



St Andrew's C of E Primary School
SIAMS School Evaluation Draft
Every Child A Champion In Their Own Right



Matthew 5.16 – 'Let Your Light Shine'

'... let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'

We commit ourselves to Matthew 5:16- ensuring that all children are seen as champions in their own right. We will serve our families and the wider community. Let your light so shine... will drive our intention to promote inclusion, respect, thanksgiving. The learning experience will be a Christian adventure.

Areas to Improve from Last Inspection:

1. Ensure consistency in RE teaching and learning throughout the school, enabling children to enquire and grow in their understanding of key Christian concepts such as Trinity, Incarnation and Salvation.
2. Ensure that governors and staff, at all levels, are given the skills to effectively identify and act upon areas of improvement in RE and collective worship so that the distinctive Christian character of the school is enhanced and extended.
3. Enable pupils to meet people of other faiths more frequently to nurture their understanding of diverse communities.

Evidence of Improvement:

- Our Diocese advisor conducted whole staff and governor training on the new curriculum.
- RE coordinators have delivered workshops to improve staff and governor knowledge and understanding of the new spiral curriculum.
- The new spiral curriculum is being taught across the school and we are able to monitor the consistency in the teaching of RE and the use of key Christian concepts through book moderations and attainment evidence at the end of each scheme of work. The lessons encourage a deeper understanding and engage the children through different learning styles— kinaesthetic, auditory, visual as well as through cross curricular opportunities.
- Children are encouraged to enquire and learn about key Christian concepts and nurture their understanding of diverse communities through the newly enhanced interactive RE provision on the school website. These resources are also available to staff to use within the classroom.
- We have had a whole school commitment to learn about different worldwide cultures and beliefs through our country presentations and class project work which have been proudly displayed throughout the school.
- We have conducted discussion and chat sessions with link schools from multicultural backgrounds as well as chat sessions which have been arranged with members of the community with different faiths to enable the children to enquire and engage in question and answer sessions.
- The Christian distinctiveness has been fostered in our newly established digital worships and governor chats for each class. In addition, our Christian ethos of care for others can also be seen in our school projects which include: Charity bike ride appeal, Christmas cards to the community, Harvest food donations, well supported charity days, digital versions of the Christmas nativity production sent to our community care homes etc.
- We involve the governors and our church committee through regular reports of events and progress at school. Governors and the church are involved in worship working party meetings and pupil leaders are given the opportunity to input their thoughts and ideas. Staff are now completing digital daily worship logs and worship evaluations both by staff and children in the class units.
- The covid experience has resulted in many opportunities to enhance our distinctiveness:
- 1.Support for our community 2. Embedding our values, 3. School links (virtually) 4. Faith, 5. Positivity, 6. Teamwork, 7. Relating to bible stories overcoming adversity, 8. Development of strategies- leadership, pupil voice, empathy, 9. Successful amendment to our worship programme, e.g. development of class teacher skills, e.g. more class and year group worship opportunities, 10. Understanding mental health issues and development of a support network and christian vision, 11. Development of leadership at all levels.

Vision and Leadership – Strand 1

Partnerships (MATS, Local Church and diocese), Developing staff individual schools, special schools, collaboration with a range of stakeholders as leaders, Monitoring and evaluation Gov Strategic leadership, CPD, Progress since the previous inspection, Provision for RE and collective worship.

- We are regularly in the top 5% of schools in the country. Pupils are part of our Governing Body RE/Worship Working pupils regularly take part in and devise worships in class/year group bubbles. We have set up meetings with the RE working party and governor sessions to highlight new curriculum, grade descriptors and assess priorities going forward; currently these are taking place via Google meet. Google classroom has been a program of CPD for all staff and is being utilised to promote teacher ownership of classroom worships with church and governors as well as links with the community and families.
- The leadership and management of collective worship
- PROVISION:
- Leadership and management of Collective Worship are primarily overseen by the Head, SLT and RE/Worship Team and monitored by the Governors' RE/Worship Working Party.
- Whole School and Phase Worship times are often led previously by Senior Leadership Team Members / Clergy to act as role models. They are increasingly being led by teaching staff and governors as we remain confident amongst our team.
- Worship monitoring logs have been created digitally for each teacher to record evidence and for RE team to easily have access for monitoring.
- Annual worship plan is given to staff with key themes throughout the year to focus worships on. This usually involves classes as well as whole school visits for worship to our local church.
- A rota for governors leading class worships has long been normal practice and these are for each class within the school.
- Covid has not deterred our resolve to move forward with RE and worship provision.

IMPACT:

- Staff development in worships has been further enhanced and our overall 'outstanding' provision has been developed further.
- Children develop a growing understanding about responding to liturgical language and the language of 'Christian values' is used in daily classroom life.
- Children's confidence is increased whilst their understanding of the importance of collective worship is developed. Children have asked if they can plan/lead worship or take part in times of worship, which they are given opportunity to do.
- Parents and children feel that their ideas are valued and beneficial to the setting and within the community.
- Children bring in prayers they have written at home which are shared in reflection time.
- Children are given opportunities at school to write their own prayers and share these with their peers.
- Pupils have asked if specific situations at home can be prayed about.
- Shareholders inclusion in the evaluation process of worship times throughout the worship calendar shows that their opinions can influence further collective worship planning.
- Children are encouraged to complete worship evaluations within their class bubbles. Pupils know their opinion is valued and taken into account when planning future collective worship.
- A pupil choir has visited a local Residential Home. Our school choir has also taken part in a regional choir competition giving the children opportunity to meet others and develop their skills.
- Development points
- Continue to develop and formulate a structured pattern of monitoring and evaluating collective worship, so that views gathered from all members of our community are heard and used to enhance pupils' spiritual development.
- To develop an interactive area for worship on our new school website.
- Updated interactive areas around the school.
- Governors role and impact seen as exemplary - (Governor Review 2021)
- All subject leaders are aware of the strands which feature in their planning.

Vision and Leadership – Strand 1

Partnerships (MATS, Local Church and diocese), Developing staff as leaders, Monitoring and evaluation Gov Strategic leadership, CPD, Progress since the previous inspection, Provision for RE and collective worship.

Effectiveness of Leadership and Management in RE

PROVISION:

- RE has a high profile in the school - the school regards RE a core subject. - staff provide 2 sessions weekly.
- All subjects, including RE, are closely monitored and evaluated through online assessment tracking.
- Marking and Target setting are in line with the school's Marking and Presentation Policy and we have had input from Diocese school development advisor.
- Children's RE work is levelled and achievement recorded on the O track school wide assessment system.
- The Co-ordinator has set up a moderation file of REassessment where we hold regular book scrutinies to ensure that there is consistently high levels of teaching in RE and that this has impacted the levels of attainment.
- All staff are given training including training on the RE syllabus by the Assistant Director of Education for the Diocese.
- RE as well as Worship is included in the School Development Plan.
- Appropriate time allocation given to RE.
- Staff have been given the scheme of work for RE for their year group as well as supporting resources and advice.
- Regular Faith Days and RE Curriculum days/weeks, including increased multi faith and cross curricular focus.
- Annual RE Family Challenges.
- An interactive page for RE is being created on our new school website.
- St Andrew's has submitted work into the NATRE Spirited Arts contest and we are looking forward to participating in the future.
- Meetings with governors to review RE data and targets highlighting achievement and progress.
- RE is always built into the improvement development plan which is given to governors.
- RE team carry out work, planning scrutiny, and gather evidence for year group evidence files hard and digital copies.
- Observations planned.

IMPACT:

- RE is high profile and is valued by all members of the school.
- RE displays are in each year group and also in communal areas of the school as well as a display created for the church.
- All members of the school community are committed to raising standards.
- Pupils see RE equal to other subjects in status and it is seen as important to the life of the Christian ethos of our school.
- Staff work as a team in planning and delivering RE.
- Teamwork is encouraged and seen in action in many areas of school life – staff, pupils, governors, families and wider community.
- Standards in RE have improved and are now in line with Age Related Expectations
- RE highlighted as an important part of our school life
- Greater awareness by staff of RE levels and of RE as a Core Subject.
- Development of leadership opportunities for a range of staff.
- Clear Christian vision for the school ensures our distinctive character as a Church school is always growing/strengthening.

Development Points

- Further develop RE curriculum awareness weeks and focus days including multi faith opportunities.
- Assessment criteria grids in books like other core subjects.
- To further develop reflection time by doing learning sessions and other key times during the day.
- To give staff further opportunities to level and moderate across year groups.
- Examples of levelled work to staff.
- To continue to aim for consistency in good+/ outstanding teaching of RE around the school.

Vision and Leadership – Strand 1

Partnerships (MATS, Local Church and diocese), Developing staff as leaders, Monitoring and evaluation Gov
Strategic leadership, CPD, Progress since the previous inspection, Provision for RE and collective worship.

Christian Vision

PROVISION:

- We see ourselves as 'servants to our school and its community'.
- Christian values underpin all of our work – we have a focus on our school values of love, endurance, trust and forgiveness, which have been developed through worship and PSHME.
- Pupils 'talked confidently and proudly about the school's values of 'endurance, love and respect' (Ofsted report 2018).
- A Foundation Governor is present during the recruiting procedure for new staff.
- Biblical links to Christian values are being made more explicit particularly with the role out of the new curriculum and 'The Big Story'
- Governors promote key Christian principles in making decisions
- Foundation Governors have an active role in promoting Christian Values; they meet termly as a Worship Working Party to discuss any issues arising in regards to the school's Christian Ethos
- The Head along with other Leaders and Governors are in close contact with the local church further developing a collaborative partnership between the school and the church
- Our Christian aims and values are made explicit on the school website, through letters home to parents as well as through annual RE challenges.
- Governors and staff receive training on our distinctiveness as a Church School – training days, training weekend, courses.
- Our recent 2018 Ofsted Report says that, 'the quality of leadership at all levels, adopting a strong model of distributed responsibility. Senior and middle leadership teams are focused and effectively use the information which is routinely and regularly collected to inform their planning and actions.' In addition, 'Leaders check regularly on the quality of teaching and learning, and they have an accurate view of strengths and areas where more development is required'...'assessment is a strength of the school. Leaders monitor pupils' achievement closely and frequently. They check on the progress of groups of pupils, such as disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and boys and girls. Leaders use the information to identify those pupils who are at risk of falling behind, and to plan further support and any interventions which are required.'
- Our Mission Statement is on display in every classroom, many communal areas of the school and included in Policies and Information Booklets
- House Cup and Values Cup as well as development of Head Boy and Head Girl roles
- Increased emphasis on teachers using liturgical language, vocabulary relating to our school values and pupil understanding of these.
- Our worship rota is split into themes with each part of the year focussing on a particular Christian value.
- St Andrew's school has successfully retained the International School Award and new links with schools in India, Sri Lanka, America and Australia will enhance our existing list of partnerships.
- Commitment to our community and charity work through projects and charity days.

IMPACT:

- Recruiting procedures ensure staff are in sympathy with our Christian ethos and beliefs
- The bond between the church community and the school allows children to experience faith in practice
- Staff, parents and pupils understand the important role that Christian values play in the school
- The key role that Christian values plays in the life of the school can be seen through relationships and interactions within the school, between pupils, staff, and between the school and parents
- Involvement of the whole family in regular family challenges
- Awareness of importance of succession planning
- Values cup has promoted the profile of our school values and how these are celebrated with success. The house cup rewards individual and collective achievement based on our Christian values and endeavour and helps the children to reflect on personal achievements many of which are celebrated in sharing worship.
- The roles of Head Boy, Head Girl and their deputies, include an initial application process and ongoing activities; this establishes resilience and develops the children's personal and academic wellbeing.
- Worship and reflection time is used to celebrate achievements and to refer to the values in action.
- Teachers refer to the values during lessons, in worship time and around the school.
- School partnerships have been strengthened not just with the school through increased trips to the church but through children creating displays, open air worship and prayer breakfasts.
- Endurance in spelling and reading is rewarded in Worship assemblies and achievements for staff are included
- We have received wonderful responses from the local community to our charity and community link projects including Harvest donations, Christmas card project, 1250 mile bike ride, etc
- Our vision enhances our status as a distinctive church school and adds strength to our all round school provision and partnerships.

Vision and Leadership – Strand 1

Partnerships (MATS, Local Church and diocese), Developing staff as leaders, Monitoring and evaluation Gov Strategic leadership, CPD, Progress since the previous inspection, Provision for RE and collective worship.

Evaluation and Strategic Planning

PROVISION:

- SIAMS Evaluation and SEF are reviewed and brought up to date – consultation with Staff and Governors – shared with all governors and staff
- Church School Distinctiveness/RE/Worship feature in the School Development Plan which is reviewed regularly – coordinators of all areas of responsibility, targets from these are placed on annual subject Action Plans.
- Collaboration between the Co-ordinator and the RE Team with regular meetings
- RE work is judged against the criteria of: bronze, silver and gold.
- Staff have received inset training about the new curriculum, in particular with regards the 'Big Story' and key Christian concepts and additional training from Diocese deputy director of Education.
- All children have a well being mentor so they can always have someone to turn to. Relationships of trust are encouraged and promoted in school – eg staff/pupils as role models
- Governors meet monthly with POP (Pupil Opinion Group) and associated governors.

IMPACT:

- Self-evaluation allows stakeholders to understand the importance of being a distinctive church school.
- The SIAMS Evaluation allows staff to understand where there are strengths and ways forward as a church school; this is on the website and has been given to all members of staff and governors.
- Constant discussion - stakeholders know the school well due to the regular briefings and correspondence.
- School Development Plan ensures understanding of vision for the future of the school - all stakeholders are made aware of the schools vision.
- Support from our school parents is immense. We always invite our parents to develop partnerships we have with them.
- The continuing success of RE and Worship.
- RE team has a good understanding of leading the subject as a core subject in the school and is developing this through the new curriculum.
- We feel all children are children of God therefore they feel more secure in an establishment where adults are made available for them to discuss any issue – all pupils have a 'safe person' they have identified as being someone they feel comfortable talking to. Through challenging times and during school holidays, the school has continued to offer support and guidance to support children and their families.

PROVISION:

- Staff are given many opportunities to develop – class teachers, subject co-ordinators, SLT.
- The school has a philosophy of distributed leadership seen as exemplary by many inspections since 1998.
- Potential leaders are identified and given the opportunity to develop their leadership skills.
- Two staff, including the RE Co-ordinator, have undertaken a Middle Leadership training programme.
- The RE Co-ordinators are currently tackling the area of multi faith awareness which is highlighted on the school's development plan through cross curricular days and the whole school countries project in addition to creating an action plan to achieve greater access to visitors from other faiths.
- All staff and Governors have had training on the Prevent Agenda.
- Leadership at all levels is paramount to our distinctiveness and drive in continually improving our standards.

IMPACT:

- Staff are aware of the opportunities that are available to develop their professional careers.
- Several members of staff have been promoted to Headship, Assistant Headship or Deputy Headships.
- Professional development and team building are accessible for staff if they wish to take this route.
- Potential Leaders are encouraged to identify their own strengths and areas for development in a church school context.
- Stakeholders in the school setting know of places around the school that are set up for quiet / peace and still time.
- Raised awareness of issues brought up by Prevent.

Vision and Leadership – Strand 1

Partnerships (MATS, Local Church and diocese), Developing staff as leaders, Monitoring and evaluation Gov Strategic leadership, CPD, Progress since the previous inspection, Provision for RE and collective worship.

Partnership with Key Stakeholders

PROVISION:

- The Mission Statement of St Andrew's is fundamental to the work of the school and this Statement is included in information to parents as children enter the school.
- Positive relationship with St Andrew's Church – our vicar is very involved in the life of the school.
- Policies eg RE, Worship, Discipline, Racial Equality and Multicultural Education – relate to our values.
- Induction procedures for new staff and governors – given as much information about our distinctive Church School nature as possible eg key policies and the Mission Statement.
- Candidates at interview are asked a question to ascertain their understanding of the distinctiveness of Church Schools.
- Governors involved in training – Governor Training Days and Annual Training Weekend.
- Positive working relationship with Kids Club and outside agencies to support the needs of our children within and outside of school.
- Parents are highly valued and given opportunity to visit their children in class time through numerous open days and really take a part in their child's learning journey.
- Our children and their families are aware of the values of our school and that children are valued when they show love, forgiveness, endurance and trust.

IMPACT:

- RE and Worship have a positive impact on our Christian ethos.
- Principal stakeholders have an understanding that Christian values are high on the agenda.
- Opportunities for self-evaluation ensure stakeholders understand the importance of being a Church school.
- Christian Spirit permeates all areas of school life and all children are viewed as children of God
- Constant self-evaluation discussions – open and honest approach.
- Parent pop in feedback confirms that they are an overwhelming success.

Development Points.

- Future development, especially after the Covid pandemic with its restrictions
- Further develop observations of the teaching of RE (by SLT, RE Co-ordinator, Governor) in order to Support staff with ways forward to aim for consistency in outstanding teaching of RE.
- Further develop pupil voice and parent views taken into account in the development of RE.
- Further develop role of all Governors (re monitoring and evaluation of RE/Worship) in order to help raise standards.

Wisdom and Knowledge – Strand 2

Academic Progress, Curriculum, Spiritual Development

The learning experience is one that all pupils and staff feel a part of and as stakeholders this has led to outstanding outcomes academically and spiritually.

2. ASSESSMENT %: (Bronze, Silver, Gold)

Whole School

Y1: Bronze 15% Silver 69% Gold 16% Y4: Bronze 8% Silver 67% Gold 25%

Y2: Bronze 18% Silver 50% Gold 32% Y5: Bronze 1% Silver 56% Gold 43%

Y3: Bronze 11% Silver 50% Gold 29% Y6: Bronze 4% Silver 66% Gold 30%

Current standards: July 2021

The majority of children are currently working at Silver level throughout the school. The curriculum has been followed well through each group and differentiated well as seen in moderation.

End of 2020/21 Academic Year RE Levels

Whole School

Y1: Bronze 15% Silver 69% Gold 16% Y4: Bronze 8% Silver 67% Gold 25%

Y2: Bronze 18% Silver 50% Gold 32% Y5: Bronze 1% Silver 56% Gold 43%

Y3: Bronze 11% Silver 50% Gold 29% Y6: Bronze 4% Silver 66% Gold 30%

Pupil Premium (% of Year Group)

Y1: Bronze 4% Silver 11% Gold 1% Y4: Bronze 3% Silver 18% Gold 3%

Y2: Bronze 3% Silver 15% Gold 3% Y5: Bronze 1% Silver 16% Gold 8%

Y3: Bronze 1% Silver 13% Gold 2% Y6: Bronze 1% Silver 21% Gold 5%

SEN (% of Year Group)

Y1: Bronze 8% Silver 5% Gold 0% Y4: Bronze 6% Silver 4% Gold 0%

Y2: Bronze 5% Silver 8% Gold 0% Y5: Bronze 1% Silver 3% Gold 1%

Y3: Bronze 2% Silver 2% Gold 0% Y6: Bronze 1% Silver 5% Gold 0%

FSM (% of Year Group)

Y1: Bronze 4% Silver 10% Gold 1% Y4: Bronze 3% Silver 15% Gold 2%

Y2: Bronze 3% Silver 14% Gold 1% Y5: Bronze 1% Silver 13% Gold 4%

Y3: Bronze 1% Silver 12% Gold 2% Y6: Bronze 1% Silver 16% Gold 2%

Boys

Y1: Bronze 27% Silver 61% Gold 12% Y4: Bronze 13% Silver 69% Gold 18%

Y2: Bronze 17% Silver 59% Gold 24% Y5: Bronze 3% Silver 63% Gold 34%

Y3: Bronze 15% Silver 67% Gold 18% Y6: Bronze 7% Silver 74% Gold 19%

Girls

Y1: Bronze 9% Silver 72% Gold 19% Y4: Bronze 4% Silver 65% Gold 31%

Y2: Bronze 19% Silver 37% Gold 44% Y5: Bronze 0% Silver 50% Gold 50%

Y3: Bronze 7% Silver 54% Gold 39% Y6: Bronze 0% Silver 59% Gold 41%

Data Analysis- Key Points

- Years 2, 5 and 6 have over 30% children achieving Gold.
- Years 4, 5 and 6 have 8% or less children achieving Bronze.
- Years 4, 5 and 6 have over 20% of PP children achieving Silver or above.
- Year 5 has an SEN child achieving Gold.
- In every Year group, more girls are achieving Gold than boys.
- In every year group, except from Year 2, there are more boys gaining Bronze than girls.

Data Analysis- Ways Forward

- Years 1, 3 and 4 to aim for at least 30% Gold.
- Years 1, 2 and 3 to aim for 10% or less Bronze.
- Years 1, 2 and 3 to aim for 20% PP children to achieve Silver or above.
- Years 1, 2, 3, 4, and 6 to aim for more SEN children achieving Gold.
- Years 1 and 4 to aim for 5% or less SEN children achieving Bronze.
- For more boys in every year group to achieve Gold.
- For more boys in every year group to achieve Silver or better.

Wisdom and Knowledge – Strand 2

Academic Progress, Curriculum, Spiritual Development

The learning experience is one that all pupils and staff feel a part of and as stakeholders this has led to outstanding outcomes academically and spiritually..

Learners' Achievement

End of 2019/20 Academic Year RE Levels

Whole School

Y1: Bronze 9% Silver 72% Gold 13%	Y4: Bronze 3% Silver 50% Gold 46%
Y2: Bronze 12% Silver 64% Gold 25%	Y5: Bronze 11% Silver 51% Gold 35%
Y3: Bronze 5% Silver 61% Gold 28%	Y6: Bronze 3% Silver 61% Gold 34%

Pupil Premium

Y1: Not at ARE: 11%, Met ARE or above : 89%	Y4: Not at ARE: 9% Met ARE or above : 91%
Y2: Not at ARE: 14% Met ARE or above : 86%	Y5: Not at ARE: 21% Met ARE or above : 79%
Y3: Not at ARE: 7% Met ARE or above : 93%	Y6: Not at ARE: 0% Met ARE or above : 100%

SEN

Y1: Not at ARE: 44% Met ARE or above : 56%	Y4: Not at ARE: 33% Met ARE or above :67%
Y2: Not at ARE: 67% Met ARE or above : 33%	Y5: Not at ARE: 100% Met ARE or above : 0%
Y3: Not at ARE: 62% Met ARE or above : 38%	Y6: Not at ARE: 27% Met ARE or above : 73%

FSM

Y1: Not at ARE: 17% Met ARE or above : 83%	Y4: Not at ARE: 11% Met ARE or above : 89%
Y2: Not at ARE: 10% Met ARE or above : 90%	Y5: Not at ARE: 38% Met ARE or above : 62%
Y3: Not at ARE: 15% Met ARE or above : 85%	Y6: Not at ARE: 0% Met ARE or above : 100%

Boys

Y1: Not at ARE: 22% Met ARE : 65% Above: 13%
Y2: Not at ARE: 18% Met ARE : 62% Above: 20%
Y3: Not at ARE: 18% Met ARE: 56% Above: 26%
Y4: Not at ARE: 8% Met ARE: 57% Above: 35%
Y5: Not at ARE: 20% Met ARE: 56% Above: 24%
Y6: Not at ARE: 9% Met ARE: 58% Above: 33%

Girls

Y1: Not at ARE: 3% Met ARE : 74% Above: 13%
Y2: Not at ARE: 7% Met ARE : 64% Above: 29%
Y3: Not at ARE: 6% Met ARE: 65% Above: 29%
Y4: Not at ARE: 0% Met ARE: 44% Above: 56%
Y5: Not at ARE: 8% Met ARE: 46% Above: 46%
Y6: Not at ARE: 0% Met ARE: 66% Above: 34%

Character Development: Hope, Aspiration, Courageous Advocacy – Strand 3

Positive Choices for behaviour and living, Moral development, Charity Partnerships, Challenging injustice, inequality, exploitation.

- Our house point system helps to develop values such as trust, endeavour, compassion – we see the value of healthy competition.
- In addition, we have highlighted the importance of the school values in everything we do.
- When adults speak to the children they adopt the language of our values to encourage, praise and to ask the children to reflect on their behaviour, achievements and next steps.
- We reward children who have shown significant values through awarding the Values Cup.
- The core values are referred to during worship sessions and during story time where we take time to reflect on the values shown in each story and develop the children's ideas in giving real life examples of where these values are shown.

Behaviour and Living

PROVISION:

- Clear Discipline (Behaviour) Policy states that the Christian values of love, trust, forgiveness and endurance underpin relationships at St Andrew's.
- Positive relationships encouraged at all levels.
- We offer a fresh start to any child (or adult).
- Children are rewarded and praised for doing the right thing.
- Our daily activities reflect our Christian values, and we encourage staff to use the language of values when speaking to children throughout the day and relate this to displayed behaviour.
- Behaviour policy.
- Open door policy—currently restricted.
- Inclusion policy.
- House competitions.
- Values Cup.
- Members, adults/pupils, of the school community and visitors are encouraged to have an appropriate respect towards each other which is modelled.
- Stakeholders, neighbours, members of the local church are invited to times of worship and important services.
- All staff completed Team Teach Positive Handling training course.
- Development of nurture/ sensory rooms.
- Celebrating the ability of the children and families to live well together, through sharing the children's work and endeavours on the website and twitter.
- Annually we take part in activities to highlight the topic of anti bullying and work on this has been displayed around the school.
- Each child on entering school receives a home visit and they agree to the schools Christian ethos and policies Moral Development & Charity Partnerships.

PROVISION:

- Positive reinforcement for good behaviour through house points.
- Charity events happen regularly throughout the year for a range of charities; these days highlight our church school distinctiveness as we relate this giving explicitly to the teachings of the Bible.
- Visitors/speakers help to raise the profile of world issues and the importance of caring for others.
- Inclusion policy.
- Values Cup.
- Reception medal and Libby's medal to highlight those who have overcome significant challenges.
- Curriculum gives opportunities for pupils to learn about the importance of charity for different faiths and to reflect on the importance of giving for Christian life.
- Teaching staff are mentor trained. In addition, all staff and governors have completed training on: Child Protection, Safe guarding, First aid, FGM, county lines workshop etc.

Character Development: Hope, Aspiration, 2

Courageous Advocacy – Strand 3

Positive Choices for behaviour and living, Moral development, Charity Partnerships, Challenging injustice, inequality, exploitation.

Challenging Injustice, Inequality, Exploitation

PROVISION:

- All staff are trained on Cpoms to record any child protection/ concerns.
- Program of lessons to cover online safety issues.
- Whistle blowing policy within staff handbook.
- All staff training on a variety of child protection issues eg FGM, county lines.
- Jigsaw program introduced and specific PSHME days eg Anti Bullying week.
- School has remained open during lockdown for vulnerable and key worker children.
- We encourage deeper enquiry into injustice and inequality during key annual events throughout the year such as Harvest, Remembrance day, Christmas, Easter; these issues are related back to the beliefs of Christians and other faiths.
- We sponsor a child in Senegal.
- We have participated in The Christmas Shoebox appeal.
- A whole school project called 'Peace Babies' which inspired children to create their own symbol of peace and equality.
- British values.

IMPACT:

- All members of the school community and visitors to the school are encouraged to have appropriate respect towards each other.
- Discipline Policy ensures fair and consistent treatment – pupils helped to understand reasons for inappropriate behaviour.
- Children are given correct vocabulary and opportunities to communicate issues they may have openly and accurately.
- All staff know and follow the procedures should a child protection issues arises and the relevant staff are informed.
- School being open provided continuity and communication to our families as a community focal point.
- The Christian values can be seen in action during playtimes and lunchtimes where structured play opportunities encourage fair play and teamwork.
- Respect can be seen throughout the school from both adults and children.
- Secondary schools have been able to identify pupils from St Andrew's respect and trust that they show to peers and adults.
- In lessons adults and pupils cooperate, support and respect one another.
- Pupils demonstrate good manners (recognised by Ofsted, 2012).
- Positive support of homework – 100% returns.
- School activities demonstrate Christian values in action for example Genesis project, Christmas card project 1200 mile charity bike ride, lockdown charity and community activities and staff charity activities eg runs.
- Pupils as 'associate governors' – attend Finance Committee, Safeguarding and Worship.
- All parties involved with the school are confident in talking about issues or problems that they have with the security and knowledge that it will be handled with care and consideration, fairly and effectively.
- School sees every child as a child of God and the home visits aim to highlight the standard that we expect and provide for each child without prejudice.
- Our spiral curriculum covers the issues of injustice and the importance of charity within a variety of religions and the annual events help children to reflect these moral values and consider the importance of them to the lives of Christians.
- We linked with St Andrew's church and the charity Jacob's Well to package the donations of the children were given the opportunity to find out about the work of the Samaritans charity and why their gifts were important.
- No exclusions.
- The area in which the school is situated is not as multicultural as other parts of the city so we have developed global links with schools in India with and contact them using e-mail, video conferencing, letters.
- Staff provide an extracurricular club called The Followers which looks at creative responses to Bible stories, big questions and moral issues.
- Pupils have created art works for the local church which are displayed on the walls and boards.
- Pupils learn about beliefs, stories and sacred objects of their own and others' faiths.
- All parties involved with the school are confident in talking about issues or problems they have with the security and knowledge that it will be handled with care and consideration, fairly and effectively.
- Through the charity work at school, children have been inspired to give back to their communities through charity work outside of school from sponsored events to art works for the local hospital.
- Stakeholders see the importance of showing the importance of living well to the children and take the opportunities during worship to participate in the life of our school, living out our Christian values.

Community and Living Well Together – Strand 4

Social and Cultural Development, Relationships, behaviour, attendance, Mental Health, Wellbeing, inclusion, Learning to disagree well.

The emphasis on Christian values, alongside pupils' understanding of British Values, has helped us to develop an environment for learning where we can all achieve through individual endurance and responsibility as well as through trust and common endeavour. Our behaviour policy therefore reflects our commitment to providing opportunity for every child to thrive in a welcoming environment where no child is excluded but encouraged by peers and staff. We have developed our provision for lunch time structured play sessions to provide opportunity for all children to experience and develop and be nurtured in a safe and inclusive environment. Due to current restrictions, staff within each bubble take that bubble out for play times.

Relationships

PROVISION:

- The school promotes a culture of inclusion.
- Clear Discipline (/Behaviour) Policy states that the Christian values of love, trust, forgiveness and endurance underpin relationships at St Andrew's.
- Strong links with local church.
- Positive relationships encouraged at all levels.
- We offer a fresh start to any child (or adult).
- Children are rewarded and praised for doing the right thing and house points are awarded.
- Our daily activities reflect our Christian values and we encourage staff to use the language of values when speaking to children throughout the day and relate this to displayed behaviour.
- Annual Prayer Breakfast.
- First aid training for staff including paediatric first aid.
- Every classroom has colour coordinated asthma bag (yellow) and EpiPen bag (red) which are easily accessible with relevant medical forms for the children.
- Debates in the classroom on 'Big Questions'.
- Times of worship in church as well as digital worships during restrictions.
- Behaviour policy.
- Every child in school has a wellbeing mentor that children are able to go to with any issues.
- During lockdown we started a wellbeing log which monitored closely children who were isolating at home and regular contact was made.
- Attendance Certificates to encourage children attending.
- We have introduced a new school wide program called Jigsaw for developing children's PSHME development to develop the whole child as a happy child of God.
- Open door policy in normal times however due to restriction we have developed class emails for teachers to liaise with parents and governors.
- Governors' days and currently online catch ups.
- Worship times including emphasis on exploring the values through stories and art etc.
- Faith Days.
- RE Curriculum Awareness days.
- Inclusion policy.
- House competitions.
- Values Cup.
- Members, adults/pupils, of the school community and visitors are encouraged to have an appropriate respect towards each other.
- Curriculum gives opportunities for pupils to learn about Christianity in other parts of the World as well as other world faiths.
- At KS1 pupils focus on Christianity and Judaism, at KS2 this is extended to include Islam, Sikhism, Hinduism.
- Parent 'Think Tank' on safeguarding and security issues.
- Mini mentors in Early years.

IMPACT:

- All members of the school community and visitors to the school are encouraged to have appropriate respect towards each other.
- Discipline Policy ensures fair and consistent treatment – pupils helped to understand reasons for inappropriate behaviour
- Activities in Church – worship, RE.
- Children are encouraged to be critical thinkers and to reflect on opinion/bias.
- The Christian values can be seen in action during playtimes and lunchtimes with structured play opportunities.

Community and Living Well Together – Strand 4

Social and Cultural Development, Relationships, behaviour, attendance, Mental Health, Wellbeing, inclusion, Learning to disagree well.

Impact continued....

- Respect can be seen throughout the school from both adults and children. Secondary schools have been able to identify pupils from St Andrew's respect and trust that they show to peers and adults.
- Attendance above National Average. In particular our school has had significantly higher levels of attendance during the current covid climate.
- In lessons adults and pupils cooperate, support and respect one another. We respect that others may hold views that are different from our own.
- Pupils demonstrate good manners (recognised by Ofsted, 2012)
- Outstanding response to class worship, special services.
- School activities demonstrate Christian values in action.
- Parent 'Think Tank' – to give views on how to move the school forward in a number of ways, including Church School distinctiveness.
- Children and families are supported through difficult times by regular friendly communication by staff and well being mentors; all staff have also particularly been proactive in supporting issues of mental health concerns.
- All parties involved with the school are confident in talking about issues or problems they have with the security and knowledge that it will be handled with care and consideration, fairly and effectively.
- Enhanced relationships between stakeholders.
- Understanding of and respect for diverse communities.
- The school encourages family values and anyone involved at the establishment is made to feel part of that family.
- The area in which the school is situated is not as multicultural as other parts of the city so we have developed global links with schools in India with and contact them using e-mail, video conferencing, letters.
- The Pupils have created artworks for the local church which are displayed on the walls and boards.
- Stakeholders, neighbours, members of the local church are invited to times of worship and important services.
- Pupils learn about beliefs, stories and sacred objects of their own and others' faiths.
- Regular reports go to the church committee to keep them in the life of the school.
- All staff are able to quickly locate and administer asthma pumps and EpiPens as needed and staff feel confident in delivering this due to training.
- Lists of staff that are first aid trained are visible in their relevant areas around school so that first aid can be delivered quickly and effectively.
- Pupils are given the responsibility to mentor other children in their class to develop curriculum skills and foster skills of working well together.

Dignity and Respect – Strand 5

Promotes diversity & difference, Safeguarding procedures, Age appropriate, Challenge any form of prejudicial behaviour.

St Andrew's school is a safe and welcoming environment for all. We recognise that our school is predominantly populated by children of white, Christian, families that are British. The Values Cup has highlighted our passion to link Christian values and school achievement.

Provision:

- Kiss and Tweet Sessions take place whole school covering issues including: Bullying, citizenship, E safety.
- Jigsaw program—Teachers deliver lessons on a variety of topics including: Mental health, sexual health, friendships and relationships, bullying, online safety.
- Staff and governor training on safeguarding and child protection.
- Class charters.
- Safeguarding policy.
- Home school agreement.
- International School Award.
- Country presentations and project work.
- New MFL Curriculum.
- RE Network meetings.
- Book scrutiny and moderations.
- New website.
- Video calls and questionnaires with people of diverse religions/backgrounds.

Impact:

- Teaching assistants conducting the Kiss and Tweet sessions give children opportunity to consolidate and explore issues in a deeper way.
- Jigsaw enables children to feel empowered to verbalise their concerns and accurately explain using specific vocabulary.
- All staff are aware of safeguarding procedure and hierarchy.
- Each class follows the class charter which promotes a fair, happy and healthy environment to learn in.
- All staff have read and signed that safeguarding policy.
- The home school agreement informs parents of their responsibilities and the expectations that we have at St Andrew's.
- A variety of class from across the key stages have worked towards regaining the International School Award which has enhanced children's knowledge and respect for differences in cultures.
- Every year group has been given a country to research in order to appreciate the wonderful and diverse world that we live in. This was promoted in country presentations to whole school.
- French and Spanish are now used to deliver MFL sessions. These sessions explore the language and culture of countries where these languages are spoken.
- We have been able to make links with other schools and to see the work that has been undertaken at other schools. Also we have been able to input our ideas in the Hull Schools curriculum based on our experience of the Diocese curriculum.
- Books are checked to ensure that the new spiral curriculum is being followed to ensure a breadth and balance in religions is being taught and built upon in successive key stages.
- Enhanced provision with interactive challenges and information on different religions.
- Video calls and questionnaires from parents with different religions and backgrounds help to give children an opportunity to enquire and respect peoples cultures and beliefs that are different from their own.

The Impact of Collective Worship – Strand 6

Collective worship should be inclusive, invitational and inspiring. Ways that collective worship is an expression of the school's Christian visions must be explored.

PROVISION:

- Collective worship is central to the daily life at St Andrew's.
- Collective Worship is included in the School Development Plan.
- Collective Worship Plan is largely based on the lectionary, but is flexible and can be adapted to specific needs – also includes core values.
- Specific annual targets are devised for Collective Worship. Annual Targets for Worship are discussed and reviewed with Staff and Governors' Worship Working Party.
- Worship Policy is reviewed at least annually and monitored by the RE and Worship Working Party.
- Worship Policy demonstrates the importance of Collective Worship.
- A range of workshops – whole school, year group, class, house in normal circumstances.
- Digital worship rota has been in place during restrictions.
- Staff as good role models using correct vocabulary and reference to Bible stories.
- Rotas for year groups to have worship led by clergy or Foundation Governors and one year group to worship at the church weekly (Currently due to restrictions—no trips to church but governors leading digital workshops).
- Pupil-led collective worship – groups of pupils given the opportunity to plan and lead whole school or Phase times of worship
- Adult-led collective worship (Teachers / Governors / Church Members).
- Parents, governors and visitors are invited to whole school workshops and complete evaluation forms.
- Children's evaluation forms have been updated and differentiated to gain opinions from KS1 and KS2 pupils.
- Reflection periods throughout the day – particularly at the end of each morning and afternoon. Reflection time daily often encouraging the children to reflect in terms of Christian values.
- Classroom prayers are said at set points of the day - reflection times, lunchtime and at the end of the day.
- A learning environment which includes areas in classrooms and around the school which encourage reflection and quietness and also Remembrance garden at the front of the school.
- Daily opportunities for children to have prayers, quiet times in classroom.
- Friendship groups to encourage good social learning and buddy system.
- Y5/Y6 monitors, particularly at lunchtimes, including groups of Y5 children who act as play leaders in R/KS1 at lunchtime— on hold during Covid restrictions.
- Mops (Mini Opinion Party aide) and POP (Pupil Opinion Party aide) help to lead and evaluate workshops. The Worship Working Party have conducted meetings and children (POPS) who have collected feedback from their peers on current worship - this was overwhelmingly positive and their ideas have been used in future worship planning. Parents, governors and staff has been evaluating whole school worship sessions and this is being monitored with a view to providing a best practice and ideas document.
- We continually aim to develop the strong learning partnership which exists between the school, child, home, Church and community.
- House system – rewards, competition, compassion for others – all based around Christian family values.
- Faith based values are made explicit in school during lessons or times of worship.
- Children's achievements are celebrated during sharing assemblies and presented to parents in our school Twitter news.
- As a school, we aim to provide a nurturing environment and reflection and other nurturing areas are available.
- Values Cup.
- Head boy and Head girl as role models.
- All members of the school community are invited and have attended collective worship.
- Teaching and Support staff receive Collective Worship training – eg from Diocesan Consultant, Foundation Governor, Senior Member of Staff.
- Collective worship is featured and included in training sessions at our Scarborough Training Weekend offsite and inset days.
- Staff/Governor RE and Worship Working Party meets at least each half term (Digitally and in person) to review worship plans, RE Schemes, Progress, ways forward etc.
- Invitations for special services sent to congregation of St Andrew's church as well as other local organisations – numbers always high.
- Emphasis on providing pupils with interesting collective worship opportunities during Followers Club.
- Outdoor worship.
- Prayer is an everyday part of school life, used in a range of circumstances each class has a prayer area.
- Books containing prayers that the children have written are available on reflection tables around the school and available on the website.
- New and existing staff have received training during inset day on importance of collective worship where an example was modelled.
- The Lord's Prayer has been a key focus of understanding for children and as well as being displayed in each classroom we are actively using this in class and whole school worship.

The Impact of Collective Worship – Strand 6

Collective worship should be inclusive, invitational and inspiring. Ways that collective worship is an expression of the school's Christian visions must be explored.

Provision continued...

- Year groups have an opportunity to leave a cross in the Remembrance garden during our annual reflection time during Remembrance week. A group of children from St Andrew's School is invited yearly to join in the ceremony of remembrance at the cenotaph.
- St Andrew's day is celebrated annually with a Prayer Breakfast followed by a service led by children and Bible based activities throughout the day.
- Altar cloths changed according to Anglican season.
- Candles are lit and Bibles are used in collective worship and are at all worship/reflection points around the school (classrooms and communal areas).
- Some RE lessons focus on Prayer.
- Other Saints' Days are celebrated with special activity days.
- All classrooms have Bibles, prayers, pictures and symbols.
- Whole School Collective Worship takes place once per term in the church – service usually led by member of clergy.
- RE lessons give children the opportunity to take part in role play ceremonies, eg wedding, baptism.
- Children learn about key festivals from other faiths, sometimes in worship sessions and sometimes through RE.
- Collective worship includes a range of types of hymn/praise songs.
- Y6 annual pilgrimage to St James' Church – fellowship, prayer, learning about a church building and includes prayer stops.
- Experience days such as 'Experience Easter' where stations around the hall highlight key events in the story of Easter and offer reflection time.
- Christian responses are practised throughout the school – varying degrees depending on age.
- Pupils are encouraged to talk about and reflect upon their own beliefs (religious or otherwise) and how faith impacts their daily lives.
- Spiritual Development Policy.

IMPACT:

- Children expect and enjoy taking part in and leading daily worships.
- Having worship as a priority in the school development plan help us to ensure that we continue our distinctiveness as a church school.
- Children have greater understanding of some key aspects of the Christian Calendar.
- Worship Working Party are aware of targets for RE and Worship and they offer suggestions towards meeting these.
- Worship is updated and all stakeholders are able to access this on the school website.
- Children are comfortable of taking part in a range of worships and more recently including digital worships where family/ households are also invited to take part.
- Worships are delivered by a range of adults which helps to give a better insight into individual worship styles.
- The staff are aware of key vocabulary and are encouraged to use this daily through lessons and worship times.
- Children feel that their voice is heard through completing the evaluation forms on worship.
- Children feel comfortable with reflecting and seek out opportunities during the day.
- Quality of staff as role models, impacts positively on children's confidence in helping.
- Behaviour is Good to Outstanding throughout the school.
- Parental involvement goes from strength to strength.
- The cohesive growth of the school.
- Respect shown by children during worship and reflection times.
- Y5/Y6 feel responsible as role models for younger children.
- School have been very popular annually—before Covid.
- Curriculum accessible to all pupils – equal opportunities for all pupils.
- Because everything we do is embedded in our 'Every Child Matters' statement we ensure that we are a fully inclusive school in which pupils grow and flourish. Our own document 'A Child's Right' (published 1991) highlights our conviction that equal opportunity is paramount.
- Pupils develop a strong sense of belonging.
- A sense of pride in the school – children feel valued and special.
- All members of the school community are involved in moving the school forward.
- Christian values impact on school life in everything we do.
- Pupils proud of their achievements and welcome achievements of others also.
- Pupils often bring in work they have voluntarily completed at home, eg prayers, art work, religious symbols.
- Pupils confident to ask for help when they need it and learn from mistakes.

The Impact of Collective Worship – Strand 6

Collective worship should be inclusive, invitational and inspiring. Ways that collective worship is an expression of the school's Christian visions must be explored.

Impact continued...

- Through Collective Worship, pupils are learning to link the Christian values to the Bible and Christ's teaching – through stories and readings and how this relates to their lives etc.
- Collective Worship remains a high priority for further evaluation and development.
- Prayers to open and close Governing Body meetings.
- All stakeholders are made to feel valued and Collective Worship is embedded in the life of the school.
- Staff and governors are comfortable in participating and leading worship.
- Pupils have contributed ideas towards worship.
- Resources enhance the enjoyment and understanding of Collective Worship.
- Worship is regularly interactive and, creative, eg through drama, music, art and dance.
- Stakeholders often mention that services they have attended have been poignant and inspiring (see comments from evaluation slips and messages of appreciation including from the Bishop of Hull).
- No requests for pupils to be withdrawn from worship.
- Very close links with St Andrew's Church.
- Reflection times, usually towards the end of the day give pupils a chance to reflect on the days' learning and they are encouraged to assess what values they have shown or witnessed and to offer thanks.
- Increased numbers of children taking part in the Followers Club which has led to staff offering a KS1 and KS2 session.
- Children's recognition of Bible stories.
- Children learn morals from Bible stories.
- There is a strong element of pupil involvement in leading worship; this is leading to an ever growing positive attitude towards worship.
- Pupils and adults are growing in their understanding of the importance of worship in contributing to the Christian ethos of the school.
- Children and Parent questionnaires – 100% support for the beliefs and values we promote.
- Children desire to lead and participate in their own times of collective worship.
- Increased interest and understanding of children of other faiths.
- Children realise that prayer does not have to be 'done' in the same place, same way or at the same time every day.
- Children learn to make positive use of times of silence and reflection.
- Children sometimes ask for prayers and understand the language used in prayers.
- Pupils feel confidence in writing their own prayers in prayer books provided in communal areas.
- Pupils understand that prayer is the way Christians speak to God and that there are many different types of prayers.
- Children recognise that peoples' of other faiths also pray in different ways and places.
- Pupils are given regular opportunities to learn about different styles of worship.
- St Andrew's Prayer breakfast gives opportunity for staff, governors, community members, church members and community officials to join together to celebrate our achievements of a school rooted in our Christian values and to look positively to ward our next steps for future success.
- Children understand the reason for lighting a candle to symbolise Christianity, they also understand why people use bibles during these sessions.
- Pupils learn about key Christian figures.
- Pupils learn about and participate in key Anglican services and beliefs – eg Easter, Pentecost, Harvest Festival. This helps to develop the Christian distinctiveness of the school.
- Pupils develop understanding and respect for others.
- Pupils 'request' favourite hymns or make suggestions for songs they would like to be taught.
- New Hymns have been purchased and are being introduced through the key stages when possible.
- Clergy and Foundation Governors are familiar with the school and children get to know them.
- Pupils enjoy and respect the music being played during worship times.
- Children show confidence in leading or taking part in worship and pupils are able to talk freely about their understanding of worship.
- Pupils feel that the local church is part of their community space and have been excited to create artwork and displays for St Andrew's Church to enhance the worship space.
- Pupils show respect for other people's feelings and values.
- Children become familiar with liturgical language.
- Pupils have a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Pupils willing to reflect on their beliefs and experiences which inform their perspective on life.
- Pupils learn about and can therefore be respectful of the beliefs of others.
- Children are given the skills and opportunity to analyse a variety of texts to help them to seek the intention and meaning behind the text and different versions of the same story/ passage.
- 'Exhibits' from Annual RE Projects have been displayed in our local church
- Pupils' spirituality developed in all areas of the curriculum.

The Effectiveness of Religious Education – Strand 7

RE is non-confessional and is considered a core academic subject

How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.

Religious Education

PROVISION:

- RE is monitored throughout the year through: book moderations, observations and learning walks and through data collection.
- Teachers have the spiral curriculum and supporting resources.
- Each year group has an RE folder with the syllabus, policies, non negotiables, long term plan and catch up plan.
- RE catch up plan.
- As with other core subjects, assessment grids are stuck in the front of the RE books.
- Children are taught a balanced and robust RE Curriculum and cross curricular opportunities are encouraged.
- RE lessons have specific learning intentions within our new spiral curriculum that builds on prior learning to develop a mastery of the topic.
- Differentiated planning ensures children develop at their own level, and ensures progression in development.
- Individuals' Assessment for Learning Targets are set in line with school Marking Policy which enable children to progress in RE.
- Appropriate time allocation to RE.
- RE work supplemented with short TA led Bible Study sessions.
- Staff and Governors have received training from the York Diocese Partnership as well as the RE Team to further develop the professional development of planning and understanding within the new RE curriculum.
- Staff, Governors and church body receive updates and details on RE targets and attainment.
- Head of RE Team has undertaken Middle Leadership course with focus on developing multicultural awareness throughout the school.
- Pupils are encouraged to discuss their learning in RE.
- Pupil voice is an important issue at the school – children are enabled to take ownership of their learning.
- Opportunities on school website to explore further their interests in aspects of the RE curriculum including interactive resources.
- Pupils learn that faith and religion are important aspects of many peoples' lives.
- Pupils learn how to respect other cultures and to respect the world and its resources.
- Pupils are given lots of opportunity to discuss others and their own beliefs first hand. during RE lessons and other appropriate moments.
- Pupils are taught to recognise the difference between right and wrong and they develop a readiness to apply this understanding in their own lives.
- Children are taught to understand the consequences of their actions and they are encouraged to have an interest in investigating, and offering reasoned views about, moral and ethical issues. Children are also given opportunities to learn how to disagree well.
- Children are taught about the school values explicitly and implicitly these are reinforced daily in feedback and through RE boards around the school; feedback is given with reference to Christian teachings from the Bible.
- RE resources audits carried out annually.

IMPACT:

- Assessment grids are a visible indication for teachers and students of the progress they are making in RE.
- Pupils knowledge and understanding improving through the spiral curriculum and as shown through the data which is collected and moderated as a core subject.
- Work missed from previous years' RE teaching due to Covid lockdown has been assessed and a catch up plan has been devised. This is being followed by each year group and RE team is collecting and assessing this.

The Effectiveness of Religious Education – Strand 7

RE is non-confessional and is considered a core academic subject

How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.

Impact Continued...

- The teaching of RE is seen in books, through data and observations to be good to outstanding.
- We are encouraging staff awareness and development of their teaching of the new curriculum supported by training from the Diocese.
- Staff and governors understand the attainment in RE and the areas for improvement.
- Independent learning taking place in RE and the new website offers opportunities to deepen their learning.
- Stimulating new resources are available to inspire outstanding teaching and learning of the new curriculum.
- Pupils have a positive attitude towards RE.
- Development of multicultural awareness throughout the school which can be seen in class books and displays.
- Pupils able to talk about their work and discuss feelings and experiences.
- Pupils able to show empathy and understanding of others with different beliefs.
- Pupils are able to talk about their opinions and beliefs openly.
- Currently no parents withdraw their children from RE, nor have they in over 30 years!
- Parent/Carer responses have an impact on SDP.

Progress and Standards Based Upon the School's Performance Data

PROVISION:

- New assessment collection allows easier recognition of any slippage across the school.
- Catch up plan devised.
- RE work is assessed and moderated against RE attainment targets at the end of each term.
- As per other core subjects, RE assessment grids are displayed at the front of RE books.
- RE Coordinators monitors the targets and collates year group data.
- Teachers and governors are provided with data so that all are aware of progress so far and next steps.
- Evidence is collected and checked against new curriculum to make sure this is being taught.
- Staff evaluation about new curriculum used to plan for training requirements and curriculum days.
- New curriculum and assessment tracking using whole school assessment platform.
- Governors and church are updated with quarterly assessment data and progress.
- Good examples of progression in RE is shown on the school website.

IMPACT:

- Data now showing an upward trend putting RE in line with other core subjects.
- RE standards are improving – majority of children now working at Age Related Expectations or above.
- All staff are aware of where children are at and those groups that need additional focus.
- Assessment grids enable staff and pupils to see their progress and next steps in learning.
- All stakeholders can view what good RE progress looks like on the school website.
- Teacher's knowledge and understanding of attainment levels has improved since the last inspection.
- Teachers have a more secure understanding of expected levels and how their pupils are achieving.
- Staff find moderation of RE helpful in their development of teaching the subject - they are more aware of what is needed for the different levels and objectives to gain each level.
- Children are more aware of the levels they are currently working at in RE as this is displayed in books and on each WILF card.
- Staff more aware of RE being a core subject rather than a Foundation subject.
- Staff audit has helped to highlight key areas for development and we have provided training from the Diocese to address these needs.

The Effectiveness of Religious Education – Strand 7

RE is non-confessional and is considered a core academic subject

How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.

Quality of Teaching and Learning

PROVISION:

- The teaching of RE is at least GOOD and often OUTSTANDING.
- Teachers plan from the school's scheme of work which is based on the York Diocese syllabus with a new emphasis on allowing children's understanding of Christianity and other faiths to thrive and be assessed.
- Children are taught a rich and balanced RE Curriculum.
- Cross curricular learning is encouraged.
- Planning allows for flexible, challenging and creative teaching/learning styles.
- RE planning incorporates children's individual learning needs and allows for all learners to show progress.
- Marking is in line with the schools marking policy.
- RE network meetings attended.
- School website and Twitter feed show examples of good work and RE challenges.
- We have global links established with schools in India, Sri Lanka, America and Australia.
- RE lessons have specific learning intentions which link to prior learning whilst is developed through the spiral curriculum.
- Differentiated planning ensures children develop at their own level, and ensures progression in development.
- Teacher Assessment for Learning targets are individualised to enable children to progress in RE and allows them to know what they need to do to improve.
- Appropriate time allocation to RE with encouraged cross curricular additional opportunities.
- RE work supplemented with short TA led Bible Study sessions.
- Staff have received training from the York Diocese Partnership as well as the RE team to further develop the professional development of planning and understanding of RE levels.
- RE displays throughout the year.

IMPACT:

- Pupils' progress is at least GOOD and often Outstanding.
- Learning of children in Pupil Premium areas considered outstanding and this has led to winning the Pupil Premium National award.
- Regularly changing displays ensure RE is prominent in school and reflect both our values and current topics to give children a talking point and aid learning.
- Pupils knowledge and understanding improving, particularly in multi faith areas.
- Independent learning taking place in RE with various RE challenges including the Spirited Arts contest and Remembrance projects.
- Pupils able to talk about their work and discuss feelings and experiences.
- Pupils able to show empathy and understanding of others with different beliefs.
- Children are excited to see their work on the website and keen to discover more about RE and discuss with parents.
- Networking allows for sharing of good ideas and teaching examples to inspire, this filters into our school teaching of RE.

Quality of the curriculum

PROVISION:

- Scheme of Work incorporates York Diocese Syllabus which children use to explore their own beliefs and beliefs of others.
- RE / Worship and PSHME allows everyday life to be talked about and reflected upon.
- Pupils learn about the five major world faiths either through visiting of different places of worship, meeting visitors from different faiths, through faith days or by connection with other faiths via the internet.
- Global links with schools in India and through cross curricular activities have helped us gain the International School Award again.
- Improved curriculum to enhance opportunity of learning about Christianity and its place in the world as well as to develop and assess specific knowledge of other world faiths.
- RE challenges including those for faith days as well as for personal exploration projects.
- Children are helped to become empathetic, discerning and sensitive to the needs and concerns of others.

The Effectiveness of Religious Education – Strand 7

RE is non-confessional and is considered a core academic subject

How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.

Provision continued...

- Through RE, we aim to offer the pupils the opportunity to:
 - Reflect on the importance of a system of personal belief.
 - Recognise the place a Christian faith has in the lives of people.
 - Develop a sense of wonder, awe, curiosity and mystery.
 - Be creative, questioning and imaginative within a broad Christian framework which recognises the importance of experience, personal values and respect for the beliefs of others.

IMPACT:

- Pupils learn that faith and religion are important aspects of many peoples' lives.
- Pupils learn how to respect other cultures and to respect the world and its resources.
- Pupils develop awareness that there are choices to be made in life.
- Pupils are given lots of opportunity to discuss others and their beliefs first hand.
- Pupils are taught to recognise the difference between right and wrong and they develop a readiness to apply this understanding in their own lives.
- Children are taught to understand the consequences of their actions and school encourages courageous advocacy through teacher modelling, raising awareness of mental health by participating with staff in 1250 mile bike ride, charity half marathon races, etc.
- Children are encouraged to have an interest in investigating, and offering reasoned views about moral and ethical issues.