Thistly Meadow Primary School

Promoting British Values: Review 2018

Thistly Meadow is committed to promoting the spiritual, moral, social and cultural (SMSC) development of pupils within the curriculum and in all aspects of school life. Within this, our pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Within our SMSC curriculum, we actively promote British values through challenging opinions or behaviours in school which are contrary to these fundamental British values. Our curriculum and enrichment activities promote these values within SMSC through:

- Enabling our pupils to develop their self-knowledge, self-esteem and self-confidence

- Enabling our pupils to distinguish right from wrong and to respect the civil and criminal law of England

- Encouraging our pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively more to the lives of those living and working in the locality of the school and so society more widely

- Enabling our pupils to have a broad general knowledge of and respect for public institutions and services in England

- Furthering tolerance and harmony between different cultural traditions by enabling our pupils to acquire an appreciation of and respect for their own and other cultures

- Encouraging respect for other people

- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

For our whole school assessment please see the table below:

School values and ethos	Grade	Evidence
Do the school's values embrace equity and excellence for all?	Good	All values link with vision, ethos, SMSC and PSHE programme. Values reinforced in assemblies and the school curriculum and through our 'R' Respect curriculum and CARE mission statement.
Are school policies and procedures clearly derived from these values?	Good	All school policies are written with these values in mind. All curriculum policies and strategic policies support this.

Does the school value and promote community and democratic principles?	Good	A small school which consults and collaborates effectively. The pupils form an important part of the consultation.
Do all partners, including pupils, understand the school's commitment to equity and excellence?	Good	All pupils are regularly reminded of our agreed commitments within assemblies, trips, visits and visitors.
Does the school meaningfully involve pupils and the local community in its self-evaluation and improvement planning?	Good	Different pupil groups are included in reviews (playground, behaviour, school priorities) as well as involved with local community planning (housing, park project).
Does the school share its facilities with the local community?	Good	Rainbows, Brownies, open for local events as required, PTFA.
Does the school seek to be represented on local bodies?	Good	The school has links with local churches and employs an Extended Schools Co-ordinator who liaises with local bodies. The school also links with Blaby Rotary, Blaby Community events, local churches and nurseries, Waitrose projects.
Self-evaluation		
Does the school have a detailed breakdown of the pupil characteristics (including faith, ethnicity and culture and socio-economic background) year-by-year and class-by-class?	Good	All pupil data which is held complies with LA requirements. Data on pupils is updated regularly as needs are identified.
Does the school have a clear understanding of the different needs of pupils based on these characteristics, for example, language needs or religious observance?	Good	All pupil data which is held complies with LA requirements. Data on pupils is updated regularly as needs are identified.
Does the school have an accurate understanding of the groups that its community comprises?	Good	The school and family of schools work together to keep this information updated and to discuss. The Extended Schools Co-ordinator liaises with community groups including Blaby Council, Sure Start etc.
Does the school have a clear understanding of the needs of these groups?	Good	The school employs an Extended Schools Co-ordinator who acts as a link with the community and we work with Blaby District *Supporting Leicestershire Families* in order to have updates on identified changes.
Are the needs of pupils and the community built into the school improvement plan?	Good	The School Development Plan and the work of the governors looks at pupil needs linked to the school priorities.
Where the pupils are from diverse communities, does the school teach its pupils to understand and appreciate diversity?	Good	The school curriculum supports educating pupils about diversity. Additional resources are purchased to support this.
Is the pupil profile representative of the local community, and if not, why not?	Good	Yes. We also work collaboratively with other schools to extend this.

Is the staffing profile representative of the local community, and if not, why not?	Good	Yes. We also work collaboratively with other schools to develop this.
Does the composition of the governing body reflect the range of the community?	Good	Yes.
Does the school employ members of the local community in appropriate roles?	Good	Yes.
Hard-to-reach groups		
Is the school aware of parents/carers and other stakeholders who are hard to reach?	Good	All pupil groups are identified and made a priority. We work with different agencies to support pupils and their families.
Does the school understand the reason(s) why they are hard to reach, for example, single parents, language difficulties, lack of confidence, socio-economic deprivation, isolation in rural areas or unfamiliarity with the school's procedures?	Good	All vulnerable groups are identified and tracked.
Does the school seek the views of hard-to-reach groups in order to understand their needs?	Good	The consults with all groups and further consultation takes place through Family Support workers, Attendance Improvement Officer and other external agencies.
Does the school keep records of the involvement of parents and carers with the school, for example attendance at pupil progress meetings?	Good	The school monitors parents/carers involvement in parent evenings etc. It consults via questionnaires, through good relationships with parents and continually looks to overcome any barriers.
Does the school encourage access and involvement, for example through making alternative arrangements for reviewing pupil progress?	Good	The school and all teachers always try to accommodate parents' needs as much as possible. Curriculum events are held in different formats and at different times to support parent communication and information.
Educational provision		
Do adults in the school act as role models, promoting common values that highlight diversity and equality, human rights and responsibilities?	Good	Yes.
Does the school teach pupils to understand their own emotional make-up and that of others?	Good	Emotional well-being and resilience is at the heart of our learning and teaching, curriculum and pupil well-being.
Has the curriculum been planned across subjects and aspects to provide pupils with the knowledge and skills they need to contribute to	Good	The curriculum is linked with the Every Child Matters agenda and SMSC aspects of learning. These are reinforced within lessons, assemblies, trips and activities.

the immediate and wider communities?		
Does the content of the curriculum contribute to an appreciation of cultural diversity, and does it challenge prejudice, bias and stereotype?	Good	The curriculum is linked with the Every Child Matters agenda and SMSC aspects of learning. These are reinforced within lessons, assemblies, trips and activities.
Does the curriculum teach pupils about democratic values and democratic structures in Britain?	Good	Promoting fundamental British values is part of the school's PSHE curriculum and SMSC aspects of learning.
Does citizenship education include the strand 'Identity and diversity: living together in the UK'?	Good	These issues considered within our SEAL and 'R' Respect curriculum.
Does the school actively promote good relationships between learners from different backgrounds?	Good	Yes. We have a good Respect curriculum and this links with the school's CARE mission statement and approach to behaviour.
Do extra-curricular activities, visits and visitors enrich understanding and appreciation?	Good	Yes. A wide variety of additional in-school and extra curriculum activities promote this understanding of others.
If pupils at the school are from similar backgrounds, does the school make links with contrasting schools to give pupils first-hand knowledge and experiences of those from different backgrounds?	Good	International links through our curriculum award and quad blogging, ICT curriculum and curriculum links.
Community contribution		
Does the school provide extended services for the community?	Good	Yes.
Is the community able to use school facilities?	Good	Yes. The school also applies for grants which involve the wider community in initiatives such as arts, dance, sport, Fairs etc.
Does the school have good links with community groups?	Good	As appropriate to the age range of the school.
Outcomes for pupils		
Do pupils in the school have accurate knowledge and understanding of the diversity of British, European and global communities?	Good	Our curriculum and assemblies and pupil groups contribute to this education.
Do pupils in the school have an accurate knowledge and understanding of the values we share with other communities?	Good	Our curriculum is based on the statutory requirements and is enriched through additional international curriculum events and initiatives.
Do pupils appreciate that wider communities are equal and do they understand interdependence?	Good	Our curriculum and whole school assemblies seek to show links to the wider community, national and international.
Are all groups of pupils making good progress academically?	Good	All pupil groups, including vulnerable groups are tracked and intervention is in place to

		narrow gaps.
Is the school closing any achievement gaps between groups of pupils?	Good	All pupil groups, including vulnerable groups are tracked and intervention is in place to narrow gaps. Any gaps are narrowing through use of finances and intervention (e.g. Pupil Premium).
Are all groups of pupils making good progress in their personal development?	Good	All pupils have progress interviews and support is adjusted accordingly to provide them with the best chances to achieve. Deprivation factors are also considered.
Do pupils make a contribution to the school community, for example through acting as buddies and mentors and through the school council?	Good	Many pupil groups are in place to provide pupils with these opportunities. The school also hosts PSHE events which enable pupils to take on challenges such as fund raising, business awareness, values etc.
Are pupils developing skills for participation and responsible action, for example through recycling?	Good	The school council also looks at environmental issues.
Are pupils making a contribution to the local and wider communities, for example through supporting local groups and national and international charities?	Good	The school contributes to local, national and international fund raising e.g. Children in Need, or helping to build a school in Africa. Christmas Box appeal etc.
Do pupils from different backgrounds and cultures get on well?		
In the classroom, do pupils cooperate well together in pairs and groups?	Good	Behaviour for learning is at least good. Pupils work collaboratively in lessons and across year groups.
Are they respectful towards each other, for example, listening to responses and ideas?	Good	This is reinforced through our whole school 'R' Time respect curriculum which supports our curriculum.
Do they take pride in the achievements of others, for example in celebration assemblies?	Good	All pupils are given the opportunity to celebrate their own and others' successes.
Do they play together during breaks?	Good	Yes.
Is language respectful during breaks?	Good	Yes.

Mr C Bowpitt
Executive Head teacher