

Religious Aspects Improvement Plan 2017 / 18



The following plan is a living document and as such is constantly changing.

This version was printed on:
Tuesday, January 16, 2018

Although we are only a Voluntary Controlled school, we feel that it is important that the teaching of Religious Education is included in our improvement work, as it is only through high quality biblical teaching that children will be able to fully appreciate the wider benefits that faith can bring.

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Section 1

This overview provides the top priorities from each of the four areas. For a more detailed picture, please see the yearly overview.

Three Year Overview (Achieving Outstanding)

	Identified Priorities	Budget Implications
YEAR 1	<ul style="list-style-type: none"> • Achieve the Gold RE Quality mark. • Ensure that the school values are current and known by the children at all levels. • Further consider the future of the school, looking at academy options, including any alternative collaboration available. • Ensure the Understanding Christianity scheme is embedded across the school. • Host more cross-school RE events and within the community. • Participate in developing a new RE syllabus with the Diocese and other Church schools. • Develop a new RE assessment approach incorporating the new UC resource. 	Consider budget costs for achieving Gold RE Quality Mark.
		Can this provision be provided from within the current budget plan? Yes
YEAR 2	<ul style="list-style-type: none"> • Launch the new Diocesan syllabus in the school. • Launch the new RE assessment in the school. • Further consider the future of the school, looking at academy options, including any alternative collaboration available. • Become a HUB for RE based events within the community. • Develop the school's spiritual ethos. • Exploit links within the community to develop more events. 	Develop links within the community to host RE events.
		Can this provision be provided from within the current budget plan? Yes
YEAR 3	<ul style="list-style-type: none"> • Establish school as an outstanding practitioner of RE for many years to come. • Lead more RE events with other schools. • Prepare a video of the importance of being a Church school from a child's perspective. • Embed the new syllabus across the school. • Embed the new assessment across the school. • Forge RE links with other schools in other more diverse areas of the country. 	Visits to other schools outside of Norfolk
		Can this provision be provided from within the current budget plan? Yes

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Section 2

Review of Previous Year

Review document available from the school office

Overview:

	Target Achieved	Working Towards	Not Achieved
Meeting the needs of all learners			
Increase the significance that Christianity is a multi-cultural world faith.		✓	
Increase the importance of personal reflection and spirituality.	✓		
Increase the amount of writing at length completed in RE.	✓		
Further develop the work of the Worship Committee to promote RE throughout the school.	✓		
Impact of collective worship			
Increase the number of visitors from different Christian traditions and different faiths in collective worship.			✓
Further develop child-led collective worship, using the worship committee.	✓		
Ensure personal reflection occurs during collective worship.	✓		
Ensure reflective journal records and develops what occurs in collective worship.	✓		
Religious education			
Continue to monitor the effectiveness of the new assessment system for all year groups.		✓	
Implement a new scheme of work for Early Years.	✓		
Implement the Understanding Christianity scheme.	✓		
Make links between RE and school values explicit for all learners.	✓		
Attend any opportunities to moderate RE provision.	✓		
Leadership and management			
New Headteacher to attend training courses to develop leadership of church school.	✓		
Improve the opportunities for Governors to monitor RE within school.	✓		
Gauge the views of stakeholders to fully impact on self-evaluation.			✓
Engage in cross-school events to promote the teaching of R.E.	✓		

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Section 3

This yearly overview highlights the top two priorities through the year in each of the four key areas. For a complete list of the actions anticipated over the year, please see the detailed action plans for each area.

Yearly Overview

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Priority	Overview of Strategies	Lead Staff	Success Criteria
Increase pupil understanding that Christianity is a multi-cultural world faith.	<ul style="list-style-type: none"> Hold R.E. days/weeks – Incarnation – ensure 2/3 Christianity is achieved. Christian events around the world. Visit other faith buildings. Visit other faith schools. Invite Multi-Faith or a variety of Christian tradition speakers in for RE lessons and collective worship Multi-Faith Library 	BY JB	Children will be aware that Christianity is a world faith and will be able to recall examples of this from school events/visits. Visitors Book will provide evidence of a positive time at Homefield. Children have a stronger understanding of where Christianity is in the world.
Enable learners to take greater ownership over their own RE learning.	<ul style="list-style-type: none"> Pupils involved in planning discussions with teachers to suggest areas they would like to learn regarding the Big Questions. Ensure pupils have regular time for dialogue and discussion regarding current affairs and their learning. Pupils aware of where they are in their learning, what their next steps are and how they can get there. Pupils aware of the importance of and purpose of their learning. Enable pupils to be able to share their work with other stakeholders and/or other schools. 	BY Teaching Staff	Pupils are more enthusiastic about RE. Children can articulate more confidently regarding their Big Questions and their position in their learning. Pupils more regularly share their efforts with others.

What is the impact of collective worship on the school community?

Priority	Overview of Strategies	Lead Staff	Success Criteria
Increase the number of visitors from different Christian traditions and different faiths in collective worship.	<ul style="list-style-type: none"> Research visitors available. Create a faith library event where visitors of different faiths can attend and immerse our pupils to religious and cultural difference. Continue with Reverend and Open the Book collective worships. CWC to write invitations to faith leaders in local area to attend our collective worships. 	BY JB CWC	Children will be aware that Christianity is a diverse and multi-cultural religion. Children from KS2 will be able to express this with confidence. Increase in tolerance of other faiths, particularly in current media climate. Aim for one visitor per half term with a minimum of one per term.
Extend child-led collective worship further to include other stakeholders.	<ul style="list-style-type: none"> Pupils to share their efforts from RE with the wider community or other Church schools. Continue with class collective worship for each year group. Class collective worship to include what RE the children have been doing, as well as the week's theme. Increase the presence of other stakeholders at child-led Christian/RE events. 	BY JB	Child-led collective worship will take place once every half term. Children from all year groups will get the opportunity to plan and deliver a collective worship session. Class collective worships to allow pupil input and reflection.

How effective is the religious education?

Priority	Overview of Strategies	Lead Staff	Success Criteria
Involvement of pupils in areas of planning for RE lessons.	<ul style="list-style-type: none"> • Within blocking, pupils are to be asked what they would like to learn regarding the Big Questions. Teachers to then plan around these contributions. • Enable pupils to share their work with the wider community at class collective worships. • Collective Worship committee planning independently half-termly. 	JB BY	<p>Pupils appreciate their suggestions are valued and incorporated into their learning.</p> <p>Pupils in all classes involved in planning discussions with the teachers.</p>
Continue to improve the quality of RE teaching in school.	<ul style="list-style-type: none"> • Ensure that staff meeting time is dedicated to talking about RE impact on the pupils and sharing best practice. • Forge links with another Church school to develop quality of provision by sharing ideas. • Ensure strong links remain with the Diocesan Adviser to develop new syllabus. • Inclusion of current affairs topics as points for religious discussion and dialogue. • Lesson plans show challenge, dialogue and reflection. • Ensure teachers are held to account for progress in RE through monitoring. 	BY JB	<p>Children will be able to discuss their work with more confidence.</p> <p>Staff are including current affairs on planning and allowing pupils to discuss them.</p> <p>Use of more visitors and more visits to places driven by RE across the year groups and the school values,</p>

How effective are the leadership and management of the school as a church school?

Priority	Overview of Strategies	Lead Staff	Success Criteria
Aim to achieve the RE Gold Quality Mark.	<ul style="list-style-type: none"> • Use the RE Quality Mark criteria and the assessment received from the previous grading to ascertain current position. • Look at areas of improvement and use this to create new action plan. • Implement action plan with all stakeholders. • Review impact through the year of improving areas, and those not progressing swiftly enough. Address these areas with a contingency plan. 	BY JB	School achieves Gold Quality Mark recognition.
Improve the level of self-evaluation from and the methods used to inform stakeholders regarding RE.	<ul style="list-style-type: none"> • Send out surveys to children and parents – SEF questions • Review results and contribute to next SEF and development plan. • Feedback to Governors and staff • Set up cycle of surveys to ensure results are current. • Subject leader to prepare flyers or conduct presentations to parents on the significance of RE to develop a pupil's SMSC. • Pupils to conduct collective worship sessions with parents. • Parent RE workshops/faith libraries. 	BY JB	<p>All review and improvement documentation will be informed by the views of all stakeholders to a greater extent, and continue to reflect the needs of the school.</p> <p>Surveys show parents are more informed regarding the importance of RE and how well their child is doing.</p>

Section 4

DETAILED ACTION PLANS 2017/18

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Objective	Actions	Time Scale	Lead by	Success Criteria	Measurable Data
Increase pupil understanding that Christianity is a multi-cultural world faith.	<ul style="list-style-type: none"> • Hold R.E. days/weeks – Incarnation – ensure 2/3 Christianity is achieved. • Christian events around the world. • Visit other faith buildings. • Visit other faith schools. • Invite Multi-Faith or a variety of Christian tradition speakers in for RE lessons and collective worship • Multi-Faith Library 	By Sep 18	BY JB	Children will be aware that Christianity is a world faith and will be able to recall examples of this from school events/visits. Visitors Book will provide evidence of a positive time at Homefield. Children have a stronger understanding of where Christianity is in the world.	Displays RE Books Pupil interviews Photos/Messages from visitors Scrapbooks
Further increase the importance of SMSC (spiritual, moral, social and cultural development) across the school. (Linked to Target 1 above)	<ul style="list-style-type: none"> • Develop a discreet Year 6 reflection area. • Develop links with school of contrasting locality and religion, possibly Indonesia. • Visits to other schools in a variety of contexts to see how spirituality in pupils is improved. 	By July 18	BY KN JB	Children will have increased opportunities to develop SMSC by visiting other cultures and faiths in action and writing to them. Further reflective spaces will have been set up in school. (Year 6)	Reflection areas more evident in school Pupil interviews Evidence of links with school abroad.
Enable learners to take greater ownership over their own RE learning.	<ul style="list-style-type: none"> • Pupils involved in planning discussions with teachers to suggest areas they would like to learn regarding the Big Questions. • Ensure pupils have regular time for dialogue and discussion regarding current affairs and their learning. • Pupils aware of where they are in their learning, what their next steps are and how they can get there. • Pupils aware of the importance of and purpose of their learning. • Enable pupils to be able to share their work with other stakeholders and/or other schools. 	By Sep 18	BY Teaching Staff	Pupils are more enthusiastic about RE. Children can articulate more confidently regarding their Big Questions and their position in their learning. Pupils more regularly share their efforts with others.	Pupils' Work Displays Parental Workshops Governor visits Pupil Interviews RE Observations Governor Monitoring Scrapbooks
Organise, host and participate in more Christian community events to enhance our distinctiveness.	<ul style="list-style-type: none"> • Host more Christian events across the year, such as Remembrance. • Have a display/scrapbook in school to promote pupils' learning with visitors. • Collective Worship committee or classes inviting in other stakeholders. • Pupils to share what they have been taught more regularly with wider community. 	By Sep 18	BY JB	The school will be involved in different Christian events across the year, which we have organised. Organise and participate in more inter-school Christian/RE events.	Displays Scrapbooks Letters from others commenting on our involvement in Christian events.

What is the impact of collective worship on the school community?

Objective	Actions	Time Scale	Lead by	Success Criteria	Measurable Data
Increase the number of visitors from different Christian traditions and different faiths in collective worship.	<ul style="list-style-type: none"> • Research visitors available. • Create a faith library event where visitors of different faiths can attend and immerse our pupils to religious and cultural difference. • Continue with Reverend and Open the Book collective worships. • CWC to write invitations to faith leaders in local area to attend our collective worships. 	By Oct 18	BY JB CWC	<p>Children will be aware that Christianity is a diverse and multi-cultural religion.</p> <p>Children from KS2 will be able to express this with confidence.</p> <p>Increase in tolerance of other faiths, particularly in current media climate.</p> <p>Aim for one visitor per half term with a minimum of one per term.</p>	Collective Worship rota Visitor Book Reflective Journal Displays Scrapbooks
Extend child-led collective worship further to include other stakeholders.	<ul style="list-style-type: none"> • Pupils to share their efforts from RE with the wider community or other Church schools. • Continue with class collective worship for each year group. • Class collective worship to include what RE the children have been doing, as well as the week's theme. • Increase the presence of other stakeholders at child-led Christian/RE events. 	By July 18	BY JB	<p>Child-led collective worship will take place once every half term.</p> <p>Children from all year groups will get the opportunity to plan and deliver a collective worship session.</p> <p>Class collective worships to allow pupil input and reflection.</p>	Collective Worship rota Website news Display Scrapbooks Feedback from Parents
Improve pupil and staff well-being by increasing the opportunities for personal reflection during collective worship. (Linked to Target 2 above)	<ul style="list-style-type: none"> • All staff expected to attend unless approved by HT or DHT. • Reflection time in collective worship allows the development of further SMSC. • Seek pupil opinion as to whether collective worship reflection aids well-being. • Enable classes and nurture to promote reflection time in the day. 	By July 18	All Staff	<p>Children will have access to regular opportunities to develop their personal spirituality.</p> <p>Personal reflection must occur in every collective worship session.</p> <p>Reflective journal to show impact of learning from collective worship.</p>	Collective Worship feedback
Ensure Governors continue to monitor the effectiveness and impact of collective worship.	<ul style="list-style-type: none"> • Governors to monitor each half-term the effectiveness of collective worship. • Reflective comments show impact of learning from collective worship. • Record monitoring in central journal in the Hall. • BY to visit other church schools about collective worship. 	By Oct 18	BY JB	<p>Governors will be regularly monitoring on the impact of collective worship each half-term.</p> <p>Comments from children, visitors and leaders will be collated and used to improve collective worship further.</p>	Journal Visitors' book Displays

How effective is the religious education?

Objective	Actions	Time Scale	Lead by	Success Criteria	Measurable Data
Develop an updated assessment system to include Understanding Christianity for all year groups.	<ul style="list-style-type: none"> • Devise new assessment criteria to include UC resource. • Monitor completion of assessment grids and review half termly. • Work with Kathryn Wright to ensure that the content is accurate and informative. • Pupils are more able to show their understanding of the Big Questions and understand the purpose for learning such elements. 	By July 18	BY JB	<p>RE will be assessed against new criteria in all year groups, when using UC resource.</p> <p>Teachers will have a greater understanding of their classes attainment in relation to the expected standard.</p> <p>Pupils show stronger progress and greater understanding of RE themes.</p>	<p>Assessment grids RE books Professional dialogue at staff meetings</p>
Continue to ensure extended writing occurs in RE. (Linked to Target 2 above.)	<ul style="list-style-type: none"> • Set up cross-curricular writing opportunities through RE. • Blocking of RE enables pupils to be fully immersed in the learning and to have a greater stimulus for extended writing. • 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, e.g. school in Indonesia. 	By July 18	BY JB KN All Teachers	<p>RE will be the basis for the pupils to write at length in all key stages.</p> <p>Some RE evidence will be included for moderation.</p>	<p>RE Books Assessment Scrapbooks</p>
Continue to improve the quality of RE teaching in school.	<ul style="list-style-type: none"> • Ensure that staff meeting time is dedicated to talking about RE impact on the pupils and sharing best practice. • Forge links with another Church school to develop quality of provision by sharing ideas. • Ensure strong links remain with the Diocesan Adviser to develop new syllabus. • Inclusion of current affairs topics as points for religious discussion and dialogue. • Lesson plans show challenge, dialogue and reflection. • Ensure teachers are held to account for progress in RE through monitoring. 	By July 18	BY JB	<p>Children will be able to discuss their work with more confidence.</p> <p>Staff are including current affairs on planning and allowing pupils to discuss them.</p> <p>Use of more visitors and more visits to places driven by RE across the year groups and the school values,</p>	<p>Plans RE books Scrapbooks Pupil Interviews Increased number of RE themed days/weeks.</p>
Involve pupils in areas of planning for RE lessons.	<ul style="list-style-type: none"> • Within blocking, pupils are to be asked what they would like to learn regarding the Big Questions. Teachers to then plan around these contributions. • Enable pupils to share their work with the wider community at class collective worships. • Collective Worship committee planning independently half-termly. 	By July 18	JB BY	<p>Pupils appreciate their suggestions are valued and incorporated into their learning.</p> <p>Pupils in all classes involved in planning discussions with the teachers.</p>	<p>Plans Pupil Interviews</p>

How effective are the leadership and management of the school as a church school?

Objective	Actions	Time Scale	Lead by	Success Criteria	Measurable Data
RE Leads to implement new assessment system and assist in development of new syllabus.	<ul style="list-style-type: none"> • RE Lead to assist in development of new syllabus. • Conduct staff INSET regarding new assessment systems and syllabus. • Discuss and review impact of this training. • Visit other local church schools to improve practice. • Seek support from external advisers and foundation Governors. 	By July 18	BY JB	Church and Christian provision will remain prominent and steps will be put in place to maintain the school's outstanding grading.	Leadership and management of RE in school remains at outstanding.
Ensure Governors continue to monitor RE effectively within the school.	<ul style="list-style-type: none"> • Invite Governors in to take part in RE days and certain RE lessons. • Governors to monitor RE CPD. • Governors to interview children and subject leader on RE as part of Governor Challenge Day • Report to whole Governing body on developments in RE through HT report, such as training impact. • Governors to attend Collective Worship and reflect in journal half-termly. 	By July 18	BY GOVS JB	<p>Governors will have a good understanding of the impact of RE in the school and they will be aware of children's views.</p> <p>Governors will be satisfied with the strength of collective worship from staff.</p> <p>RE leaders will be challenged to improve the teaching of RE and the schools values further.</p>	Governors' minutes Pupil interviews Collective Worship Monitoring Forms
Improve the level of self-evaluation from and the methods used to inform stakeholders regarding RE.	<ul style="list-style-type: none"> • Send out surveys to children and parents – SEF questions • Review results and contribute to next SEF and development plan. • Feedback to Governors and staff • Set up cycle of surveys to ensure results are current. • Subject leader to prepare flyers or conduct presentations to parents on the significance of RE to develop a pupil's SMSC. • Pupils to conduct collective worship sessions with parents. • Parent RE workshops/faith libraries. 	By Oct 18	BY JB	<p>All review and improvement documentation will be informed by the views of all stakeholders to a greater extent, and continue to reflect the needs of the school.</p> <p>Surveys show parents are more informed regarding the importance of RE and how well their child is doing.</p>	Survey results SEF Religious Aspects Improvement Plan RE action plan
Aim to achieve the RE Gold Quality Mark.	<ul style="list-style-type: none"> • Use the RE Quality Mark criteria and the assessment received from the previous grading to ascertain current position. • Look at areas of improvement and use this to create new action plan. • Implement action plan with all stakeholders. • Review impact through the year of improving areas, and those not progressing swiftly enough. Address these areas with a contingency plan. 	By July 18	BY JB	School achieves Gold Quality Mark recognition.	RE Books Pupil Interviews Scrapbooks Records of meetings with other schools. Comments from RE advisers.