

Religious Aspects Improvement Plan

REVIEW

October 2017

	Target Achieved		Working Towards		Not Achieved
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Action Plan Title: How well does the school, through its distinctive Christian character, meet the needs of all learners?

Target	Actions Taken	Impact	Evidence
Increase the significance that Christianity is a multi-cultural world faith.	<ul style="list-style-type: none"> Hold an R.E. day – Creation Multi-Faiths Invite Multi-Faith or a variety of Christian tradition speakers in for RE lessons and collective worship 	<p>Children have a greater understanding of Christianity as a world faith, especially in KS2. Strength of RE lead teaching in Year 6.</p> <p>Answers given in lessons demonstrate that pupils are becoming more thoughtful.</p> <p>Displays in school have shown what has been covered in class, demonstrating a wider understanding of Christianity.</p> <p>More visitors needed to widen the appreciation of multi-cultures.</p>	<p>Displays</p> <p>RE books</p> <p>Assessment</p> <p>Photos</p>
Increase the importance of personal reflection and spirituality.	<ul style="list-style-type: none"> Develop further quiet areas for reflection. (Hope Highway) Ensure all collective worship sessions contain reflection. Consider steps to improve spirituality in pupils. 	<p>Children beginning to use the quiet area for reflection and reading.</p> <p>Year 6 requesting their own reflection zone.</p> <p>Collective worship ensures reflection in all sessions, including pupil-led worship committee sessions.</p> <p>Need to think about school video on spirituality to promote this.</p> <p>SMSC promoted across the curriculum, as well as the Christian values.</p> <p>Christian values extended to include more than school's eight.</p>	<p>Quiet Areas</p> <p>Pupil Interviews</p> <p>Collective Worship</p>
Increase the amount of writing at length completed in RE.	<ul style="list-style-type: none"> Set up writing opportunities through RE. Use RE as a focus for extended writing at points through the year. Use writing samples from RE books in children evidence files (Years 2 & 6) Ensure that children get the opportunity to write for real audiences by writing to visitors/faith groups. 	<p>Children writing at length based upon work they had been completing in RE. This was used to enable more accuracy for Teacher Assessment judgements.</p> <p>More RE themes stimulated extended writing.</p> <p>Need to give children real audiences for their writing, i.e. visitors/faith groups</p> <p>Blocking trialled in Year 6 showed greater progress and enabled longer pieces of writing to be stimulated as pupils were immersed in the learning.</p>	<p>RE Books</p> <p>Assessment</p> <p>Scrapbooks</p> <p>RE Display</p>
Further develop the work of the Worship Committee to promote RE throughout the school.	<ul style="list-style-type: none"> Hold half-termly meetings Have a display/scrapbook in school to promote their work Plan Collective Worship half-termly with the committee. 	<p>Worship Committee assisted to raise the profile of RE in the school and enabled one of the SIAMS report targets to be developed.</p> <p>Multi Faith Celebration Event competed</p> <p>Worship Committee select, plan and lead all their workshops.</p>	<p>SIAMS report</p> <p>Collective Worship</p> <p>Christian Distinctiveness Scrapbook</p>

Overall impact:

The needs of all learners are met very well with school results above national average or in line with it in many areas. The pupils are articulate in what they have learnt and in displaying a very spiritual and moral response to questions. School values are well known by all and have real impact on school practice. Collective worship and spaces around the school promote spiritual reflection and we as a school endeavour to develop this further where possible. The collective worship committee plan and lead RE and Christian themes each half-term raising the profile of being reflective to all pupils and staff. Non-negotiable that staff attend collective worship in order to have a reflective time during the day. Stronger presence of Governors have enabled more regular monitoring of RE and the level of Christian distinctiveness. Community events organised to set our school apart for its high Christian distinctiveness. Improvement is needed to enable real life visitors from different faiths into the school to go further to make pupils more aware that Christianity is a multi-cultural world faith.

Action Plan Title: What is the impact of collective worship on the school community?

Target	Actions Taken	Impact	Evidence
Increase the number of visitors from different Christian traditions and different faiths in collective worship.	<ul style="list-style-type: none"> Research visitors available. Plan visitors in to long term for collective worship. Aim for one visitor per half term with a minimum of one per term. Continue with Rector, Open the Book and child-led collective worship 	Open the Book brought Bible stories to life. Pupil led collective worship raised the profile of worship and reflection and developed the responsibility of the pupils. Contact made, but more time needed to get visitors into talk about various Christian traditions or other faiths.	Collective Worship Open the Book stories
Further develop child-led collective worship, using the worship committee.	<ul style="list-style-type: none"> Collective Worship Committee leads collective worship on a half termly basis. Continue with class assemblies for each year group. Increase the community events to widen impact of collective worship. 	Pupils gain more responsibility in school Collective worship taken in a new direction, which has more clarity for pupils. Staff received GERS format training for collective worship Pupil led Powerpoint created Class assemblies extend collective worship with wider community and other stakeholders. Remembrance Day event created to bring community together – hopes to make it annual.	Assembly notes RE Scrapbook Parent/Governor Views Formal Monitoring of CW
Ensure personal reflection occurs during collective worship.	<ul style="list-style-type: none"> Introduce reflection time in to all collective worship sessions. See point 2 in Christian Character Plan. Consult collective worship committee on how to improve spirituality. 	Children's spirituality has now got the opportunity for growth. Classes using two main reflection spaces in school. Collective worship promotes reflection and allows pupils to leave when their reflection is over.	Children using reflective areas Collective worship sessions
Ensure reflective journal records and develops what occurs in collective worship.	<ul style="list-style-type: none"> Have journal in a central point so that all staff can access it. Introduce a visitors' comments section for journal. BY to ensure that Headteacher reflections happen. BY to visit other church schools about collective worship. 	Daily record of reflection from collective worship. Pupils, visitors and staff record reflectively about collective worship sessions. Governors monitor collective worship regularly.	Journal

Overall impact:

Collective worship is an integral part of school life and children enjoy taking part and listening to stories. Delivery is stronger and more varied maintaining a higher interest level. Non-negotiable that staff available attend daily collective worship and this has increased attendance and opportunity for reflection. Collective worship is now led by a variety of people, including the children and daily reflection comments are recorded. More work is needed on increasing the number of outside visitors from different faiths.

Action Plan Title: How effective is the religious education?

Target	Actions Taken	Impact	Evidence
Continue to monitor the effectiveness of the new assessment system for all year groups.	<ul style="list-style-type: none"> Research new assessment criteria. Develop grids within Classroom Monitor that teachers can use on iPads. Monitor completion of grids and review half termly. Work with Kathryn Wright to ensure that the content is accurate and informative. 	R.E. is now being assessed using a revised system of ECRE criteria and Understanding Christianity skills for each year group. This still requires some revision. School is working with the Diocese to develop a new syllabus, which will mean assessment will need updating. Teachers have a greater understanding of their classes' attainment in relation to an expected level.	R.E. Assessments R.E. Books Teachers' notes.
Implement a new scheme of work for Early Years. Implement the Understanding Christianity scheme.	<ul style="list-style-type: none"> Implement the new Firm (Growing) Foundations EYFS scheme. Ensure progression and links with Understanding Christianity materials. Implement the Understanding Christianity scheme – train staff – ensure materials inform planning – review it use and impact. 	Children in EYFS have the beginnings of a journey in their understanding of RE. Evidence recorded in EYFS scrapbook. Teachers have more confidence in teaching the subject Staff trained in UC resource, which is linked to a new long-term plan. Staff enjoy using it and this resource informed our theological adviser MS preparing for Incarnation Week.	Lesson Plans Observations Assessments Scrapbooks
Make links between RE and school values explicit for all learners.	<ul style="list-style-type: none"> Ensure that lesson plans state which values are linked to the lessons. Get children to talk about the links in child/teacher dialogue. Ensure values are clear in all classrooms. Ensure Big Questions are evidenced in books and pupils can also answer them verbally. 	Children are now able to discuss the links between their work and the school values, explaining examples of how RE helps them to live in a Christian way. Children more aware of Holy Trinity thanks to corridor mural. Lesson plans show links to the Christian values. Children can articulate their learning well and can answer the Big Questions. Evidence in books must support their confident verbal explanations. Values displayed in all classes Push to achieve Gold Quality Mark in 2017-18	R.E. Plans Interviews with pupils Lesson Plans
Attend any opportunities to moderate RE provision.	<ul style="list-style-type: none"> Attend any moderation event where books from certain year groups can be compared and ideas swapped. Set up a scrapbook, containing samples of good RE from each year group/unit of work. Forge RE links with another strong Church school to develop RE provision. 	RE Lead worked closely alongside the Diocese for quality assurance from Healthcheck. Improvement progress seen and acknowledged Teachers confident that the work carried out is in line with what other schools are doing. Non-negotiables implemented to ensure RE taught by teachers and not HLTAs, unless covering in PPA where teacher would still plan. Staff member with a theology degree quality assures and assists to bring learning and progress forward.	Re Healthcheck and email correspondence from Kathryn Wright praising progress and long term plan Quality Assurance from external advisors. Blocking Impact on RE Monitoring from Governors

Overall impact:

R.E. continues to improve after a large staffing transition in September 2016. Provision did dip, but strides have been made to return to a stronger standard. Diocesan advisers have approved the work that has been done to achieve this. With a new resource, Understanding Christianity being used and with a new syllabus being devised, our assessment will need to be upgraded in light of these. The quality of RE has increased because only teachers are allowed to teach it. Children enjoy learning in R.E. more due to this. Teaching is consistently good. Understanding Christianity will enable new planning to be developed and a deeper appreciation for the faith to be obtained.

Action Plan Title: How effective are the leadership and management of the school as a church school?

Target	Actions Taken	Impact	Evidence
New Headteacher to attend training courses to develop leadership of church school.	<ul style="list-style-type: none"> Headteacher to attend meetings with Diocese. Visit other local church schools to improve practice. Ensure other Teachers are trained to assist with the leadership of RE. Seek support from Governors. 	Headteacher and Teacher jointly lead RE. Both have attended training in leading the subject and moving the provision forward. Links with Little Plumstead RE Leads has been forged. Non-negotiables in place – Teachers trained in new resource. Governors monitoring Collective Worship and RE	Governor Monitoring Reports and Minutes Training Record
Improve the opportunities for Governors to monitor RE within school.	<ul style="list-style-type: none"> Hold termly meeting with Foundation Governors. Invite Governors in to take part in RE days and certain RE lessons. Governors to interview children on RE as part of Governor Challenge Day Report to whole Governing body on developments in RE annually. Governors to attend Collective Worship and reflect in journal. 	Governors have a greater understanding of R.E. in school. Governors monitoring collective worship and RE and recording findings. Leaders can now be challenged as to the teaching of RE and how we can improve it further. Governors (Incumbants) on hand to support delivery of RE.	Governor minutes and monitoring reports
Gauge the views of stakeholders to fully impact on self-evaluation.	<ul style="list-style-type: none"> Send out surveys to children and parents – SEF questions Review results and form next SEF and development plan. Feedback to Governors and staff Set up cycle of surveys to ensure results are current. 	SEF and Improvement documents informed by stakeholder views. Surveys need to be conducted – have been carried out for other things, but not for impressions of RE.	Survey results SEF Improvement Plans
Engage in cross-school events to promote the teaching of R.E.	<ul style="list-style-type: none"> Attend any ECRE meetings to discuss ideas of how schools can work together. Engage in any events across school year. 	Living Advent, Lent Event, Remembrance Event, UC training and other RE events built strong network of schools.	ECRE website Scrapbook

Overall impact:

The leadership of R.E. has improved since September 2016. The joint leads have attended training and worked together to drive up standards meeting the SIAMS areas for improvement and raising the quality of provision. Surveys for pupils and parents is required to gauge their opinions as to how we can improve things further.