

Bishop King CE Primary School



'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

SIAMS Self Evaluation

Name of school: Bishop King CE Primary School

URN:

Date and grade of last SIAMS inspection: 27 June 2016/ Outstanding

Date and grade of last Ofsted inspection: 20 January 2016/ Good

School context:

- Voluntary Aided church school, in centre of Lincoln city/ Park Ward area, with a nursery class; approximately 400 pupils
- 61% EAL children; many parents not able to access English language
- 35% mobility - mainly Eastern European – highest in Lincolnshire
- 31% disadvantaged pupils
- 13% SEND. Eight EHCs, plus three pending
- Mid-year admissions: several 'New to English' pupils (requiring EHCs) entered UK with no documented evidence so we have initiated the SEND process
- Poor attendance, much due to EAL families returning home during term time; school has fined parents but this is proving to have little impact. Spring 2019: plagued by chicken pox, has significantly affected our attendance

School Vision:

As a school community we believe that the ethos of the school should be built on a foundation of values linked directly to our Christian distinctiveness. At Bishop King CE Primary careful thought has gone into our values and how they can be used to support the child as a spiritual and reflective learner, as well as promote quality teaching and learning.

At Bishop King CE Primary, we believe that 'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: **'Dream big, love God and live well.'** This statement is at the heart of the school and shows are commitment to supporting all those within our Bishop King family.

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| <p>Local church/parish involvement: involvement of clergy</p> | <p>We have close links with St Swithens church and Father Joseph Snelling leads collective worships and offers the Eucharist to pupils and staff.</p> <p>We also have close links with the Salvation Army and Huw Dutfield is one of our Foundation governors.</p> <p>Also, our Wednesday visitors to Collective Worship come from a range of Christian organisations and churches from across Lincoln.</p> |
| <p>What charities does the school currently support?</p> | <p>CompassionUK – we are funding the education of Freda who lives in Ghana.</p> <p>Children in Need</p> <p>Red Nose Day</p> <p>Local food larder – Harvest festival donations are put back into the local community.</p> |
| <p>Do you have links with other schools? Eg abroad</p> | <p>Our partner schools are;</p> <p>Mongrace Montessori House Day Care Centre in Kolkata -this isn't a church school.</p> <p>Two of our Polish partners (Erasmus KA2) are:</p> <p>Zespol szkol we Fromborku Szkoła Podstawowa w Lecze</p> |

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| | <p>This is a church school:</p> <p>Szkola Podstawowa nr 18</p> |
| <p>What RE syllabus do you use? Key Support resources used eg Understanding Christianity.</p> | <p>Lincolnshire Agreed Syllabus for RE</p> <p>Understanding Christianity resource</p> |
| <p>Accreditation, awards and quality marks?</p> | <p>International Schools Award – full</p> <p>Global Learning Expert Centre</p> <p>Working towards Eco school status</p> |

Data Box

Outline **briefly** headline data for all key stages.

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It would be helpful if you could attach your IDSR

Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?

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It would be helpful if you could attach your School Development Plan.

Actions from last SIAMS inspection:

| Areas to improve | Actions taken so far | Evidence |
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| <p>Develop the use of the peace garden in the school grounds in order to increase the opportunities for personal reflection.</p> | <ul style="list-style-type: none"> • Peace garden is open at playtimes for pupils to use. • Peace garden is used in the summer months for collective worship. • The new values have been added to the peace garden to aid pupils in personal reflection. • The peace garden was incorporated into our sacred space days - 2019 | <p>Photographs</p> <p>Visit to the peace garden</p> <p>Comments from sacred space day.</p> |
| <p>Ensure all pupils are involved in the planning and evaluation of collective worship in order to give them greater ownership of it.</p> | <ul style="list-style-type: none"> • Each class plans and delivers one act of worship a year (pre – COVID 19) • The collective worship team plan and lead an act of worship once a term • The collective worship team has planned and led an act of worship at the Head Teacher’s conference (March 2019) • The collective worship team monitors and evaluates class worships, key stage worships and visitor worships (pre – COVID 19) | <p>Whole school worship books</p> <p>Collective worship monitoring sheets completed by pupils.</p> <p>Discussion with collective worship team.</p> |

Evaluation - using 2018 framework

| Strand 1: Vision and leadership | | |
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| <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <ul style="list-style-type: none"> a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education? b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)? c) How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches. d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice? e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school? <p>Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?</p> | | |
| Actions taken: | Impact: | Evidence: |
| <p>Our vision statement has recently been reviewed by a range of stakeholders- 'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high</p> | <p>This promotes the idea of supporting each other to achieve their full potential whether that is a pupil or a member of staff.</p> <p>Pupils make good progress despite low attainment on entry.</p> | <p>Data reports and evidence</p> |

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| <p>aspirations to: 'Dream big, love God and live well.'</p> <p>The mitre on our logo relates to that of Bishop Edward King 'the most loved man in Lincolnshire' due to his loving concern for others.</p> | <p>Pupils can link the different areas of the curriculum to the vision statement.</p> | |
| <p>Each term has a targeted memory verse from the Bible which links to the value of the term.</p> | <p>Clear to pupils, parents, staff and governors that we are a church school and this is at the centre of what we do.</p> <p>Helps to remind pupils of the value of the term and how this links to our church school distinctiveness.</p> | <p>Collective worship rota</p> <p>On display in classrooms</p> |
| <p>Each term has a targeted Bible story and is linked to the value of the term.</p> | <p>Children's reflection is linked to the school's ethos and values.</p> | <p>Collective worship rota</p> <p>Evidence from class worship – worship books</p> <p>Godly play photographs</p> |
| <p>We work closely with St Peter at Gowts school to improve teaching and learning.</p> | <p>We work with a sense of collaboration with St Peter at Gowts to develop subject leadership and support staff with moderation.</p> | <p>Evidence from PDMS</p> |
| <p>We are involved in the LENS project with Ermine Primary and St Faiths and St Martins.</p> | <p>This project is ensuring that we are meeting the needs of the pupils within our school with additional needs.</p> | <p>Discussion with SENDCO and evidence from project</p> |

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| <p>Governors regularly monitor all aspects of the school including Safeguarding, SEND provision and Health and Safety.</p> <p>Governors monitor church school distinctiveness and play an active role in the school. They attend activities that reflect distinctiveness and feedback to Church School lead and governing body.</p> | <p>Governors know the school, support the staff but also hold them to account in relation to all aspects of leadership.</p> | <p>Leadership monitoring evidence Governor monitoring sheets.</p> |
| <p>Pupil Progress meetings are held 3 times a year so that underperformance can be identified and actions put into place to raise attainment of these pupils.</p> <p>The school is focussed upon all pupils reaching their potential and is working hard to narrow the gaps for vulnerable groups of children.</p> | <p>Dialogue between staff to identify and rectify pupils who are underachieving.</p> <p>External moderation by CC.</p> | <p>Pupil Progress notes. Provision maps for interventions Data for vulnerable groups such as PP, SEND, EAL</p> |
| <p>Children's individual attainment/progress is well considered and the development of good character is supported.</p> <p>The school has gone beyond its statutory duties to develop</p> | <p>Children make good progress and the whole child is considered.</p> | <p>SEF Data for vulnerable groups Pupil Premium champions Nurture team Intervention provision map Music Therapy</p> |

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| <p>innovative approaches to some aspects of learning such as promoting mental health, Pupil Premium and supporting EAL pupils.</p> <p>We have a dedicated nurture team/room in place with two members of staff.</p> <p>We have a team who support children who arrive at the school with little or no English and also are involved in EAL cluster meetings with Monks Abbey and St Faith and St Martins.</p> <p>All teaching and support staff are Pupil Premium champions for one or more children.</p> | | |
| <p>Designated Church School lead who works with stakeholders.</p> <p>Forward thinking in current thinking in Church School education – Understanding Christianity.</p> | <p>Spiral curriculum that ensure pupils encounter core Christian concepts throughout primary education – valuable for EAL pupils learning English and high mobility within the school.</p> <p>Understanding Christianity is a challenging curriculum that encourages our pupils to aim high, which links back directly to our school vision.</p> | |

Next steps:

Strand 2: Wisdom, Knowledge and Skills

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
- b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

| Actions taken: | Impact: | Evidence: |
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| <p>The school Development plan has identified clear priorities and actions to address the needs of vulnerable groups of children.</p> <p>Eg Nurture Team</p> | <p>Pupils with additional learning needs have a range of support at Bishop king School.</p> <p>There are a range of support staff interventions and the impact of these is evaluated by the SENDCO.</p> | <p>School Development plan</p> <p>Intervention information eg baseline and exit data to show reduction in anxiety score.</p> <p>Closing the gap registers and evidence from books.</p> <p>Provision maps of interventions – rag rated with exit data and notes to show impact</p> <p>Pupil Progress meeting notes</p> |

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| <p>Booster clubs</p> <p>Provision mapping of interventions</p> <p>Sporting clubs and events</p> <p>Pupil Progress meetings</p> <p>Music therapy/club</p> | <p>Regular Pupil Progress meeting.</p> | <p>Team competitions – archery/dodge ball/cross country</p>  |
| <p>Pupil Progress meetings are central to the school ethos and attainment/progress is regularly analysed.</p> | <p>Pupils make good progress from low starting points.</p> | <p>Notes/data from Pupil Progress meetings</p> |
| <p>Each classroom has a reflection area and the Peace Garden is open at playtimes for prayer and reflection.</p> <p>Peace Garden is also used for class worships during the summer months.</p> | <p>Pupils grow spiritually through experience of prayer, stillness and reflection.</p> <p>Prayer is a natural and valued part of the culture of the school.</p> | <p>Reflection area monitoring and feedback</p> <p>Photographs of Peace Garden being used for worship</p> |

There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.



Sacred space days throughout the year allow pupils time for prayer and reflection (2019) (on hold due to COVID 19 and the 'bubble' system)

Themes:

Compassion
Peace

Allow pupils opportunities to worship in different ways and grow spiritually.

Allow pupils to reflect on the disadvantaged and deprived.

There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.

Compassion sacred space book with photographs and comments from pupils.
Feedback from the governors who attended.



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| <p>Curriculum development days/Parental engagement sessions - 2019</p> | <p>Pupils enjoy learning in a practical way linked to the curriculum. This allows pupils who are not so academic to flourish.</p> <p>Parents join their children in class to complete a practical project.</p> | <p>Evidence on History/Geography learning journey displays and monitoring by subject lead.</p>  <p>Evidence of parental engagement sessions</p> |

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| <p>Collective worship occurs daily with guests at least once a week, as well as weekly worships led by teachers and pupils – 2019</p> <p>Now daily in the classroom – use Joy Foundation videos, pre-recorded Godly play sessions and Sessions from St Swithins Church.</p> | <p>Worships are led by a variety of members of our community and prayer is integral to the routine. It is an important time for the school community to celebrate, reflect and learn about our values.</p> | <p>Worship timetable</p> <p>Class and whole school worship books</p> <p>Monitoring of worship by Collective Worship team</p> <p>Evidence on the SMSC grid of different acts of worship</p> |
| <p><u>Next Steps:</u></p> | | |

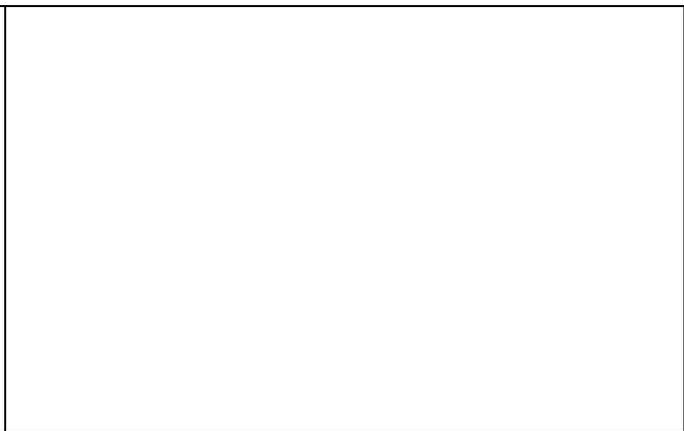
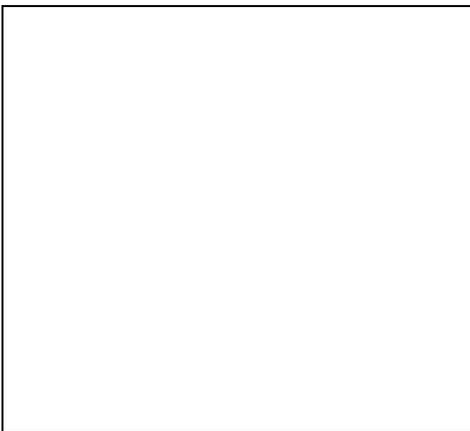
Strand 3: Character development, Hope, Aspirations and Courageous Advocacy

In developing character, the school must evaluate:

- a) To what extent does your school’s vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?
- b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- c) How well does the school community connect its ethical and charitable activities to the school’s vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

| Actions taken: | Impact: | Evidence: |
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| <p>Sponsoring a child through CompassionUK which links directly to school vision and value of compassion.</p> | <p>Pupils link charitable activities to the school vision.</p> <p>Pupils have sent ecards and letters to Freda – the child we are sponsoring.</p> | <p>Image and information about Freda the child we are sponsoring.</p> |
| <p>Curriculum opportunities to look beyond themselves and ask the ‘big questions.’</p> <p>P4C, PSHE and Global learning</p> | <p>Pupils understand disadvantage, deprivation and the exploitation of the natural world.</p> | <p>P4C, PSHE and Global learning evidence and monitoring from subject leaders.</p> <p>Global Learning hub.</p> |

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| <p>Opportunities for pupils to engage in social action</p> | <p>Archbishop of York youth trust Young Leaders award – Y4</p> <p>Links to our school vision as this program is about supporting all members of the BK community and inspiring pupils to support the vulnerable.</p> | <p>Children’s booklets.</p> |
| <p>Have completed a range of projects across the school linked to our International Schools status.</p> <p>Eg</p> <p>World Hello day</p> <p>World Book day</p> <p>Erasmus projects</p> <p>How we celebrate Christmas? LKS2</p> <p>Homes around the world (Reception)</p> | <p>Awareness of our place in the wider world and the impact they can have thus becoming global citizens of the future.</p> | <p>International Schools Award evidence / Lead (JB)</p> <p>Year 5 pupils in Poland creating a prayer chain.</p>  |



Pupils have been involved in projects locally to improve the environment

GB School clean project – litter picking (won £1000 in Wilko vouchers)

Virgin Media Boxes project

Pupils are learning to challenge situations within their locality that they disagree with.

We are now working towards achieving ECO school status.

Photographs





Aspirations week/events

During the academic year pupils have the opportunity to meet members of the community who do different jobs - 2019

Pupils are inspired by these people and they learn what opportunities are available beyond the community they live in.

Photographs and pupil's work



Next Steps:

- Gain Eco school status – including developing an Eco committee.
- Continue to engage in projects within the local community.
- Continue to develop links with Church School in Poland.

Rag Rate once completed

Strand 4: Community and Living Well together

In creating a community where all live well together, the school must evaluate:

To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

| Actions taken: | Impact: | Evidence: |
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| School policies and plans have sought to improve a range of educational outcomes. | Attendance is a high focus and is monitored daily. Incentives are used and attendance is celebrated weekly on a Monday by head teacher. SDP reviewed termly looking at interventions, Pupil premium, pupils progress and community links | School SEF and Development plan. School Policies Pupil Progress notes/Provision maps for each phase |
| Nurture team supports pupils making the right choices and where | Pupils learn to disagree well and practice forgiveness and reconciliation. | Behaviour policy Lunch time lounge or 'LLL' records |

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| <p>necessary reconciliation/forgiveness - 2019</p> <p>Behaviour policy Lunchtime lounge 'LLL' Mini Police</p> <p>Now each 'bubble' manages LLL and supporting pupils to make the right choices.</p> | <p>Pupils learn to make Positive choices.</p> | <p>Pupils who are repeatedly in 'LLL' then the nurture will put a package of support in place for the child and their family.</p> |
| <p>We support good mental health in our community.</p> <p>eg All staff have access to 'Simply Health' package which includes access to counselling if required.</p> <p>Nurture team regularly complete 'All about Me' surveys with the pupils</p> | <p>There is support for good mental health in pupils and staff and as a result there is a sense of belonging that embraces and celebrates differences.</p> | <p>All about Me surveys</p> <p>Interventions – pre/post assessment for each pupil referred to the nurture team.</p> <p>Discussion with Nurture team.</p> <p>PSHE Lead and action plan.</p> |

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| <p>Year 6 work with Kooth an online platform to seek counselling anonymously</p> <p>Year 6 transition packages</p> | | |
| <p>We gain the opinions of our community.</p> | <p>We use feedback from parental, child and staff surveys to inform the development of the school</p> | <p>Parental survey feedback</p> <p>'All about Me' feedback</p> |
| <p>There is a distinctively Christian ethos and character to the school through our values which are promoted through worship, reflection areas, behaviour system and our curriculum.</p> | <p>The school community know our values and that we promote them positively to encourage good behaviour and learning.</p> | <p>Parental survey feedback</p> <p>Website</p> <p>School building and classrooms</p> |
| <p><u>Next steps:</u></p> | | |

Strand 5: Dignity and Respect

In creating a school environment built on dignity and respect, the school must evaluate:

- a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?
- b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?
- c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

| Actions taken: | Impact: | Evidence: |
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| <p>We promote inclusion and diversity with clear policies for behaviour, SEND, equality, and anti-bullying.</p> | <p>Policies are in place that support our Christian ethos and values. They are regularly up dated and reviewed.</p> <p>There are effective procedures in place to ensure that pupils are protected from all types of bullying and that any incidents that do occur are dealt with effectively and are appropriately recorded.</p> | <p>Policies</p> <p>Evidence from nurture team to show how effectives policies are concerning bullying.</p> <p>Evidence from Anti- bullying week - ST</p> |
| <p>RSE policy and curriculum in place</p> | <p>The school offers age appropriate and coherent relationships and sex education that reflects the school's</p> | <p>PSHE Lead and action log</p> <p>RSE Policy</p> |

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| <p>Subject leader is working with Jo Tasker to ensure we are ready to deliver the new curriculum.</p> | <p>Christian vision and supports pupils to form healthy relationships.</p> <p>The nurture team also does work around consent using the NSPCC underwear rule.</p> | <p>Evidence of PSHE work in folders in classrooms.</p> |
| <p>We have a successful nurture team and room where interventions such as ‘Friends for life’ are run - 2019</p> | <p>Pupils show respect for differences and staff challenge any prejudicial behaviour and language which is racist, homophobic, sexist or denigrates pupils on the grounds of ability or disability.</p> | <p>Discussion with nurture team about role and impact</p> <p>Pre and post assessment using Spencer Anxiety score (Recorded on Provision Map)</p> <p>Evidence in pupils’ files</p> <p>Behaviour file contains any incidents of homophobic or racist incident – which is investigated by nurture leads.</p> |
| <p>Curriculum areas encourage a respect for difference, diversity and ways of living particularly RE, PSHE and Global learning.</p> <p>Anti-bullying week, show racism the red card, internet safety day</p> <p>World Book day (March 2019) was linked to global learning.</p> | <p>Pupils learn to show respect and dignity for diversity.</p> <p>Each class had the opportunity to read a story from another country and then did a range of activities linked to that</p> | <p>PSHE lead/action plan Global learning lead/action plan RE lead/action plan</p> <p>Evidence from show Racism the red card day.</p> <p>Evidence from World book day - AT</p> |

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| | <p>country. This gave our EAL learners the opportunity to share their own language and knowledge with others.</p> <p>Pupils and visiting adults also read stories in their home languages.</p> |  <p>Monika reading in Polish to Y3</p>  |
| <p>We survey pupils about how safe they feel in school and who they would go to if they needed support.</p> | <p>Teachers act upon results of pupil surveys.</p> <p>Teachers all have up to date safeguarding training and regularly submit cause for concern forms about pupils.</p> | <p>Nurture Team</p> <p>Survey results (All About Me each big term) where key questions are addressed eg Transition and then allows nurture team to provide targeted support to individuals/small groups.</p> |
| <p>The school is fully compliant with safeguarding legislation. Governors monitor this.</p> | <p>Staff are knowledgeable of safeguarding matters and undergo regular training.</p> | <p>Governor monitoring of safeguarding. Child Surveys by Nurture team Discussion with LH</p> |

Next Steps:

- Anti-bullying week 2020
- Safer Internet day 2020
- **Show Racism the Red Card day 2020** – completed see ST for evidence



- Ensure we are ready for the new compulsory RSE Curriculum
- Ensure all policies include the new vision statement.

Rag rate once complete

Strand 6. The Impact of collective worship

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

| Actions taken: | Impact: | Evidence: |
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| <p>Worship takes place every day – whole school, class, visitor or key stage</p> <p>Members of the local church community lead worship once a week.</p> <p>Father Joseph Snelling from St Swithens church leads us in Holy Communion.</p> | <p>It has variety consisting of music, liturgy, silence, story, reflection and the Eucharist.</p> <p>Prayer is a natural and valued part of the culture of the school with children leading prayers regularly.</p> | <p>Worship time table</p> <p>Whole school worship book</p> <p>Photographs</p> <p>Website</p> |

Due to COVID we now have zoom links with St Swithins and the Joy Foundation.

A bishop joins us each year to celebrate Bishop King day and together with the collective worship team deliver a service for the whole school.

Pupils can talk about how worship influences their lives and choices.



Two-year program of values that link directly to Bible stories and worship.

(values were chosen by the pupils)

Worship and values covered causes pupils to reflect on their own behaviour, attitude and values.

Worship timetable

Website

Discussion with pupils about values

Display boards around school

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| <p>Collective worship council plan and lead worship once a term</p> <p>(Also led worship at the HT conference March 2019)</p> <p>Each class also plans and leads worship once during the academic year</p> | <p>Pupils are engaged in the planning and leading of collective worship.</p> <p>Planning the worship ensures pupils have the opportunity to encounter the teachings of Jesus and explore the relevance of his teachings in today's world.</p> | <p>Worship timetable</p> <p>Whole school worship book with parental feedback</p>  |
| <p>Collective Worship council have completed monitoring of class</p> | <p>Evaluating collective worship leads to improving practice.</p> | <p>Monitoring sheets completed by collective worship council.</p> |

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| <p>worship and fed back to individual teachers.</p> | | |
| <p>Each classroom has a reflection area and the Peace Garden is open at playtimes for prayer and reflection.</p> <p>Peace Garden is also used for class worships during the summer months.</p> | <p>Pupils grow spiritually through experience of prayer, stillness and reflection.</p> <p>Prayer is a natural and valued part of the culture of the school.</p> <p>There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.</p> | <p>Reflection area monitoring feedback sheets</p>  |
| <p>Sacred space days throughout the year allow pupils time for prayer and reflection - 2019</p> | <p>Allow pupils opportunities to worship in different ways and grow spiritually.</p> <p>Allow pupils to reflect on the disadvantaged and deprived.</p> <p>There are varied and interactive prayer and reflection activities on</p> | <p>Compassion sacred space book with photographs and comments from pupils.</p> <p>Feedback from the governors who attended.</p> |

offer to all pupils which they find helpful and supportive.



Peace sacred space day evidence – summer 2



Singing is an essential element of our worship (pre-COVID19)

The choir sing at key services throughout the year.

Pupils and adults appreciate that Christians worship in different ways including through music.

Photographs
Website
Worship timetable

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| <p>The Salvation Army band also plays at key services supporting some of our own pupils playing instruments.</p> | |  |
| <p>Salvation Army has funded our Godly Play resources.</p> <p>They have also funded Bibles so every pupil in the school who wants one has their own Bible.</p> | <p>Godly Play is a valuable way of teaching Bible stories and values especially with vulnerable pupils with learning difficulties or pupils who are new to English.</p> <p>This has helped us develop our provision for collective worship further.</p> | <p>Godly Play resources and photographs</p> |
| <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Monitoring of key stage and visitor worship by collective worship team • Understanding of the Trinity embedded across the school • Continue to develop pupil's planning, leading and monitoring of worship | | |

Rag rate once complete

Strand 7: The effectiveness of religious education

In developing effective religious education, a school must evaluate the extent to which:

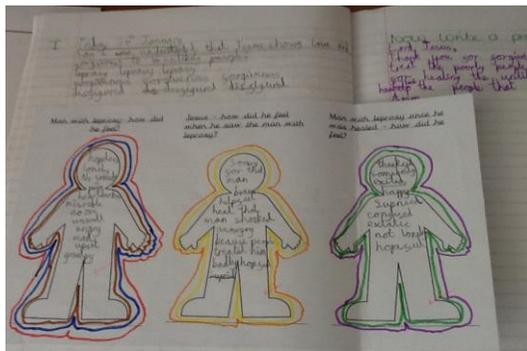
- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
 - iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?
- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Actions taken:

Impact:

Evidence:

New RE curriculum introduced. This utilises the Lincolnshire Agreed Syllabus and the Understanding Christianity resource.



It is a spiral curriculum that allows pupils to critically engage with core theological concepts through the use of text and also looks at the impact of Christianity and other World Faiths within Britain and worldwide.

The curriculum is a good balance between theology, philosophy and human science.

Pupils are developing age appropriate skills of enquiry, critical analysis and interpretation.

The use of the Understanding Christianity resource allows pupils to see Christianity as a living and diverse faith.

Curriculum overview
Planning
Pupil books
Monitoring – work scrutiny



The curriculum ensures that pupils are exposed to and develop an understanding of other world faiths and views.

All year groups learn about Hinduism and Islam.

Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews.

RE lessons provide a safe space for pupils to discuss religious, spiritual and/or philosophical ideas.

Curriculum overview – which was put together with support from GG of the diocese.

Planning
Pupil books
Monitoring – work scrutiny

Year 6 explore Humanism and also look at how science and Christianity support one another.

Godly Play and PSHE and P4C lessons additionally, strengthen the RE curriculum allowing pupils to explore 'big ideas.'

These lessons provide a safe space for pupils to discuss religious, spiritual and/or philosophical ideas. Godly play also allows are younger pupils, those with learning difficulties and those new to English to explore Christian concepts and key Bible stories.

Monitoring evidence – P4C lead/PSHE lead

Monitoring evidence – Church School Lead

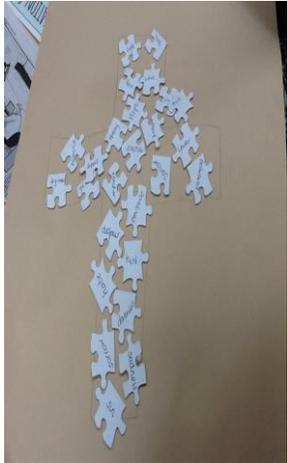


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| <p>All classrooms have a reflection area and the Peace Garden is open during playtimes.</p> <p>The Peace Garden is also used for collective worship.</p> | <p>Pupils have a safe place to critically reflect on their own religious, spiritual and philosophical convictions.</p> | <p>Monitoring of reflection areas and Peace Garden.</p> |

**Compassion and Peace sacred space
days across the school 2019**



Photographs and evidence from the sacred spaced days.

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| | |  <p>Feedback from governors who attended.</p> |
| <p>All teaching staff have received training on core Understanding Christianity concepts – Creation, incarnation and Salvation led by Church School lead.</p> <p>All staff have received training on Godly Play – delivered by Church School lead.</p> <p>All teaching staff received training on Hinduism and Islam in conjunction with St Peter at Gowts School – delivered by GG from the diocese.</p> <p>All teaching staff have received training on using a range of ‘thinking skills’ with</p> | <p>Teachers engage in professional development within own school and with other schools.</p>   | <p>Handout from CPD training.</p> <p>Feedback sheet from chair of governors who attended Godly Play training.</p> |

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| <p>RE lessons to develop the skills of 'more able' pupils.</p> | | |
| <p>Assessment system in place.</p> <p>Teachers complete after each unit of work and then make an overall judgement at the end of the academic year.</p> | <p>An assessment system is in place that results in teachers being able to gauge progress and attainment in RE.</p> <p>Assessment informs planning and supports pupils in understanding how to make progress.</p> | <p>Assessment data for each year group including EAL, SEND and PP.</p> |
| <p>Church school lead meets with 1:1 and /or teachers to discuss how to adapt curriculum to meet the needs of vulnerable pupils such as those with learning difficulties.</p> <p>Adapted curriculum to meet the needs of our EAL learners – first lesson is always vocabulary based</p> | <p>Pupils with learning difficulties make good progress within RE and access curriculum at an appropriate level.</p> <p>Enables vulnerable group to flourish within RE.</p> | <p>Case Study Y2 pupil</p>  |

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| | | RE books Article in diocese RE News. |
| Church School lead has met with Church School lead from St Peter at Gowts school to share action plan and ideas. Has also attended RE cluster meetings when in Lincoln | Good Practice is shared with other schools and colleagues. | Paperwork from meeting |
| RE is included in our home learning package (Google classrooms) in the event the school/or Year group should close due to COVID 19 | RE is an essential part of our curriculum and is therefore included in both the recovery curriculum and home learning. | Termly news letter |
| <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Develop greater links with the local mosque to enhance world faith provision (Y5) • Look at how to move assessment system forward in the future so more reflective (What are other schools doing?) <p>Rag Rate once completed</p> | | |