

Governor Statement

"To be the best we can be"

How our Whole School Vision develops Spiritual, Moral, Social and Cultural aspects of learning for pupils at William Reynolds Primary School and Nursery.

Following learning walks to all classrooms (including the nursery), corridors, halls, displays, discussions with pupils, teachers' planning and scrutiny of all polices, the Governors at William Reynolds Primary School and Nursery feel that all aspects of Spiritual, Social, Moral and Cultural development linked to our whole school vision are embedded in the life of the school.

British values and the Vision Statement are on display in all classrooms and corridors.

We know that our pupils :-

- Achieve well and make good progress,
Displays in the school hall demonstrate a mathematical investigation using Numicon apparatus from Nursery to Y6 showing excellent progression from EYFS through to Y6. Some examples demonstrate 'mastery' level.
Curriculum delivery through teaching and learning is consistent across classes.
The end of Key Stage data and current internal data support this.
- Pupils are supported and included,
The Sparklers room offers a safe and exciting learning environment for all the vulnerable young learners at William Reynolds and demonstrates high expectations from practitioners for those children who are currently accessing the provision.
- Know what they need to be to be successful,
The 'Banquet' table based on Chris Quiggley's Secrets of Success is displayed in the school hall and was explained by the Y6 children during the consultation with governors.
- Know how to keep themselves safe,
DSLs and first aiders/paediatric trained members of staff are displayed in the central corridor. DSLs are displayed in the school reception.
Governors having met with the Children Safeguarding Board acted upon any concerns raised by the pupils.
Pupils have developed their own information posters and these are on display around school.

Governors attended the NSPCC workshops for pupils and the ESafety sessions that parents attended.

- Are reflective about beliefs and values, enabling them to develop curiosity in their learning,

The overall 'global' theme' is embedded in the long term planning for all phases, including Early Years, - 'Story Telling' - to engage audiences - with pupils returning to school for stories round the camp fire. 'Reach for the Stars' aspirational targets for their future lives supported through whole school assemblies where subject lead teachers talk about the jobs pupils could do building on their curriculum strengths. "Our Wonderful World" follow up work on display from the visit to the Safari park

- Develop an appreciation of the 'Arts' and respond positively to a range of artistic, sporting and other cultural activities, requiring social skills.

The school buys into the Music Service and as such, children in Y1, Y3, Y5, are provided with opportunities to explore a range of instruments including saxophone, ukulele. By the time the children leave Y6, all children will have experienced a range of instruments. The school also provides a diverse range of instruments for all children to explore. As well as individual music lessons for some pupils.

School has achieved the Silver Sportsmark for pupils involvement in sport.

- Develop an understanding of right and wrong in their school life and outside school and are able to identify the consequences of their own actions and can and offer reasoned views about moral and ethical issues,

All curriculum policies and medium term planning demonstrate how SMSC is embedded - this area is not simply an 'add on' and is displayed in corridors and classrooms

High expectations in terms of behaviour and learning was observed through learning walks and interviews with pupils.

Displays of pupils responses to the book "We are all born Free" as part of the PHSE lessons is on display in the school hall.

- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

There is clear evidence of collaborative learning with pupils working supporting each other.

Pupils are given the opportunities to vote and have a say in school life.

Photographs of the Y5 Lunch time buddies in corridors with quotations from their letter of application.

- Pupils have an understanding of their community, Nursery ('This is where I live' display) and Y6 display looking at and recording how the housing development is affecting the local area (an area for investigation from EYFS through to Y6)
- Develop awareness of and respect for diversity in relation to, for example, gender, ethnicity, religion, belief, sexual orientation and disability.

Displays in the school hall that reflect the discussions in assemblies linked to these areas.

Taught philosophy lessons that guide the pupils in raising questions about challenging subjects that lead to whole class discussions.

The curriculum has show the range of visits made to places of worship.

- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain and the modern world, A good range and diversity of books is on display within the reading areas of each classroom. A good range of resources which are well labelled and identified in planning.