children

appreciate the relevance of faith in today's world and encounter the teachings of Jesus, and the opportunity for children to grow spiritually through reflection and worship.

Evidence of Christian Distinctiveness:

We saw evidence of meeting Strand 6 and Strand 4 of the SIAMS Schedule. The school's Christian distinctiveness evident throughout the environment.

Questions/follow-up points for discussion with headteacher and for future visits:

Do we need to record reflections after every collective worship or can this be limited to deeper reflections for a sample only?

Can classroom reflection areas appeal to boys more?

What further support might teachers need to develop children's engagement with prayer and develop their spiritual journeys?

Can further prayer request boxes be added for additional engagement with our wider Christian community?

Can values and school vision be updated in the school reception area?

Could the spirituality team be expanded in support of Cate include people with EYs and KS1 experience to enable material particularly for classroom worship to be produced more easily?

How can we effectively monitor all strands of the SIAMS Schedule?

Date for next visit: tbc