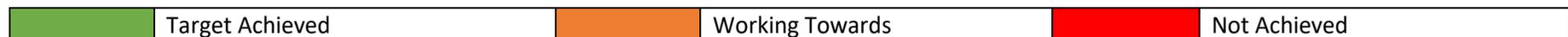


# Religious Aspects Improvement Plan

## REVIEW

October 2020



*Action Plan Title: Dignity & Respect and Christian Distinctiveness*

Target	Actions Taken	Impact	Evidence
To expose pupils to 'real life' learning through visits to other schools and visitors coming to our school.	<ul style="list-style-type: none"> <li>• Christian events hosted and held.</li> <li>• Visit other faith buildings.</li> <li>• Visit other faith schools.</li> <li>• Invite Multi-Faith or a variety of Christian tradition speakers in for RE lessons and collective worship.</li> <li>• Events enable difference and diversity to be taught to the pupils.</li> <li>• Curriculum also offers difference and diversity to be taught, through art, history, geography and PSHE.</li> <li>• Curriculum to give real purpose for learning.</li> <li>• For every year group to organise at least one visitor or visitor during the school year.</li> <li>• JB to pass on helpful information to teachers (eg open mosque days, Cathedral days, etc)</li> <li>• JB with her links through SACRE, to create a list of 'approved' visitors for school.</li> </ul>	<p>Children are 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.</p> <p>Children are more aware of respecting others and offering them dignity, by accepting and welcoming difference and diversity.</p> <p>Moved away from a text book view of a religion.</p> <p>For children to view Norfolk as a county of multiple faiths and world views.</p>	<p>Displays</p> <p>RE Books</p> <p>Pupil interviews</p> <p>Photos/Messages from visitors</p> <p>Scrapbooks</p> <p>Feedback from children, staff and visitors to be collected and used to measure the positive impact on children's learning.</p>
Further increase the importance of SMSC (spiritual, moral, social and cultural development) across the school.	<ul style="list-style-type: none"> <li>• Develop links with school of contrasting locality and religion.</li> <li>• Visits to other schools in a variety of contexts to see how spirituality in pupils is improved.</li> <li>• Consider spirituality day.</li> <li>• Ensure the Christian vision of the school of family and friendship is embedded further.</li> <li>• All staff to refer back to the vision themes in classes wherever possible.</li> <li>• Further strengthen the importance of stillness moments to enhance well-being and reflection.</li> <li>• Caring Crusaders charged with portraying how we resolve issues restoratively with forgiveness and reconciliation at the forefront.</li> <li>• Ensure Christian events are held throughout the year to develop SMSC appreciation, such as Remembrance etc.</li> </ul>	<p>Children had increased opportunities to develop SMSC by visiting other cultures and faiths in action and writing to them.</p> <p>Enhanced reflective spaces were set up in school.</p> <p>Key Policies represent the family and friendship ethos of the school.</p> <p>All staff encouraged to use moments of stillness to enhance reflection and spirituality.</p> <p>Caring Crusaders renewed to enforce the restorative nature when interacting socially ensuring family and friendship are promoted and we reconcile our differences with compassion and forgiveness.</p>	<p>Reflection time/areas more evident in school</p> <p>Pupil interviews</p> <p>Evidence of links with other schools in contrasting settings.</p>
Continue to embed the pupil awareness of RSE in readiness for 2020 statutory directive.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Enable resources to be shared with other stakeholders.</li> <li>• Enhance SMSC opportunities through RSE learning as this teaches about the value of uniqueness and highlights difference and diversity.</li> </ul>	<p>Pupils were more enthusiastic about RSE.</p> <p>Children can articulate more confidently regarding their Big Questions and their position in their learning.</p> <p>Pupils more regularly shared their efforts with others.</p>	<p>Pupils' Work</p> <p>Displays</p> <p>Parental Workshops</p> <p>Governor visits</p> <p>Pupil Interviews</p> <p>RE Observations</p> <p>Governor Monitoring</p> <p>Scrapbooks</p>

<p>To continue to ensure mental health, workload and well-being remain positive and strong within the school.</p>	<ul style="list-style-type: none"> <li>• Caring Crusaders to raise the awareness of mental health and well-being with pupils by writing articles about it on the nurture blog/magazine.</li> <li>• Christian Vision of family and friendship driven to support mental health.</li> <li>• Commemorate Mental Health Awareness Day (10th Oct)</li> <li>• PC to support pupils with mental health and well-being through nurture sessions. Enable Toast Time to be renewed for pupils requiring nurture.</li> <li>• SLT to ensure staff well-being remains healthy and workload manageable.</li> <li>• Promote and reward examples of perseverance and grit in pupils/staff.</li> <li>• Well-being events to be held.</li> </ul>	<p>Promoted positive mental health in primary education on awareness day and throughout the year. Staff were able to identify children experiencing or at risk of experiencing mental health problems and then apply early intervention strategies. Staff knew the risk factors for children in early years. Understood strategies to build resilience in all young children. Less children needed nurture and showed more grit and determination.</p>	<p>Pupils showing stronger coping strategies and resilience.</p>
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**Overall Impact:**

The Christian Distinctiveness of the school was evident once again last year, not only through the many Christian events the school hosted for all stakeholders and the wider community, but also for the manner it showed support and compassion during the national school closure remaining open for Key Worker children and how it provided food packages/vouchers for the most in need. It was also shown through the way staff supported one another's well-being and continued the vital contact with pupils and families whilst in lockdown. The pupil involvement in the courageous advocacy project to reduce loneliness for the elderly and the isolated proved to be very beneficial in educating the children to the need to be more aware of how vulnerable this group of our community are and what they could do to help reduce it. Plans for increased exposure to Diversity were drastically hindered by the closure, however the pupils were articulate about being Stonewall Champions – pupils who tackled prejudice and gender phobias. Spirituality and morality was evident in all aspects of the school, the pupils just need more work on being able to link awe and wonder to being that of God's creation. RSE was launched to all stakeholders and assisted the promotion of tolerance and acceptance. 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 planned and led Christian themes each half-term raising the profile of being reflective to all pupils and staff. Stronger presence of Governors have enabled more regular monitoring of RE and the level of Christian distinctiveness. Improvement is needed to enable more 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. It would also be a positive step to visit other faith buildings.

*Action Plan Title: Character Development: Hope, Aspiration & Courageous Advocacy, Community & Living Well Together and the Impact of Collective Worship*

Target	Actions Taken	Impact	Evidence
<p>Increase the number of visitors from different Christian traditions and different faiths in collective worship, who can enhance the experience.</p>	<ul style="list-style-type: none"> <li>• Research visitors available.</li> <li>• Continue with Reverend and Open the Book collective worships.</li> <li>• CWC to write invitations to faith leaders in local area to attend our collective worships.</li> <li>• Ensure Christian traditions of the Eucharist and Holy Trinity are highlighted to strengthen pupil understanding. Enhanced by visitors instructing us on the themes.               <ul style="list-style-type: none"> <li>• Christian events hosted and held.</li> <li>• Visit other faith buildings.</li> <li>• Visit other faith schools.</li> <li>• Invite Multi-Faith or a variety of Christian tradition speakers in for RE lessons and collective worship.</li> </ul> </li> <li>• Events enable difference and diversity to be taught to the pupils.</li> <li>• Curriculum also offers difference and diversity to be taught, through art, history, geography and PSHE.</li> <li>• Curriculum to give real purpose for learning.</li> <li>• For every year group to organise at least one visitor or visitor during the school year.</li> <li>• JB to pass on helpful information to teachers (eg open mosque days, Cathedral days, etc)</li> <li>• JB with her links through SACRE, to create a list of 'approved' visitors for school.</li> </ul>	<p>Children more 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 Visitor Book Reflective Journal Displays Scrapbooks</p>

<p>Enable pupils to continue to be actively involved in social action projects as courageous advocates.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children able to write to senior political figures, conduct petitions or raise stronger awareness to the difficulties of others.</li> <li>• Contact local charities to offer support and ways in which our school can help make a difference.</li> </ul>	<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 Display Scrapbooks Feedback from Parents Feedback from Charities</p>
<p>Continue to support and 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)</p>	<ul style="list-style-type: none"> <li>• All staff expected to attend unless approved by HT or DHT.</li> <li>• Reflection time in collective worship allows the development of further SMSC.</li> <li>• Seek pupil opinion as to whether collective worship reflection aids well-being.</li> <li>• Enable classes and nurture to promote reflection time in the day.</li> <li>• Raise awareness of mental well-being (10<sup>th</sup> Oct WMHD) <ul style="list-style-type: none"> <li>• Christian Vision of family and friendship driven to support mental health.</li> <li>• PC to support pupils with mental health and well-being through nurture sessions. Enable Toast Time to be renewed for pupils requiring nurture.</li> <li>• SLT to ensure staff well-being remains healthy and workload manageable.</li> <li>• Promote and reward examples of perseverance and grit in pupils/staff.</li> <li>• Well-being events to be held.</li> <li>• Use Big Start Assemblies resource.</li> </ul> </li> </ul>	<p>Children had 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>Promote positive mental health in primary education on awareness day and throughout the year. Staff will be able to identify children experiencing or at risk of experiencing mental health problems and then apply early intervention strategies. Know the risk factors for children in early years. Understand strategies to build resilience in all young children. Less children needed nurture and show more grit and determination.</p>	<p>Collective Worship feedback</p>
<p>Continue to raise aspirations of pupils.</p>	<ul style="list-style-type: none"> <li>• Invite speakers in to special assemblies (held separate to collective worship) to talk about their careers, e.g. doctors, firemen, designers etc.</li> <li>• 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.</li> <li>• Make links with schools in other parts of the country.</li> <li>• Liaise with UEA to discuss the possibility of a trip for all Year 6 children and ENSFC for entrepreneurial tasks.</li> <li>• Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements.</li> </ul>	<p>Links with another school outside Norfolk will be in place – Sikh school links and ENSFC.</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>Journal Visitors' book Displays Pupil Surveys</p> <p>Better understanding of the world around us.</p>

**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. Unfortunately, we were unable to secure other Christian faith leaders or non-Christian faith leaders to visit to broaden the experiences of the children, however quality first teaching enabled pupils to receive this through their RE lessons. Pupils planned and delivered their own worships and class worships shared the Christian message with the parents and wider families. It was fabulous to witness our Junior Leadership team campaign for a reduction in loneliness for the elderly and isolated. It was shame that the national school closure prevented their efforts being finished off. Personal reflection spaces were planned for in addition to what we already have in place. Staff improved their awareness of mental health through training and assisted the children displaying anxieties. Increased efforts need to be made to conduct career guidance sessions with pupils.

*Action Plan Title: Wisdom, Knowledge and Skills and the Effectiveness of Religious Education*

Target	Actions Taken	Impact	Evidence
Implement an assessment framework, which is in line with the updated long-term plan. (Continue to use the generic approved age-related expectations until a more tailored assessment framework is in place.)	<ul style="list-style-type: none"> <li>• Use age-related expectations and building blocks from UC resource on which to base assessment.</li> <li>• Monitor completion of assessment grids and review half termly by all teachers (after each block completed)</li> <li>• Work with Diocese to ensure that the content is accurate and informative. (Jon Moule)</li> <li>• Teachers ensure Big Questions are promoted, displayed and pupils are aware of how to answer them from their learning blocks.</li> <li>• Teachers ensure purpose for learning is explicit.</li> <li>• Once Knowledge and Skills task is completed the tailoring of more bespoke assessment can be undertaken.</li> <li>• Time to be given to JB to tailor assessment framework.</li> <li>• SLT to feedback on the first draft of the framework.</li> <li>• JB to deliver training on the new assessment framework during a teacher meeting/INSET.</li> <li>• JB to monitor and collate data after each RE block</li> </ul>	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. Pupils are more able to show their understanding of the Big Questions and understand the purpose for learning such elements. Teachers will have a greater understanding of their classes' attainment in relation to the expected standard and more confidence assessing RE. Pupils show stronger progress. For the assessment framework to be in line with our long term plan – assessing the multi-disciplinary approach. To be able to verbalise what 'at expected' in RE looks like in each year group.	Assessment grids RE books Professional dialogue at staff meetings Pupil Interviews

<p>Continue to improve the quality of RE teaching in school.</p>	<ul style="list-style-type: none"> <li>To use the strongest elements of the new Norfolk agreed Syllabus to improve our long term planning – focus on the other faiths units and Christianity units still using ECRE plans, so that all planning is upgraded and improved.</li> <li>JB to attend the Norfolk Agreed Syllabus launch event on 1st November 2019 as a member of SACRE (delivering workshops).</li> <li>To replace almost all ECRE units across KS1 and KS2 with Understanding Christianity or units from the new Norfolk Agreed Syllabus.</li> <li>For teachers to use the 'core knowledge' section of the new syllabus to inform their planning of other faiths and world view units and improve their own subject knowledge</li> <li>Update the ECRE website with more approved planning.</li> <li>Ensure that staff meeting time continues to be dedicated to talking about RE impact on the pupils and sharing best practice.</li> <li>RE Lead to complete Knowledge and Skills for each year group in RE, providing teachers with key content to teach. This will in turn assist the development of more accurate assessments.</li> <li>Broad Horizons schools require our school to support them as to improved content, planning, knowledge and skills in RE.</li> <li>Forge links with another Church school to develop quality of provision by sharing ideas.</li> <li>Inclusion of current affairs topics as points for religious discussion and dialogue. Use this to encourage dedicated and suitable action for courageous advocacy.</li> <li>Lesson planning improved to ensure stronger religious literacy is achieved.</li> <li>Ensure teachers are held to account for progress in RE through monitoring.</li> <li>Increase cross-curricular extended writing opportunities through RE.</li> <li>Blocked weeks of RE enables pupils to be fully immersed in the learning and to make greater progress.</li> <li>Use writing samples from RE books in children evidence files for moderation (Years 2 &amp; 6)</li> <li>Ensure that children get real audiences for their studies, such as visitors/faith groups, schools in other countries.</li> </ul>	<p>Children will be able to discuss their work with more confidence.</p> <p>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>For all units in the new long term plan to be planned and assessed using the multi-discipline approach.</p> <p>For all children to become more religiously literate as a result of improved planning and teaching.</p> <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>All RE teaching is of a high quality standard.</p> <p>For data to improve – more children reaching the age related expectations by the end of the year.</p> <p>By end of Autumn RE attainment 65% at age related expectations</p> <p>By end of Spring RE attainment at 70%.</p> <p>By end of Summer RE attainment at 75% in all classes.</p>	<p>Plans</p> <p>RE books</p> <p>Scrapbooks</p> <p>Pupil Interviews</p> <p>Increased number of RE themed days/weeks.</p> <p>Increased RE visits.</p> <p>Feedback from schools supported</p>
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**Overall Impact:**

R.E. was acknowledged as being Excellent through our recent SIAMS inspection and we endeavour to improve each year on the quality we provide. Our RE Lead is the only primary representative on SACRE and has contributed hugely to the new agreed syllabus, ensuring the long term plan our school has is a driver for primary RE. The school conducts outreach work with other Church and non-Church schools holding curriculum sessions for Broad Horizons. With our Understanding Christianity resource being used well and with a new syllabus being jointly devised by our RE lead, our assessment, although still in its infancy, needs further embedding. The quality of RE has increased in our curriculum with four RE blocks being taught across the year. Children enjoy learning in R.E. more due to this. Teaching is consistently good. Understanding Christianity enables planning and assessment to be developed more consistently in line with our curriculum approach and ultimately a deeper appreciation for religious literacy is obtained. Next steps are to have a class scrapbook per class centralising strong examples of RE work being undertaken by year groups across the school and to ensure the school secures a wider variety of faiths visitors to Homefield.

*Action Plan Title: Vision and Leadership – The Effectiveness of Leadership and Management*

Target	Actions Taken	Impact	Evidence
Further embed the Christian Vision of the school with all stakeholders.	<ul style="list-style-type: none"> <li>Share the Christian Vision with all staff and pupils at the beginning of the academic year through a Collective Worship.</li> <li>Ensure Vision booklet is shared with all parents and Governors.</li> <li>Ensure Vision is embedded in all key policies, websites and information literature about the school.</li> <li>Empower JLT to devise and create a suitable Vision video to promote how we achieve and demonstrate family and friendship, as well as other core values (British and Christian).</li> <li>Empower Caring Crusaders to model being restorative aiding others to reconcile and forgive.</li> <li>Instruct staff to model our vision and refer back to the themes when possible in teaching.</li> <li>Ensure vision is quality assured by conducting SIAMS readiness appraisal by Diocese (14.6.19)</li> <li>Jointly write the SIAMS SEF ensuring all senior leaders have ownership over the vision and improvements for the school.</li> <li>Carry out short survey regarding the Vision. (October 2019)</li> </ul>	<p>Christian Vision understood by most stakeholders. Children able to articulate how we demonstrate our values and vision with one another.</p> <p>Promotional video completed and well received.</p>	<p>Pupil and Parents views Learning Walks Observations of Behaviour</p>
Enhance the understanding of senior/middle leaders in leading in a Church School.	<ul style="list-style-type: none"> <li>Seek further CPD for senior leaders in areas of church school leadership.</li> <li>Ensure staff attend training offered by Diocesan House</li> <li>Share leadership of the school with other SLT members.</li> <li>Jointly write the SIAMS SEF and Religious Aspects Improvement Plan ensuring all senior leaders have ownership over the vision and improvements for the school.</li> </ul>	<p>Senior/Middle Leaders are more aware of the responsibilities of leading in a Church school.</p>	<p>More staff having ambition to lead a Church school.</p>
Recruit new foundation Governors to ensure the continuation of the formal monitoring of RE within the school.	<ul style="list-style-type: none"> <li>Assist in the appointment of a new incumbent.</li> <li>Invite Governors in to take part in RE days and certain RE lessons.</li> <li>Governors to monitor RE CPD.</li> <li>Governors to interview children and subject leader on RE as part of Governor Challenge Day</li> <li>Report to whole Governing body on developments in RE through HT report, such as training impact.</li> </ul>	<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>	<p>Governors' minutes Pupil interviews Collective Worship Monitoring Forms</p>

	<ul style="list-style-type: none"> <li>Governors to attend Collective Worship and reflect in journal half-termly with monitoring of worship.</li> </ul>		
Make an application for RE Gold Quality Mark.	<ul style="list-style-type: none"> <li>Use the RE Quality Mark criteria and the assessment received from the previous grading to ascertain current position.</li> <li>Look at areas of improvement or criteria not achieved and ensure these are addressed.</li> <li>Ensure stakeholders can articulate confidently about RE in school and why the Christian vision is important.</li> <li>Survey stakeholder impressions regarding RE and Cristian Vision.</li> <li>Review impact through the year of improving areas, and those not progressing swiftly enough. Address these areas with a contingency plan.</li> </ul>	School applies for revised RE Quality Mark and assesses itself against the seven areas under the new framework. SEF more accurate. Achieve Gold Quality Mark	RE Books Pupil Interviews Scrapbooks Records of meetings with other schools. Comments from RE advisers. RE Surveys

**Overall Impact:**

The leadership of R.E. has continued to improve. The joint leads attended training and worked together to drive up standards meeting the SIAMS areas for improvement and raising the quality of provision driven by our Christian Vision that underpins everything the school involves itself in. The hard work all at the school had put in was recognised by the SIAMS judgement of Excellent. Due to lockdown, we did not make an application for an RE Quality Mark at Gold Level. The school have also been instrumental in the appointment of the new vicar at St. Nicholas' Church, who will now automatically fill a role on our Governing Body. Developing the new assessment framework is the next step.