

CHRISTIAN CHARACTER	Evidence	Actions
Good (2)		
Distinctively Christian values are clearly expressed. This ensures that most members of the school recognise the distinctive characteristics of the school's values and identify how they affect their daily lives and their achievements.	RE planning	
	RE days – Hand 2 Mouth Team	Book in 17-18 dates
	Focus within Collective worship	
	Focus within PSHE / RE	
	Rainbow rules	
	Reward system	
The school's Christian character consistently informs its approach to issues of attendance and pupil exclusion for all groups of learners.	Display - Values	
	Nurture room	PA analysis
	Interventions – behaviour	
	Parental involvement / relationships	
	External agency	
	Pastoral care - HSLO	
	Half Termly HSLO reports	
The school has a clear definition of spirituality that is understood by most adults.	Attendance rewards	
	Trophies for attendance	** SMSC evidence linked to Christian values SMSC tracker (CL*)
Experiences are identified in the curriculum, which provide opportunities for learners to explore spirituality. Learners respond well and are developing the ability to express their thoughts clearly and with confidence.	Visits to Church, Mosque, Gudwara, synagogue	Visit to Mandir Visit schedule
	Strong pupil voice - RE council	
	Sports Ambassadors School council	
	RE books, displays, photos	
The Christian character and values of the school contribute to the spiritual, moral, social and cultural development of learners.	Sports events, lessons	
	Trips – Linking schools project	
	Outstanding Behaviour	
	Evaluation sheets for worship	
	Buddy system	
	Active playtime	
	School committee linking to wider community - School used as church.	
Learners behave well and relationships between all members of the school community are generally linked to the Christian character and values of the school.	Rotary club – shoe box appeal	
	Harvest collected for local food bank.	
	Positive ethos	Analysis of incidents
	Behaviour policy	Development / analysis of CPOMs information
	Rainbow rules	
	Star of the week	
Learners have some understanding of Christianity as a multi-cultural world faith and respect the diversity and difference within other faith communities.	Inter and intra sports days	
	Buddy system	
	Y5 / Y6 first Aid training	
	Good understanding of Christianity and other faiths	
	Similarities and differences	
Learners readily recognise the importance of religious education in their lives. It makes a positive contribution to learners' spiritual moral, social and cultural development and to the Christian character and values of the school.	Christianity around the world	
	Make up of school	
	Jesus as prophet within Islamic religion	
	Lessons	Pupil questionnaires (CL)
Pupil voice		
Book / work scrutiny		
Christian and own faith		
British values		

LEADERSHIP & MANAGEMENT	Evidence	Actions
Good (2)		
Leaders and managers articulate and promote a vision based on distinctively Christian values.	Staff meetings Collective worship Curriculum Modelling Relationships in school SDP – Core area	
Leaders and managers clearly describe the impact of Christian values on the learners and on the whole life of the school.	Gov mins Behaviour reports Ethos / values	Go through school values bullet point for each of areas
Leaders and managers have a good understanding of the school's performance and distinctiveness based on the school's self-evaluation strategies.	Data is collected at start and end of each unit of work Whole school data monitored and collated regularly	Analysis of data New assessment criteria for RE and other key areas of learning
Self-evaluation strategies lead directly to the school's improvement planning. As a result, achievement and distinctiveness have improved or previous good performance has been consolidated for all groups of learners.	Action plans SIAMS SEF SDP Assessment data	Results dipping over past 3 years Strength in phonics / KS1 EYFS improving picture Unsettled year impacting on attainment across school
Leaders and managers ensure that collective worship, RE and aspects of the curriculum are informed by distinctive Christian values that contribute to learners' good behaviour and attitudes together with their spiritual, moral, social and cultural development.	New Collective worship plan Extra-curricular activities Curriculum PSHE / SEAL SMSC tracker Data Attendance / exclusion data	Evaluations of CW
Parents, the local church, the diocese/district and the wider community contribute fully to school life in such a way that there are clear benefits for learners, including their understanding of local, national and global communities.	Vicar every week for collective worship Foundation Governors Godly play Hand 2 mouth team staff talking about beliefs / sharing Local visitors – police, nurses, fire service Religious visitors - Jeremy	Religious visitors: Bishop Imam Parents talking about beliefs / sharing Barnados Nspcc
Effective use is made of opportunities that arise for the development of staff and governors as leaders in church schools, with clear benefits for the current leaders.	RE lead attended previously and disseminated RE networks	Understanding Christianity – 17 th January - Coal mining Museum 27 th April – Hollins Hall Training records
The leaders of worship and RE are given good support in fulfilling their roles and this has enabled them to bring about improvements or maintain the previous good practice.	Staff meetings Impact of Collective Worship Links with vicar / Diocesan adviser CPD extensive for previous lead	Changes to lead

WORSHIP GRADE DESCRIPTORS	Evidence	Actions
Outstanding (1)		
All members of the school community place great value on collective worship and can articulate its place in their school life and what it means to them personally.	Multi faith staff. All attend and take part in CW	Develop role of TA within CW
Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position He occupies in the Christian faith.	Collective worship themes / Rotas Use of bible texts and psalms	
Collective worship has a strong focus on God as Father, Son and Holy Spirit and learners can recognize and express this with understanding.	Lords prayer is every classroom on display. Children are aware that this is a Christian prayer and what Christians believe	Difficult to promote due to make up of school
Collective worship regularly includes Biblical material and learners are able to relate this to the school's core values and their own lives	Revised collective worship plan which links core values, bible and psalms, music and prayer	
Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican/Methodist practice.	Through class teaching Planning and coverage Visits to church	
Collective worship is inspirational and inclusive. It engages all learners and its impact can be clearly discerned in all parts of the school community's life.	Pupils talk about collective worship in classrooms, playgrounds etc	
Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.	Fund raising and supporting of different charities Variety of content – anti bullying, e-safety, safeguarding, behaviour Celebration worship Fire safety talks, Phunky foods – healthy living	
All of the key elements of worship are a natural and integral feature of all acts of collective worship wherever they are held and imaginative use is made of a variety of settings.	Currently in school hall, classroom or outside	Develop use of different settings
Planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. Learners develop a secure understanding of the seasons of the Church year and Christian festivals including local celebrations.	Collective worship plan All major elements of church year are considered and reflected within collective worship Festivals from other cultures are supported, explored and celebrated	Create more displays relating to Christian and worldwide religious calendars
A range of members from the school community, including local clergy, contribute to planning	Currently vicar and Head Teacher / RE lead	Develop further to involve more members of the community – pupils, staff , parents
Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.	Collective worship feedback / observation forms Weekly subject monitoring of pupils work.	Further develop purpose of monitoring Needs to be tightened up and developed further. New format introduced but not consistently used. Staffing constraints have hindered development of this
A range of leaders, from different Christian traditions, offers learners a rich experience of worship.	School staff Vicar Visitors	Invite other leaders Bishop , Imam Diocesan adviser
Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.	Very early stages of development. Children have led 3 acts of worship since January	Develop ability of the RE committee members

Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.	Reflection – time for personal prayer Pray at home Part of school life – Collective worship, lunchtime, home time, fasting through Ramadan Children have contributed to prayer books. School prayer created by pupils	
WORSHIP GRADE DESCRIPTORS	Evidence	Actions
Good (2)		
Members of the school community see the importance of worship in the life of the school and are able to talk about what it means to them.	School RE committee Pupil voice Everyone attend Christian collective worship Use of language – Peace be with you, Amen	
Collective worship often includes teaching about the person of Jesus Christ and learners have an understanding of his important place in worship	Collective worship plan Bible Psalm Quran	
Learners are aware of God as Father, Son and Holy Spirit in worship but their understanding of this is undeveloped.	Lords prayer is every classroom on display. Children are aware that this is a Christian prayer and what Christians believe	Parental strength of feeling regarding use of this prayer.
Collective worship often includes Biblical material and learners are able to make some links between this and their own lives and to the school's core values.	Revised collective worship plan which links core values, bible and psalms, music and prayer	
Learners have an understanding of different Christian traditions in worship, particularly local Anglican/Methodist practice, though cannot always articulate these fully.	Through class teaching Planning and coverage Visits to church School hall used as a church	
Most learners recognise the value of worship, respond positively and participate willingly.	All attend CW Many attend Mosque after school. Pupils talk about collective worship in classrooms, playgrounds etc	
Themes are relevant and pay close attention to learners' spiritual and moral development. In response, learners take some action in the service of others.		
Most of the key elements of worship are present though some are less developed than others. The setting is appropriate and often varies.	Collective worship plan Structure to environment / routines.	Develop enrichment of environment and location for CW
Planning provides a structure that enables learners to encounter Christian beliefs.	Collective worship plan	
Worship is related to significant moments in the life of the school and the seasons of the Church. Most Christian festivals are celebrated or acknowledged in the context of worship. There is some contribution from clergy and other members of the school community.	All major elements of church year are considered and reflected within collective worship Festivals from other cultures are supported, explored and celebrated	Create more displays relating to Christian and worldwide religious calendars
Regular monitoring and evaluation identifies where improvement is needed and often informs development planning.	Weekly subject monitoring of pupils work.	Needs to be tightened up and developed further. New format introduced but not consistently used. Staffing constraints have hindered development of this
Staff and clergy are regularly involved in planning and leading collective worship with some involvement of other Christian traditions.	School staff Vicar Visitors	Invite other leaders Bishop , Imam Diocesan adviser
Learners enjoy contributing within collective worship and are increasingly taking responsibility for particular	Very early stages of development.	Develop ability of the RE committee members

aspects.	Children have led 3 acts of worship since January	
Learners understand the purpose of prayer and reflection in both formal and informal contexts. Many make use of prayer in their own lives and regularly contribute relevant and appropriate prayers to school worship	Reflection – time for personal prayer Pray at home Part of school life – Collective worship, lunchtime, home time, fasting through Ramadan Children have contributed to prayer books. School prayer created by pupils	

RE GRADE DESCRIPTORS	Evidence	Actions
Outstanding (1)		
The religious education curriculum is rich and varied enabling learners to acquire a thorough knowledge and understanding of the Christian faith through a wide range of learning opportunities.	Syllabus Plan bee Visits / visitors	Awaiting new syllabus
The religious education curriculum provides opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied.	Curriculum / Planning Website / Resources Visits / visitors RE books / PSHE / Displays	
Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the religious education curriculum and they have a significant impact on learners.	Values grids Displays / photos SMSC grid Policies CW plan	
Good (2)	Evidence	Actions
Standards of attainment for the large majority of learners are at least in line with national expectations and often higher.		
Learners make good progress given their starting points. Or, standards of attainment are average but learners make rapid and sustained progress given their starting points over a period of time.		
In exceptional circumstances overall attainment may be slightly lower than national expectations but with some groups of learners making outstanding progress.		
Learners understand the value of the subject and they mostly learn well. They develop a range of skills including some of the following: enquiry, analysis and interpretation, evaluation and reflection	Books / work scrutiny / discussion. Pupils make clear links across religions Developing understanding , tolerance, respect for all faiths	
Learners have a good ability to apply these skills to understanding the impact of religion on believers.	Pupil voice Books Involvement in all faith activities	
Learners show originality and creativity in applying their knowledge and skills in religious education and are developing the ability to apply this to questions of meaning and purpose.	Evident through RE days Pupils development of their own ideas	Has been restricted previously by varied teaching
The majority of teaching is good.	Observations suggest good.	Recording does not always reflect the depth of discussion, knowledge and empathy
Assessment procedures are in place and these inform planning, teaching and learning.	Assessment in a tracking grid for RE	Needs revision Does not tie in with rest of school tracking
Religious education has a high profile within the school curriculum and learning activities are differentiated to meet the needs of different groups of learners.	Designated curriculum time slots Daily collective worship Daily prayer (3 times a day)	
Learners display a secure knowledge of many of the key aspects of Christianity and the Bible and the main practices and beliefs of the other faiths and cultures studied.	Books, work, display RE committee Photos, events, visits	
Religious education makes a good contribution to the Christian values of the school and to the learners' spiritual, moral, social and cultural development.	Ethos Values	
Effective use is made of a range of routine	Work scrutinies	

<p>monitoring and evaluation procedures that accurately identify strengths and focus on raising standards that lead to improvement in pupil performance.</p>	<p>Observation forms</p>	
<p>The subject leader effectively communicates expectations to senior leaders, governors and staff about improvement in teaching and learning in religious education and is well informed on current developments in religious education.</p>		<p>New leader</p>
		<p>Staff constraints have hindered development</p>