



'Aim High'

Church School Distinctiveness Improvement Plan 2020-2021

At Kenn C of E Primary School our vision is that children will be:

'Aspire, believe and flourish within our nurturing community'

Mindful of our Christian foundation, we value the partnership that exists between school, parents, community and church and the part each plays in realising our vision.

September 2018

Key Area: To further develop the schools distinctive Christian Character.



Objective	Actions	Personnel: AS/ Governors
<p>To further develop the schools distinctive Christian Character.</p>	<ul style="list-style-type: none"> Continue to develop the understanding of Christian vision for Kenn Primary across the school community and the development of the vision in to practice – communication with children, parents and local church – promoting of the vision visually and in verbal messages across the school (advice from Diocese advisor). Curriculum development- themes linked to raising the profile of global issues of inequality and injustice across the curriculum so that pupils are inspired to act and social action projects embed themselves in the whole life of the school and provide progressively deeper opportunities across the curriculum which will enable pupils to develop curiosity through questioning in order to help them explore spiritual and ethical issues. 	<p>Evidence sources:</p> <ul style="list-style-type: none"> Pupil/ Parent/ Church/ Community communications Visual elements and conversations around the school. HT report to Governors Minutes from Governor meetings School web site
	<p>Monitoring</p> <ul style="list-style-type: none"> Over-view of communication with parents, church and wider community – Governors. AS to report to Governors termly on progress being made to further develop the schools distinctive Christian Character. Discussions with children – AS and Governors Learning walks around the classrooms and at playtimes - AS and Governors. 	<p>Finance summary Diocese support package £350</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school, including through clearly planned curriculum links. All members of the school community articulate the distinctively Christian characteristics of the school’s values and significantly impact on the daily lives and achievements of learners in this way. The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners. 		<p>Review questions (<i>asked half termly and at end of term against SC</i>)</p> <ul style="list-style-type: none"> Are the schools Christian values made explicit and deeply embedded in the daily life of the school? Are learners / parents / the wider community clear about the schools distinctive Christian purpose?
<p>Termly update (<i>analysis of monitoring evidence to evaluate progress towards Success Criteria through asking REVIEW QUESTIONS</i>)</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Final evaluation - end of term 3</p>		

Key area: Collective Worship



<p>Objectives:</p> <p>To develop class-based Collective Worship in in classrooms.</p> <p>To continue to increase learner involvement in the planning, presentation and evaluation of Collective Worship.</p>	<p>Actions</p> <ul style="list-style-type: none"> • Development of class-based Collective Worship for social distancing • Collective Worship – children to lead class-based Collective Worship weekly. • Time for monitoring of Collective Worship and vision in to each term by coordinator. <p>Monitoring</p> <ul style="list-style-type: none"> • AS to monitor CW and Classroom worship termly. • Teachers- development Collective Worship symbols in each class. • Conferencing with pupils • Feedback from Staff • HT to report to Governors on a termly basis about the Christian distinctiveness of CW 	<p>Personnel:</p> <p>AS (CW coordinator) and all staff lead collective/ classroom worship.</p> <p>Evidence sources:</p> <ul style="list-style-type: none"> • Staff feedback • Conferencing with pupils • Collective worship ‘observations’ by CW coordinator • Pupil CW questionnaire <p>Finance summary</p> <p>CW symbols for each class - £80</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> • Effective CW running in each class daily. • The children will talk about their increased involvement in all aspects of Collective Worship. 	<p>Review questions (<i>asked half termly and at end of term against SC</i>)</p> <ul style="list-style-type: none"> • Does CW reflect our Anglican distinctiveness through the use of recognised responses, symbols and colours? • Does CW have a clear 4 point structure (gather, engage, respond, send)? 	
<p>Termly update (<i>analysis of monitoring evidence to evaluate progress towards Success Criteria through asking REVIEW QUESTIONS</i>)</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Final evaluation - <u>end of term 3</u></p>		

Key area: R.E.

Objectives	Actions	Personnel: RC
<p>1) To improve the teaching of RE across the school, in line with the new syllabus</p>	<ul style="list-style-type: none"> • Impact statement in place for RE across the school – coordinator to put into place. • Coordinator to monitor and support. 	<p>Evidence sources:</p> <p>1) Completed impact statement</p> <p>2) R.E books and pupil conferencing.</p> <p>3) RE Coordinator monitoring</p>
<p>Monitoring</p> <p>All children’s learning and understanding to be monitored and evaluated throughout lessons and assessments - RC</p> <p>Yearly monitoring questionnaire and conferencing with a selection of children from both KS1 and 2 - content of which to be developed regarding assessment – RC to arrange.</p> <p>Standards of learning and understanding through R.E. workbook scrutiny to be monitored by RC.</p>		<p>Finance summary</p> <p>3 day’s supply - £540 RE budget</p> <p>CPD training as required - £200 RE budget</p>
<p>Success criteria</p> <p>Monitoring to show that literacy standards in RE are equivalent to literacy subject standards.</p> <p>Through conferencing with children, evidence that children understand how the teaching and learning of RE helps them to have a wider understanding of the whole world and different cultures.</p> <p>Highly effective, consistent and cohesive teaching of the RE curriculum, so that learners have an improved understanding of the tenets of Christianity.</p> <p>The majority of teaching in RE is outstanding and it is never less than consistently good.</p>	<p>Review questions</p> <p>Are links with the Christian values of the school and spiritual, moral, social and cultural development intrinsic to the RE curriculum and do they have a significant impact on learners?</p> <p>Does RE have a very high profile within the school curriculum and do learning activities provide fully for the needs of all learners?</p> <p>Are all pupils making good progress in RE? If not, are they linked to a significant group? What is being done to address this?</p> <p>Is rigorous and extensive monitoring and evaluation resulting in well focused action plans that demonstrably lead to improvement?</p>	
<p><u>Termly update</u>(analysis of monitoring evidence to evaluate progress towards Success Criteria through asking REVIEW QUESTIONS)</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Final evaluation</p>		