|  | **Latchford St James - SIAMS action plan 2024/25**  LSJ Christian Values:  *Friendship (HT1) , Compassion (HT2), Love (HT3), Kindness (HT4), Perseverance (HT5), Respect (HT6)* |
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| Summary findings from SIAMS previously: | <https://nutfieldchurchprimary.co.uk/stories-from-the-old-testament/>  <https://nutfieldchurchprimary.co.uk/wp-content/uploads/2022/10/SIAMS-SDP-2022-23.pdf> - Good example.  The inspirational leadership of the headteacher and his clear vision for the future development of the school ensure that the school’s Christian distinctiveness and ethos are at its heart.  • The school creates a loving, secure and inclusive environment rooted in Christian values. This has a direct influence on pupils’ well-being, progress and positive attitudes to learning.  • Relationships throughout the school community are strong and rooted in Christian care and respect. As a result, everyone feels valued and welcome.  • Worship has a central place in the life of the school. Christian values are promoted through biblical teaching and this has a positive influence on the spiritual development of the whole school family.  • The governing body provides effective support and challenge through commitment and expertise. This results in strong Christian leadership and confident self-evaluation of church school distinctiveness. |
| School documents: | **Christian Vision: “Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”** *Joshua 1:9*  **Statement of entitlement:** |
| Leaders: | Miss G Mellor (Y1 teacher/ RE lead)  Mr A Hayes (Head teacher/ RE lead) |

| **STRAND 1** |  |
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| **Evaluation statements : Vision and leadership**  *In this strand the following must be explored: How well the school has developed and implemented an inclusive and distinctive Christian vision. How well the school lives out that Christian vision in relationship and partnerships. In developing vision and leadership in a Church school, the school must evaluate:*   1. To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education? 2. To what extent does the school’s Christian vision shape school policies and Church school development plans? How is priority given to collective worship and to religious education (RE)? 3. 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 and churches. 4. 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 practise? 5. 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? 6. Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils? |
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| **Specific objective**  **(what we want to achieve)** | **Actions**  **(What we need to do to make it happen)** | **Success Criteria**  **(What will the impact be?)** | **Resources** | **Monitoring**  **(Evidence)** | **Evaluation of impact.** |
| --- | --- | --- | --- | --- | --- |
| 1a. To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education? | RE lead, Senior leaders and Governors to review the visions and values in line with the Church of England Vision for Education.  Senior leaders, RE lead and Governors to review the visions and values in line with the Church of England Valuing all God’s children document:  <https://www.churchofengland.org/sites/default/files/2019-07/valuing-all-gods-children-july-2019_0.pdf>  Admissions reflect the Christian vision; all are welcome, including difficulty/ disability, inclusive of all faiths and diverse backgrounds. | Visions and values will be in line with the Church of England Vision for Education and Valuing All God’s Children.  All children will feel welcome, accepted and valued at LSJ. | Half termly reflections/ evaluations/ progress against Christian values. How its been shown throughout school/ impact of collective worships.  Head teacher/ SLT/ RE/ Governor discussions | Staff meetings  Governor minutes |  |
| 1b. To what extent does the school’s Christian vision shape school policies and Church school development plans? How is priority given to collective worship and to religious education (RE)? | The vision is used to shape development plans and school policies.  SLT/RE lead, governors to articulate how through the curriculum and wider opportunities children flourish.  RE leaders monitor lessons/ books.  Worship invites pupils to reflect on the schools visions and values.  Governor’s monitor collective worship.  Ethos team to deliver at least one collective worship per half term (evidence for SIAMS)  Opportunities for high quality CPD | Training opportunities for all staff who wish to develop their understanding of Bible linking to Christian values.  Leadership CPD and timetabled support to evaluate.  HT (SIAMS governor) to include pupil voice in governor monitoring reports RE. | Staff, governor, Ethos team meetings.  Review books half way through the year. | Staff meetings  Faith team, Governor meeting minutes |  |
| 1c. 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 and churches. | To develop relationships with local church schools.  To continue to develop relationships with the church/parish.  RE subject leaders conferences?  RE subject leaders network meetings?  SIAMS lead to inspect from another schoo  To support church events/ charity work | Agreed dates for governor lead Collective worship, Church services, Church activities termly.  The school joins with church for Harvest, Christmas, Lent, Eaters and Leaver’s services.  Agreed dates for RE moderation throughout the year with local diocesan schools.  Agreed dates for Ethos team to visit the church.  Dates to review RE curriculum.  Agreed Charity events. | Meeting with Rev Rob.  Timetables for CW  School to travel to church.  Staff to travel to local church schools to attend moderation meetings.  SIAMs lead to come advise school in SIAMs. | Staff meeting, governor meeting minutes  Ethos team  RE lead record of events, |  |
| 1d. 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 practise? | Plan complimentary staff meetings to develop all teachers’ knowledge of Christian theological issues (Understanding Christianity).  Staff confidence survey.  Rev Rob to lead Eucharist teaching sessions to Y6 Summer term. | All planned Leadership CPD and timetabled support will be followed through and impact will be evaluated.  Staff will express increased confidence in teaching Christian theological issues (Understanding Christianity).  Through Eucharist teaching sessions led by Rev. Rob, Children in Year 6 will have an increased understanding of what the Eucharist is and the act of taking the Eucharist. | Events documented  Staff voice  Timetabled events.  Staff meetings. | Staff voice  Staff meetings |  |
| 1e. 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? | Governor monitoring of effectiveness as a church school.  Church event evaluation - parent interaction. | Vision and values will be in line with the Church of England Vision for Education and Valuing All God’s Children | Evaluation of attendance at church events. | Governor meetings. |  |
| 1f. Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils? |  |  |  |  |  |

| **STRAND 2:** | **Wisdom, knowledge and Skills.** |
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| **Evaluation statements**  *Evaluation statements In this strand the following must be explored: How well the school’s staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners. 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 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?* |
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| **Specific objective**  **(what we want to achieve)** | **Actions**  **(What we need to do to make it happen)** | **Success Criteria**  **(What will the impact be?)** | **Resources** | **Monitoring**  **(Evidence)** | **Evaluation of impact.** |
| --- | --- | --- | --- | --- | --- |
| 2a. 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 may have additional learning and personal needs? | To ensure the Christian vision shapes a broad and balanced curriculum.  -To ensure all children ‘flourish’ across a broad and balanced curriculum. -To recognise each child as a unique individual. -To maintain outstanding attainment and progress across the key stages in English, Maths and RE  Staff appraisal targets to continue to be linked to pupil progress.  Ethos Team to run ‘pop-up prayer spaces.’- opportunities for spontaneous prayer activities developed in the corridor . | Class intervention folders monitored each half term by the SENDCo.  Staff appraisals linked to pupil progress.  Pop up space gives a small space for personal prayer and reflection. | Prayer space.  SENDco meeting.  Staff meeting - Curriculum planning / reviewing.  Observations. | SENDco  Staff meeting.  Feedback |  |
| 2b. How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? | Develop a clear understanding of spiritual development, which is shared and lived out by all staff.  Create opportunities across the curriculum to develop curiosity, allowing the questioning and exploration of ethical, spiritual issues.  To ensure pupils value learning and know how to question and respond creatively. | P4C training offered to all staff.  Governor/Staff/ review on Anti-Bullying and behaviour policy.  To run a ‘Happiness/Spirituality day’ in June/July to promote wellbeing (yoga, prayer, skipping/fitness)  Mental heath week activities. | Staff/ govenor meetings  CPD opportunities  Workshops | Workshops evidenced on instagram. |  |

| **STRAND 3:** | Character Development: Hope. Aspiration and Courageous Advocacy |
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| **Evaluation statements**  In this strand the following must be explored: How well the school’s Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part. How well the school’s Christian vision inspires the whole school community to engage in social action and b courageous advocates for change in their local, national and global communities. In developing character in a Church school, 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? |
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| **Specific objective**  **(what we want to achieve)** | **Actions**  **(What we need to do to make it happen)** | **Success Criteria**  **(What will the impact be?)** | **Resources** | **Monitoring**  **(Evidence)** | **Evaluation of impact.** |
| --- | --- | --- | --- | --- | --- |
| **3a.** 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? | Staff to promotevalues throughout the year acknowledging when a child has shown an act of Christian value.  Ethos group to make an LSJ golden rule.  Promotion of positivity  Restorative conversation behaviour approach.  Staff aware of Church of England’s Rethinking Resilience. SIAMS 2019 - Church of England’s Rethinking Resilience - Faith fully pedagogy (see document) | Faith fully pedagogy seeks to move a class towards the possible, with ambition and aspiration, not knowing for certain the outcome, but moving nonetheless. | Staff meeting  Ethos group meeting | Staff meeting  Ethos meeting |  |
| 3b. 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? | Possibly create a link with school in Malawi.  Children will be encouraged to pray for events happening around the world. Current world events will be displayed on the prayer board and in classrooms.  Charity work, linked with Church charity events. | School website/ social media evidence of any church or global links.  Children are aware of world events.  Power of prayer is encouraged, | Events/ Charity to be agreed and organised with Governors/ Rev Rob.  Global events/ prayer encouraged during collective worship. | Collective worship notes.  SLT/Governor notes. |  |
| 3c. 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? | Summer term class ‘love projects’ to encourage/ raise money for the local community.  Harvest appeal - tin for the Warrington foodbank.  Lent almsgiving - donate to a charity.  Register and achieve Eco Schools award: <https://www.eco-schools.org.uk/seven-steps/> | Charity work is evidenced on RE board/ social media to spread awareness of what LSJ are doing to change the world.  Achieve an award which impacts the rest of the world. | Communicate with warrington footbank.  Communicate with other local charities  Staff meetings  Ethos team decisions. | Ethos team .  Picture evidence of work complete/ evidence file GD. |  |

| **STRAND 4:** | Community and living well together. |
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| **Evaluation statements**  In this strand the following must be explored: How well the school’s Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together. In creating a community where all live well together, the school must evaluate:  a) 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 practise forgiveness and reconciliation? Is this reflected in the school’s behaviour, exclusion and attendance policies?  b) How well do leaders ensure that there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference? |
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| **Specific objective**  **(what we want to achieve)** | **Actions**  **(What we need to do to make it happen)** | **Success Criteria**  **(What will the impact be?)** | **Resources** | **Monitoring**  **(Evidence)** | **Evaluation of impact.** |
| --- | --- | --- | --- | --- | --- |
| 4a. 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? | Follow current behaviour policy - restorative conversation/ friendship/ reconciliation wheel.  Staff meeting to review behaviours.  Continue to develop staff skills with the restorative approach to resolving conflict as outlined in the behaviour policy  Rewards for best attendance. | Current behaviour strategies result in a continued calm environment. Half termly reviews to indicate that the number of unexpected behaviours are few or not evident.  Pupils can seek forgiveness, reflected in policies. Conflicts dealt with in reference to vision and values  Planned opportunities to explore other points of view during P4C lessons.  Whole school attendance 93%+ | SLT/ Governor/ staff meetings.  Behaviour policy.  Attendance policy.  Attendance highlighted in the newsletter. | Attendance records  Bullying records/ behaviour records. |  |
| 4b. How well do leaders ensure that there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference? | Learning mentor  Thinking and calm areas around school  Rainbow room  Wellbeing week  Behaviour policy - restorative/ reconciliation wheel.  Governor to come in and read with the children.  Tell my teacher boxes in the thinking areas.  Provide quiet spaces for children to reflect and pray around the school.  Staff wellbeing survey - termly.  ‘Happiness day’ in June/July - ran by Y6? | All community members supportive.  Mission and aims will be in line with the the Church of England Vision for Education and Valuing All God’s Children.  Policies support those with mental health issues.  All are confident to express views and concerns in their own way.  Class prayers displayed where children can read it  To embed ‘Happiness day’ into the Wellbeing Curriculum..  Social medias/ website to evidence wellbeing activities.  Outdoor provision - forest school for exploration and mental health time. | SLT, Governor, Staff meetings  Ethos team  Head teacher policies. | Meeting minutes/ records. |  |

| **STRAND 5:** | Dignity and respect |
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| **Evaluation statements**  In this strand the following must be explored: How well the school’s Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because they are all treated with 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 practise 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) and 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. |
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| **Specific objective**  **(what we want to achieve)** | **Actions**  **(What we need to do to make it happen)** | **Success Criteria**  **(What will the impact be?)** | **Resources** | **Monitoring**  **(Evidence)** | **Evaluation of impact.** |
| --- | --- | --- | --- | --- | --- |
| **5a** How well does your school’s Christian vision and associated values uphold dignity and value of all God’s children, ensuring through its policy and practice the protection of all members of the school community? | Senior Leaders and Governors to review the Mission and Aims in line with the Church of England Valuing All God’s Children.  Admissions reflect the Christian vision; all are welcome, including difficulty / disability, inclusive of faiths and diverse backgrounds.  Pupils feel safe to express views in a culture of mutual respect.  Pupils respect difference. Staff challenge prejudice.  Effective anti-bullying procedures in place  Behaviour policy - restorative approach | Vision and values will be in line with the Church of England Vision for Education and Valuing All God’s Children.  Children will have respect for adults and peers. | Restorative conversation  Staff meetings/ governor meetings |  |  |
| **5b** How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? | Opportunities for conversations with children to access deeper thinking, challenge ideas and deal with conflicting opinions during all subjects.  P4C teaching in RE. | Lessons allow pupils of all abilities and backgrounds to access deeper thinking, learning to challenge ideas and deal with conflicting opinions whilst maintaining personal dignity and respect for others. | CPD opportunities  Staff meetings/ reflections |  |  |
| **5c** Does the school have an approach to relationships and sex education (RSE) and 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 | To continue to offer age appropriate and coherent relationships and sex education, reflecting the school’s vision and supporting pupils to form healthy relationships.  Staff familiarised with the government document: Sexual violence and sexual harassment between children in schools and colleges. | PSHE relationship and sex education taught across school, by teachers, in Summer term 2. | PSHE curriculum  Teacher CPD |  |  |

| **STRAND 6:** | The impact of collective worship |
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| Evaluation statements  In this strand the following must be explored: The ways in which collective worship is an expression of the school’s Christian vision. 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 |
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| **Specific objective**  **(what we want to achieve)** | **Actions**  **(What we need to do to make it happen)** | **Success Criteria**  **(What will the impact be?)** | **Resources** | **Monitoring**  **(Evidence)** | **Evaluation of impact.** |
| --- | --- | --- | --- | --- | --- |
| **6a:** Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection. | Ensure each class uses their reflection areas for set and open prayer. Prayer stations are set up in each classroom to encourage spontaneous prayer.  Set up models for Collective Worship which incorporates child led worship.  Each class has a prayer book (Tuesday in class collective worship) and encourage children to write their own prayer.  Each class has a prayer table/area with prayer book, candles and Bibles.  Prayer board to focus on global events. | Phase and whole school collective worship will include at least one element of child participation.  Pupils from Ethos Team to lead 1 x Collective Worships per half term.  Children’s prayers to be shared.  Awareness of the power of prayer and global events. | Ethos team  Prayer book, candle and bible.  In class collective worship. |  |  |
| **6b** 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. | To continue to provide a variety of styles of Collective Worships (lively, reflective, quiet, informative, child-led or adult-led).  Ensure all children are saying the Lord’s prayer.  Children understand the symbolic use of the candle, Bible and Cross.  To use a variety of traditional and modern worship songs in Collective Worship/ songs are designed to be lively and upbeat.  The Advent Wreath is lit each week during Advent Monday collective worship. | Collective Worship plans will link well to Biblical material.  Entrance and exit music played during Collective Worship is overseen by the Ethos team/ RE lead. | Ethos team  Staff meetings. |  |  |
| **6c** 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. | Ethos Team to lead an annual Collective Worship on the Holy Trinity or stations of the cross or parable of Jesus.  Collective worship (Monday) teaches Bible stories.  Use of liturgical coloured altar cloths to represent the changes in the church calendar.  Summer term Collective Worship to focus on Christianity around the world. | Pupil Voice will show that pupils are able to relate these sessions to the school’s core values in their own lives - Monday. | Ethos team meetings  Altar cloths  Pupil voice document |  |  |
| **6d** 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. | Ensure each class has access to their reflection areas for set and open prayer.  Set up models for Collective Worship which incorporates child led worship. | Phase and whole school collective worships will include at least one element of child participation.  Pupils from Ethos Team to lead 1 x Collective Worships per half term.  Collective Worship plans will link well to Biblical material.  Pupil Voice will show that pupils are able to relate these sessions to the school’s core values in their own lives - Monday. |  |  |  |
| **6e** Encourages local church community partnerships to support the school effectively in developing its provision for collective worship. | Plan collective worship sessions termly with clergy, senior leaders, governors and staff to include a clearer understanding of the Christian calendar, including seasons, festivals and major saints’ days | The school continues to be served by the church. clergy are fully committed to supporting the school and developing its Christian vision and values. | SLT/ HT/ Governor and RE lead meeting. | Timetable of collective worship. |  |

| **STRAND 7:** | The effectiveness of Religious Education |
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| Evaluation statements  In this strand the following must be explored: 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. How effective the school is in ensuring that religious education expresses the school’s Christian vision. 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.   * 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? * 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? * 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? |
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| **Specific objective**  **(what we want to achieve)** | **Actions**  **(What we need to do to make it happen)** | **Success Criteria**  **(What will the impact be?)** | **Resources** | **Monitoring**  **(Evidence)** | **Evaluation of impact.** |
| --- | --- | --- | --- | --- | --- |
| **7a.** Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations. | RE timetable maintained at 10% each week.  Statement of entitlement | RE statement of entitlement (actions):   1. Place on website, 2. Share with parents. 3. Shared on RE board 4. Reviewed by SLT and Ethos team.   10% of teaching time is dedicated to RE. | RE subject leaders conference  Termly meetings with RE lead, SLT and Governors. | Meeting notes.  Website |  |
| **7a1.** 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? | Christianity Around the World focuses on Collective Worship during the Summer term.  Christian crosses around the world class project in the Summer term (also in y3 Easter curriculum).  Plan complimentary staff meetings in each term to develop all teachers’ knowledge of the Understanding Christianity project.??? | Staff will express increased confidence in teaching Christian theological issues. | Staff meetings | Pupil voice  Meetings  RE books. |  |
| **7a2.** 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? | Offer visits toplaces of worship, incorporate visitors through a strategic approach  Subject leader to organise visits to other Church of England churches.  RE Subject Leader to organise trips to Mosque, Synagogue and Gurdwara (summer term). | Plan a cycle of visits and visitors to run alongside new syllabus and church relationships. | Staff meeting  Curriculum  School trip records. |  |  |
| **7a3.** How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions? | Reflection space.  Discussion based practice.  Opportunities for children to share their own prayers and thoughts during in class collective worship and RE lessons. | Build in opportunities for individual shared and personal prayer. | In class collective worship - Staff |  |  |
| **7b** Do teachers share effective practice locally and regionally and engage in professional development?  Does RE have in place rigorous systems of assessment? | School to lead X3 cross school moderations for RE.  SLT to set a series of RE and SIAMS focussed staff meetings.  Monitoring of RE has a significant time apportioned as in other key areas of the schedule and at least the same as other core subjects.  -RE lead to attend RE Subject Leaders Conference at the Diocese.  RE lead to attend network RE subject leaders’ meeting | **Evaluation and Monitoring is of a high standard and leads to clear next steps. Actions agreed in SIAMS team meetings lead to clear, insightful planning.** |  | Staff meeting  RE lead meetings/ conferences.  Moderation notes. |  |

<https://nutfieldchurchprimary.co.uk/wp-content/uploads/2022/10/SIAMS-SDP-2022-23.pdf>