



DOWNVIEW SCHOOL GOVERNING BODY

GOVERNORS OPEN DAY REPORT APRIL 2016

19th April 2016

At Downview School we grow and learn together every day

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INTRODUCTION

Every year, Downview School holds its Governors' Open Morning. During our time in the school we visit every single classroom. Even though most of Year 4 were at Hooke Court and Year 1 were at Staunton Manor we still visited their classrooms and looked at the children's work and their environment.

Just like our individual Governor Visits, the Governors' Open Day had a focus. The focus for our visit this year was "British Values". One of our reasons for choosing this particular topic is that in the Governors Development Plan one of our areas for development is that "All Governors should know what the British Values are and how the curriculum at Downview actively promotes these".

The values being promoted by the school are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and tolerance of different faiths and beliefs

We spent the morning visiting the classroom, talking to the children and staff about their work and looking at some of the children's work they were doing at the time. We took some lovely photographs during the course of our visit which will be included in a portfolio which will be in the reception area of the school.

Without exception all the children were fully engaged and enjoying their lessons.

The Governors had a tremendous morning and would like to thank all the staff and children for welcoming us into their classrooms. It was a great pleasure talking to the children who were all confident in talking to us.

Many thanks to Mrs Eileen Lord, Co-Opted Governor, for acting as our photographer for the morning.

Governor Report 1

My morning began with a visit to the Year 1 classrooms looking around the classrooms at the different displays noting that they had on the walls the Downview School Rules and also a traffic light system that denotes the children's behavior. I also looked at some of the children's work on Easter Symbols which showed me how they had discussed the meaning of Easter and how other religions did not necessarily celebrate this religious festival.

From there I moved on to the Magnolia and Willow rooms where I saw plenty of evidence of British Values particularly the Rights and Responsibilities display which had on one side such things as "Every child has the **right** to be loved and respected" and on the other side "and the **responsibility** to show love and respect to others".

I then went to the hall to look at the displays there. The first display I saw was all centered on school games and highlighted the need to respect, be honest, have passion and teamwork. The other two displays we saw were very impressive and were about British Values, one displayed democracy - the rule of law and the other one the Rights and Responsibilities of a child. Some of the rights of a child were as follows:

- * The right to participate, survive and develop
- * Rehabilitation and care
- * A child of the UK
- * To be protected
- * Education and play
- * Freedom of expression

After that I went to Year 2 and saw that in both classrooms all the children's names were on the green traffic light. I had noted that there was also a Gold light which basically meant that if a child's name appeared on here they were a bit of a "superstar". If they got their name on here they were given a special sticker to take home.

In Year 2 they had been looking at other religions particularly at Muslims and Eid which is at the end of Ramadan. This was explained to me by one little girl in Apricot Class. I then went on to talk to her about her "reading buddy" and she told me that her reading buddy not only listened to her read but sometimes they did maths together.

Next it was on to Year 3 where once again the traffic lights for both classrooms were obvious to see. Only one child was on a yellow traffic light. In one classroom we saw a mini display on "are you a good listener", this was emphasizing that everyone has the right to be heard and everyone has the responsibility to listen.

I timed my visit just right to Year 3 as one of the classes was having their Ukulele lesson. Not only was the playing of the instrument good but the signing along to it was good too. What a treat that was.

I spoke to one of the pupils in Year 3 who told me about them writing a friendship poem, he said they talked about feelings when they were doing this particular piece of work.

I then came across some year 4 children who had not gone on the residential trip to Hooke Court. They were doing lots of fun things and told me that after lunch they were going to be making Pizzas and they told me they had worked out which toppings they were going to put on etc. They were very excited about that. They then went on to tell me how they had worked in two groups and made two Roman soldiers to show to their classmates on their return. I saw the two Roman soldiers in question and they were fantastic.

The children told me they were looking forward to the others returning to school so that they could share what they had done at school and the others at Hooke Court.

From there I visited Year 5 who were looking at Amphibians. The teacher asked them to find a partner and do some work on this. I asked one pair why they chose each other and they said simply because they were sat next to each other. I then had quite a conversation with them about them working in twos or groups and they explained to me that sometimes they could choose who they worked with and other times they were told who they would be working with. When I asked them if they minded being told who to work with they said they did not as it gave them the opportunity to work with someone different and gave them the chance to get to know more people and make more friends.

One of the pupil's I spoke to happened to be a member of the School Council so I asked him if he enjoyed being on the School Council and why. He told me he really liked being on it and he said "it gives me the opportunity to help make the school a better place and if I can do that then everyone is happier".

On to Year 6 where they were all doing BODMAS which I found interesting and even got the sums they were doing correct myself! It was explained to me that some of the work Year 6 had done had correlated with the British Values. In their guided reading they discussed the characters of the books and their feelings. They had worked together to produce the Fashion Show which I remember going to see and also had to work as teams in their Enterprise Program.

In Year 6 I took the opportunity to talk to another member of the School Council and he said he thought that the other children looked up to him as he was a member of the School Council and he thought it was good to have someone to look up to. He told me he enjoyed being a member of the School Council and that he felt that he could make a positive contribution to Downview School. I also spoke to him about his reading buddy which he told me was a child in Year 1. He said it was good fun to do this and that it was good to be able to help the "little ones".

My final port of call was Reception. I spoke to one of the teachers and the group of children she was working with who were doing independent writing. They were writing about their Superheroes Day they had taken part in the previous week. The children told me what Super Hero they were and what their special power was. One little girl told me that she was a "Flower Girl" and that her special power was "to make people happy". What a lovely power to have.

Not only did Reception have the Downview School Rules on the wall for all to see but they had the Reception Class Rules on the wall-In Reception all the children know they are on green and names are added should they go up or down a colour. When a child moves to gold there is a big celebration.

A song was put on and the children immediately worked together to tidy up. One little boy told me that if you see something that shouldn't be there you pick it up and put it away.

Every child was on task helping to tidy up. Then the Seven Days a Week song was put on and without exception they all stopped what they were doing and joined in the song. Adults too!

What a lovely way to end a morning.

Sue Hawthorn

Chair of Governors/ Co-Opted Governor

Governor Report 2

On Tuesday 19th April 2016, I visited Downview Primary School along with three other school governors' as part of the Governor's Open Morning. The focus of our visit was 'British Values in action at Downview Primary School. '

The values being promoted by the school are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and tolerance of different faiths and beliefs

There were two year groups away on school trips (Year 1 and Year 4), so we started by visiting the Year 1 classrooms to see whether there was any visible evidence of these values.

We saw an example of school rules on display in the classroom, where a traffic light system is used to encourage good behaviour. School rules even in classrooms are important to support all the children to learn effectively and minimise disruption. We examined some topic work and saw examples and symbols of Easter which the children had been working on.

In the Pastoral Room, we saw further examples of Values on display for the children to see. A Poster displayed the wording 'Children have the right to be heard and Children have the responsibility to listen to other people'. This was a good visual example to underpin mutual respect and tolerance for those with different views and beliefs.

In the School Hall, the British Values are displayed on a board further demonstrating the intention for Downview Primary to instil these values for all the children.

We visited Year 2 and I observed the children in two groups completing literacy and maths tasks. They were well behaved and getting on with their work and I noticed the children quietly putting up their hand to get attention. This was another good example of the children conforming to class rules.

We went to the Key Stage 1 assembly, where the children were read a story about the rain forest. They sat attentive and the children were asked to help interact in telling the story, by taking on various animal roles. The children were selected from their good behaviour and also by putting their hand up, demonstrating their participation in a democratic process. They listened attentively and even the story being told demonstrated mutual respect for the environment and was based upon listening to the opinion of others.

During our visit to Year 5, I observed a lesson where the children were learning about amphibians. The children were sharing their learning, by writing down facts in their pairs on a whiteboard and then later writing up their own work supported with their partner.

In Year 6, we observed the groups undertaking maths. In one class it was a pupil's first day at Downview. I asked them how they were enjoying their day and whether they already felt part of the school. It was clear they were being well supported, settling in well and had already made friends. Making new friends is really

important and highlighted how the Year 6 class had demonstrated mutual respect and in keeping with the Downview ethos of being a caring family school.

In Year 3, I spoke to some children who were reading. They explained they also 'buddy-up' to children in Reception to help them learn and also then read to the Reception children. They clearly enjoyed supporting the younger children at Downview.

Finally we visited Reception, where we observed the children playing and undertaking a range of tasks both inside and outside. Even in Reception, there were 'rules' displayed, however these were very much based on positive activity (We take risks, We try our Best). This demonstrates the value of Individual Liberty by encouraging the children to make individual choices in a safe learning environment.

I am pleased to report to the Full Governing Body that not only did I see values in action; they are visible for staff, children and visitors all around the school on walls and around the classrooms.

I had a really enjoyable morning and was grateful for all the children and staff for welcoming us into the school.

Phil Nicholas

Parent Governor

Governor Report 3

This was a slightly different visit to my visits in previous years as my first task was to look for evidence in each classroom, the pastoral room and the hall that the children had been introduced to British Values and were following them. We took photos of gold, green, yellow and red faces in each of the lower classrooms. They had pegs or stickers to show the children were adhering to the rules, gold being the highest, on this day only one child in one class were on gold, the rest were all on green, none on the others.

We found posters in classrooms, hall and outside classroom working areas on things like:

Children have Rights and paired to this Children have Responsibilities

We work as a team. One person speaks at a time. Always face the person you are speaking to. The rights of a child.

A bucket filler with lovely sentiments in it and a 'feelings game' in the Pastoral room. A notice board in the hall about school games with words on it such as respect and honesty. House points displayed.

We looked in some Year 2 books where they had written about Eid and I spoke to some about having a reading buddy from a higher year. They said the buddy sometimes helped them with other work as well as reading and were very happy to have them in the classroom for about 15/20 minutes.

In Year 3 there were boards with the Golden Rules which had words on like:

Gentle, kind and helpful, listen, work hard and look after property.

We looked at some writing which was describing the characters of a friend and then 'I am a good friend because

One class had been doing group reading and when they got back together on the carpet had some children choose new words from the session. Peaceful and wondering were two of the words and they were put into a box for future use.

In Year 4 we looked at the evidence in the rooms and talked with the six children who had not gone on the residential trip. They told us about the Roman soldiers they had 'made' in pairs with no arguments and we had a look at them.

In Year 5 they were 'doing' amphibians and we saw them taking notes in pairs from a video and then coming back to their tables. I asked four of them if they liked working in pairs and they all said it was an advantage because they could between them have many good ideas instead of just one person's ideas on their own. In another class I asked about the shared reading with the younger children and they all said they enjoyed it, some went down to the lower classroom and some children came up to their room.

Year 6 were 'doing' maths BODMAS we were told what this meant, saw the children working and were even treated to a song in one class.

We visited Assembly where a story was being told by the teacher and selected children which had strong moral meaning and was put over very well so even the youngest Reception could understand. There was a

short prayer at the end. At the older children's assembly they sang the National Anthem which they have been learning and the Downview song.

We then went back down to the Reception area where there was lots of 'play' going on and of course lots wanting our attention. We did not see any evidence of arguments, not sharing, loud voices to upset others and considering if all the children were in on that day then there were 90 of them there. We left with a smile after they had sung their days of the week song!

Looking at the document:

British Values in action at Downview Primary School. We saw evidence of:

- Think pair share, questioning, pupil voice through the school.
- Golden rules/class rules.
- Voting by putting hands up or thumbs up or down.
- Class rules were clear and fair.
- Rights and Responsibilities were well displayed for children to see.
- Evidence of looking at different religions including Ann Frank and the Jews in the war.
- Listening to each other in carpet time after activities.
- Older children reading alongside younger ones.
- School Council notice board.
- Healthy eating displays on boards.

I am sure there were many more such as politeness in speaking to us and to each other, working quietly with respect to others, valuing each other's opinion.

Lovely morning as usual, always impressed with children and staff's dedication to learning.

Val Morris

Vice Chair/LA Governor



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19th April 2016

All Members of Staff,
Downview School

Dear All,

I am writing to you on behalf of the Governing Body of Downview School to say a massive thank you for allowing us to visit your classrooms today. We were made to feel extremely welcome throughout the school.

Without exception, everywhere we went the children were engrossed in their work and the atmosphere of the school was happy yet hardworking. It was abundantly clear that the children were having fun as well as learning which is a fantastic thing to see.

Please pass on our thanks to all the children; they were without exception polite and welcoming to us all. They brought a smile to all our faces many times during the morning with some of the things they said and did.

Many thanks to you all for allowing us to visit your classrooms.

We had a lovely morning.
Kind regards

Sue Hawthorn
Chair of Governors

