

Religious Aspects Improvement Plan 2018 / 19



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

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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"> • 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. • Ensure all planning is approved by relevant agencies. 	Develop links within the community to host RE events.
		Can this provision be provided from within the current budget plan? Yes
YEAR 2	<ul style="list-style-type: none"> • Establish school as an outstanding practitioner of RE. • 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
YEAR 3	<ul style="list-style-type: none"> • Seek to offer outreach work to other schools in need of support. • Lead an event to support a current affairs Christian issue. • Develop staff further as future Church school leaders. • Enable all pupils to experience other religions and other Christian denominations. 	Event offering support to current affairs Christian issue
		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 pupil understanding that Christianity is a multi-cultural world faith.		✓	
Further increase the importance of SMSC (spiritual, moral, social and cultural development) across the school. (Linked to Target 1 above)	✓		
Enable learners to take greater ownership over their own RE learning.	✓		
Organise, host and participate in more Christian community events to enhance our distinctiveness.	✓		
Impact of collective worship			
Increase the number of visitors from different Christian traditions and different faiths in collective worship.		✓	
Extend child-led collective worship further to include other stakeholders.	✓		
Improve pupil and staff well-being by increasing the opportunities for personal reflection during collective worship. (Linked to Target 2 above)	✓		
Ensure Governors continue to monitor the effectiveness and impact of collective worship.	✓		
Religious education			
Develop an updated assessment system to include Understanding Christianity for all year groups.	✓		
Continue to ensure extended writing occurs in RE. (Linked to Target 2 above.)		✓	
Continue to improve the quality of RE teaching in school.	✓		
Involve pupils in areas of planning for RE lessons.		✓	
Leadership and management			
RE Leads to implement new assessment system and assist in development of new syllabus.	✓		
Ensure Governors continue to monitor RE effectively within the school.	✓		
Improve the level of self-evaluation from and the methods used to inform stakeholders regarding RE.		✓	
Aim to achieve the RE Gold Quality Mark.			✓

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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

Dignity & Respect and Christian Distinctiveness

Priority	Overview of Strategies	Lead Staff	Success Criteria
Implement a revised curriculum.	<ul style="list-style-type: none"> Four blocks of RE across the year with 2/3 being based on Christianity. Christian events hosted and held. 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 Events enable difference and diversity to be taught to the pupils. Curriculum also offers difference and diversity to be taught, through art, history, geography and PSHE. Curriculum to give real purpose for learning. 	BY KN	<p>Children will be aware that Christianity is a world faith and will be able to recall examples of this from school events/visits.</p> <p>Children have a stronger understanding of where Christianity is in the world.</p> <p>Children are more aware of respecting others and offering them dignity, by accepting and welcoming difference and diversity.</p>
To raise awareness of mental health and well-being.	<ul style="list-style-type: none"> Caring Crusaders to raise the awareness of mental health and well-being with pupils by writing articles about it on the nurture blog/magazine. Commemorate Mental Health Awareness Day (10th Oct) PC to support pupils with mental health and well-being through nurture sessions. Seek CPD for staff on signs and support strategies of mental health issues. Early and Primary Years Mental Health Training Young Minds SLT to ensure staff well-being remains healthy. 	PC/SH	<p>Promote positive mental health in primary education.</p> <p>Parents and carers helped to provide the psychological support they need as they grow.</p> <p>Staff will be able to identify children experiencing or at risk of experiencing mental health problems.</p> <p>Know the risk factors for children in early years.</p> <p>Understand strategies to build resilience in young children.</p> <p>Learn about attachment and brain development in infants and young children.</p> <p>Be able to apply early intervention strategies to apply in our school.</p>
<u>Character Development: Hope, Aspiration & Courageous Advocacy, Community & Living Well Together and The Impact of Collective Worship</u>			
Priority	Overview of Strategies	Lead Staff	Success Criteria
Enable pupils to become actively involved in more charitable events or show support for challenging incidents around the world.	<ul style="list-style-type: none"> Provide pupils with opportunities to debate controversial economic or political issues, which are impacting negatively on the world and empower them to raise money for worthy causes. Children able to write to senior political figures, conduct petitions or raise stronger awareness to the difficulties of others. 	BY School Staff	<p>Children more involved in selecting charitable events to raise money for.</p> <p>Pupils' have a greater sense of what is right and a stronger willingness to play a part in correcting what is not right.</p>
Increase the number of visitors from different Christian traditions and	<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 	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</p>

different faiths in collective worship, who can enhance the experience.	<ul style="list-style-type: none"> 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. Ensure Christian traditions of the Eucharist and Holy Trinity are highlighted to strengthen pupil understanding. Enhanced by visitors instructing us on the themes. 		<p>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> <p>Pupil understanding of Christian traditions is greater.</p>
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Wisdom, Knowledge and Skills and The Effectiveness of Religious Education

Priority	Overview of Strategies	Lead Staff	Success Criteria
Implement an assessment system to include approved age-related expectations.	<ul style="list-style-type: none"> Use age-related expectations and building blocks from UC resource on which to base assessment. 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 JB	<p>RE will be assessed against new criteria in all year groups.</p> <p>Pupils have a stronger understanding of the RE themes taught and a more accomplished religious literacy</p> <p>Teachers will have a greater understanding of their classes' attainment in relation to the expected standard.</p> <p>Pupils show stronger progress.</p>
Implement a revised curriculum to ensure a greater immersion into RE across the year.	<ul style="list-style-type: none"> Set up cross-curricular writing opportunities through RE. Blocked weeks of RE enables pupils to be fully immersed in the learning and to make greater progress. Increased opportunities for extended writing. Use writing samples from RE books in children evidence files for moderation (Years 2 & 6) Ensure that children get real audiences for their studies, such as visitors/faith groups, schools in other countries. 	BY 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>Increase in RE trips and visitors.</p> <p>Stronger progress seen.</p>

Vision and Leadership – The Effectiveness of Leadership and Management

Priority	Overview of Strategies	Lead Staff	Success Criteria
Enhance the understanding of senior leaders in leading a Church School.	<ul style="list-style-type: none"> Seek further CPD for senior leaders in areas of church school leadership. Share leadership of the school with Deputy Headteacher. Jointly write the SIAMs SEF ensuring all senior leaders have ownership over the vision and improvements for the school. 	BY KN	Senior Leaders are more aware of the responsibilities of leading a Church school.
Recruit new foundation Governors to ensure the continuation of the formal monitoring of RE within the school.	<ul style="list-style-type: none"> Assist in the appointment of a new incumbent. 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 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>

Section 4

DETAILED ACTION PLANS 2018/19

Dignity & Respect and Christian Distinctiveness

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
Implement a revised curriculum.	<ul style="list-style-type: none"> • Four blocks of RE across the year with 2/3 being based on Christianity. • Christian events hosted and held. • 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 • Events enable difference and diversity to be taught to the pupils. • Curriculum also offers difference and diversity to be taught, through art, history, geography and PSHE. • Curriculum to give real purpose for learning. 	By Sep 19	BY KN	Children will be aware that Christianity is a world faith and will be able to recall examples of this from school events/visits. Children have a stronger understanding of where Christianity is in the world. Children are more aware of respecting others and offering them dignity, by accepting and welcoming difference and diversity.	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.	<ul style="list-style-type: none"> • Develop further areas for pupils to reflect and develop spiritually. • Develop links with school of contrasting locality and religion. • Visits to other schools in a variety of contexts to see how spirituality in pupils is improved. • Ensure policies highlight the ethos of the school of family and friendship. 	By July 19	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. Policies to represent the family and friendship ethos of the school.	Reflection areas more evident in school Pupil interviews Evidence of links with school abroad.
Enhance the pupil awareness of RSE in readiness for 2020 statutory directive.	<ul style="list-style-type: none"> • School to purchase a new LA approved scheme of work for RSE for KS1 and KS2 pupils. • INSET training for staff led by PSHE lead to enhance subject knowledge and resource use. • Breakdown of RSE progression for each year group made by PSHE lead. • Pupils aware of the importance of learning about RSE. where they are in their learning, what their next steps are and how they can get there. • Visit other schools to Pupils aware of the importance of and purpose of their learning. • Enable resources to be shared with other stakeholders. • Enhance SMSC opportunities through RSE learning as this teaches about the value of uniqueness and highlights difference and diversity. 	By Sep 19	EC 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
To raise awareness of mental health and well-being.	<ul style="list-style-type: none"> • Caring Crusaders to raise the awareness of mental health and well-being with pupils by writing articles about it on the nurture blog/magazine. • Commemorate Mental Health 	By Sep 19	PC/SH	Promote positive mental health in primary education. Parents and carers helped to provide the psychological support they need as they grow. Staff will be able to identify children	Pupils showing stronger coping strategies and resilience.

	<p>Awareness Day (10th Oct)</p> <ul style="list-style-type: none"> • PC to support pupils with mental health and well-being through nurture sessions. • Seek CPD for staff on signs and support strategies of mental health issues. Early and Primary Years Mental Health Training Young Minds • SLT to ensure staff well-being remains healthy. 			<p>experiencing or at risk of experiencing mental health problems. Know the risk factors for children in early years. Understand strategies to build resilience in young children. Learn about attachment and brain development in infants and young children. Be able to apply early intervention strategies to apply in our school.</p>	
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Character Development: Hope, Aspiration & Courageous Advocacy, Community & Living Well Together and The Impact of Collective Worship.

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
Increase the number of visitors from different Christian traditions and different faiths in collective worship, who can enhance the experience.	<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. Ensure Christian traditions of the Eucharist and Holy Trinity are highlighted to strengthen pupil understanding. Enhanced by visitors instructing us on the themes. 	By Oct 19	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> <p>Pupil understanding of Christian traditions is greater.</p>	<p>Collective Worship rota</p> <p>Visitor Book</p> <p>Reflective Journal</p> <p>Displays</p> <p>Scrapbooks</p>
Enable pupils to become actively involved in more charitable events or show support for challenging incidents around the world.	<ul style="list-style-type: none"> Provide pupils with opportunities to debate controversial economic or political issues, which are impacting negatively on the world and empower them to raise money for worthy causes. Children able to write to senior political figures, conduct petitions or raise stronger awareness to the difficulties of others. 	By July 19	BY School Staff	<p>Children more involved in selecting charitable events to raise money for.</p> <p>Pupils' have a greater sense of what is right and a stronger willingness to play a part in correcting what is not right.</p>	<p>Website news</p> <p>Display</p> <p>Scrapbooks</p> <p>Feedback from Parents</p> <p>Feedback from Charities</p>
Improve pupil and staff mental and physical well-being by increasing the opportunities for personal reflection during collective worship. (Also see Target 4 under Dignity and Respect)	<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. Raise awareness of mental well-being. 	By July 19	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>	<p>Collective Worship feedback</p>
Continue to raise aspirations of pupils.	<ul style="list-style-type: none"> Invite speakers in to special assemblies (held separate to 	By Oct 19	BY School Staff	<p>Links with another school outside Norfolk will be in place – Windhill21, Bishop's</p>	<p>Journal</p> <p>Visitors' book</p>

	<p>collective worship) to talk about their careers, e.g. doctors, firemen, designers etc.</p> <ul style="list-style-type: none"> • Survey pupils regarding their career interests from Years 4, 5 and 6. In collaboration with the JLT, collate findings and make contact with the most popular careers to come in and speak to pupils. • Radio Norfolk to visit to enable pupils to prepare a journalistic piece regarding preparing for Ofsted. • Make links with schools in other parts of the country. • Liaise with UEA to discuss the possibility of a trip for all Year 6 children. • Book a trip to Kidzania in London in combination with Natural History Museum or viable equivalent • Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements. 			<p>Stortford</p> <p>Multiple careers will visit to inspire pupils.</p> <p>Pupil Survey shows pupils have a greater appreciation and future ambition. Higher aspirations of children wanting to continue education/skilled vocational work</p> <p>More pupils offered the chance to represent the school at different events.</p> <p>Higher proportion of pupils representing the school.</p>	<p>Displays Pupil Surveys</p> <p>Better understanding of the world around us.</p>
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Wisdom, Knowledge and Skills and The Effectiveness of Religious Education

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
Implement an assessment system to include approved age-related expectations.	<ul style="list-style-type: none"> • Use age-related expectations and building blocks from UC resource on which to base assessment. • 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 19	BY JB	<p>RE will be assessed against new criteria in all year groups. Pupils have a stronger understanding of the RE themes taught and a more accomplished religious literacy</p> <p>Teachers will have a greater understanding of their classes' attainment in relation to the expected standard.</p> <p>Pupils show stronger progress.</p>	<p>Assessment grids RE books Professional dialogue at staff meetings Pupil Interviews</p>
Implement a revised curriculum to ensure a greater immersion into RE across the year.	<ul style="list-style-type: none"> • Set up cross-curricular writing opportunities through RE. • Blocked weeks of RE enables pupils to be fully immersed in the learning and to make greater progress. • Increased opportunities for extended writing. • Use writing samples from RE books in children evidence files for moderation (Years 2 & 6) • Ensure that children get real audiences for their studies, such as visitors/faith groups, schools in other countries. 	By July 19	BY 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>Increase in RE trips and visitors.</p> <p>Stronger progress seen.</p>	<p>RE Books Assessment Scrapbooks</p> <p>By end of Autumn RE attainment 65% at age related expectations By end of Spring RE attainment at 70%. By end of Summer RE attainment at 75% in all classes.</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. Use this to encourage dedicated and suitable action for courageous advocacy. • Lesson plans show challenge, dialogue and reflection. • Lesson planning improved to ensure stronger religious literacy is achieved. • Ensure teachers are held to account for progress in RE through monitoring. 	By July 19	All Staff JB	<p>Children will be able to discuss their work with more confidence. Staff are including current affairs on planning and allowing pupils to discuss them. Consider movement towards direct action in support of current affairs topic. Use of more visitors and more visits to places driven by RE across the year groups and the school values, Children have a greater understanding of other world religions and their impact.</p>	<p>Plans RE books Scrapbooks Pupil Interviews Increased number of RE themed days/weeks. Increased RE visits.</p>
Ensure resources for teaching about other faiths are brought more in line with the	<ul style="list-style-type: none"> • Within the revised curriculum timetable, pupils are to be involved more in finding out what they wish to 	By July 19	JB	Pupils appreciate their suggestions are valued and incorporated into their learning.	<p>Plans Pupil Interviews Pupil Attainment</p>

<p>Understanding Christianity resource.</p>	<p>learn about regarding the Big Questions. Teachers to then plan around these contributions.</p> <ul style="list-style-type: none">• Enable pupils to share their work with the wider community at class collective worships.• Seek support from the Diocese to access approved and more suitable resources regarding other faiths.• Visit other schools to seek their support in ensuring teaching of other faiths are equally as strong as Christianity. Planning progressed on from ECRE plans.			<p>Pupils in all classes involved in planning discussions with the teachers.</p> <p>Other faith resources used improve planning and enhance progress.</p>	
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Vision and Leadership – The Effectiveness of Leadership and Management

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
Enhance the understanding of senior leaders in leading a Church School.	<ul style="list-style-type: none"> • Seek further CPD for senior leaders in areas of church school leadership. • Share leadership of the school with Deputy Headteacher. • Jointly write the SIAMs SEF ensuring all senior leaders have ownership over the vision and improvements for the school. 	By July 2019	BY KN	Senior Leaders are more aware of the responsibilities of leading a Church school.	More staff having ambition to lead a Church school.
Implement new assessment system and the 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. • Ensure assessment system matches new age-related expectations and building blocks of Understanding Christianity resource. 	By July 19	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 an exceptionally strong standard.
Recruit new foundation Governors to ensure the continuation of the formal monitoring of RE within the school.	<ul style="list-style-type: none"> • Assist in the appointment of a new incumbent. • 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 19	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 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 19	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
Use new SEF format based	<ul style="list-style-type: none"> • Use the RE Quality Mark criteria 	By July 19	BY	School applies for revised RE Quality Mark and	RE Books

<p>upon the seven key areas SIAMS framework.</p>	<p>and the assessment received from the previous grading to ascertain current position.</p> <ul style="list-style-type: none"> • Look at areas of improvement and use this to create new action plan. • Implement action plan with all stakeholders. • Survey stakeholder impressions regarding RE and Cristian Distinctiveness. • Review impact through the year of improving areas, and those not progressing swiftly enough. Address these areas with a contingency plan. 		<p>JB</p>	<p>assesses itself against the seven areas under the new framework. SEF more accurate.</p>	<p>Pupil Interviews Scrapbooks Records of meetings with other schools. Comments from RE advisers. RE Surveys</p>
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