

**Newhampton Church of England**

**Schools Federation**

**Christian Distinctiveness Improvement Plan**

Newtown Church of England Primary School

&

Welshampton Church of England Primary School

**Growing together in strength, love and wisdom, we shine.**

**“Let your light shine” Matthew 15:6**

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

**We aim to achieve this by:**

* Reflecting on the teachings of Jesus Christ in our daily lives.
* Seeing all children as individuals, helping them to achieve, celebrate and success to reach their potential whilst developing their self-esteem, confidence and independence as God intended.
* Helping children to become caring and responsible citizens
* Fostering a lasting love of learning through creative teaching
* Continue to strengthen a close partnership with parents, church, Governors and the local community.
* Modelling the Federations Christian vision and values:

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**Strength**

'Be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go.”’  Joshua 1:9

**Love**

‘Love is patient. Love is kind. Love never fails.’  1 Corinthians 13

**Wisdom**

'Joyful is the person who finds wisdom, the one who gains understanding.' Proverbs 3:13

* As well as developing an understanding of the Church of England’s Vision for education values of: Hope, Dignity, Community and Wisdom and how they link to our own values.
* Link themes to raising the profile of global issues of inequality and injustice across the curriculum so that pupils are inspired to act.

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

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| **Objective** | **Actions** | | **Who** |
| To further develop the schools distinctive Christian Character. | * Continue to develop the understanding of Christian Vision for Newhampton Federation across the school communities and the development of the vision into practice. This will be done through communication with children, parents and Church. The vision will be promoted visually and in verbal messages across the schools. * 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. Social action projects will 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 and help them explore spiritual and ethical issues. (Courageous Advocacy Day) * To be secure with the new SIAMs Framework (SA to attend training as soon as Diocese releases dates) * To maintain and update resources for Collective Worship and RE lessons. * Continue to strengthen the relationship between the schools, Church and the local community through visits , Collective Worship and special occasions or events. | | **Evidence Sources:**   * Subject Ambassador * Pupils/parents/ Church/ Community communications * Visual elements and conversations around school * HT Report to parents * Minutes from Governors meetings * School web site |
| **Monitoring**   * Over-view of communication with parents, Church, governors and wider communities * **CL** to report to Governors half termly on progress being made to further develop the schools distinctive Christian Character * Discussions with children, EHT, Subject Ambassador and Governors * Learning walks during class time and playtimes | | **Finance Summary**  Diocese support package |
| **Success Criteria**   * Distinctively Christian values are made explicit and are deeply embedded in the daily life of the schools, 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. | | **Review Questions** (asked termly against Success Criteria)   * Are the Schools Christian values made explicit and deeply embedded in the daily life of the schools? * Are learners/ staff members/parents and the wider community clear about the Schools distinctive Christian purpose? | |

**Key Area:** Daily acts of Collective Worship.

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| **Objective** | **Actions** | | **Who** |
| To offer a range of experiences that enhance the spiritual development and response of the school community, grounded in distinctively Christian teaching through our Vision and Values.  Seek to make a difference to the lives of all members of the school community by engaging, challenging, encouraging and inspiring in a relevant way | * SLT to attend Collective Worship CPD hosted by the Diocese April 2023 * Ensure vision and values are visual and present. * Share Values through Bible stories: * Strength: Daniel in the lions Den * Love: The Good Samaritan * Wisdom: The Wise and Foolish Builder * School Prayer and Liturgy must always start Worship. * Host a variety of speakers to deliver Collective Worship; Cellar Church, Rev Simon. * Members of our ‘Parliament’ team will deliver a collective worship to * Each Class will take on the role (annually) to share a collective worship in Church with parents * Children will be given opportunities at significant times in the Church calendar to attend Church and share services with parents and the wider community. * Involve the wider community in our **‘Courageous Advocacy’** days. | | **Evidence Sources:**   * Subject Ambassador * Pupils/parents/ Church/ Community communications * Visual elements and conversations around school * HT Report to parents * Minutes from Governors meetings |
| **Monitoring**   * Over-view of communication with parents, Church, governors and wider communities * **CL** to report to Governors half termly on progress being made to further develop the schools distinctive Christian Character * Discussions with children, EHT, Subject Ambassador and Governors * Learning walks during Collective Worship | | **Finance Summary**  N/A |
| **Success Criteria**   * Distinctively Christian values are made explicit and are deeply embedded in the daily life of the schools, 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. | | **Review Questions**   * Are the Schools Christian values made explicit and deeply embedded in the daily life of the schools? * Are learners/ staff members/parents and the wider community clear about the Schools distinctive Christian purpose? | |

**Key Area:** The Teaching of RE using the **‘Understanding Christianity’** units and **‘The Shropshire Agreed Syllabus’** Key Questions

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| **Objective** | **Actions** | | **Who** |
| To further improve the teaching of RE across the Federation in line with **‘Understanding Christianity’** units and **‘The Shropshire Agreed Syllabus’** | * Subject Ambassador to liaise with Vickie Longson (Diocese) to ensure teaching of RE is progressive and encompasses our vision and values * Subject ambassador to attend CPD and implement outcomes across the Schools. * Ensure all staff understand the Theology of ‘The Big Frieze’ and the structure of the planning documents * **Making Sense of the Text:** To develop pupils’ skills of reading and interpretation; understand how Christians interpret, handle and use biblical texts; make sense of the meanings of texts for Christians. * **Understanding the Impact:** Examine ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world. * **Making Connections:** Evaluate, reflect on and connect the texts and concepts studied, and make discerning possible connections between these and pupils’ own lives and ways of understanding the world.   Therefore, as the children work through each unit their understanding becomes deeper and more meaningful as they are challenged to connect what they are learning with their own belief.   * Subject ambassador to ensure planning is up to date and relevant evaluating impact and identifying next steps. | | **Evidence Sources:**   * Subject Ambassador to monitor books * Pupil voice * Visual elements and conversations around school * HT Report to parents * Minutes from Governors meetings |
| **Monitoring**   * All children’s learning and understanding to be monitored throughout lessons, pupil voice and book looks with children. * EHT and Subject Ambassador to conduct termly monitoring of books. * Yearly monitoring questionnaire and pupil voice with a selection of children from both KS1 and KS2 – content of which to be developed through assessment. | | **Finance Summary**  CPD through Lichfield Diocese |
| **Success Criteria**   * Through pupil voice, 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. * Highly effective, consistent and cohesive teaching of the RE curriculum, so that learners have an improved understanding of the tenets of Christianity * The majority of teaching of RE is outstanding and it is never less than consistently good. | | **Review Questions**  Are links with the Christian Values of the schools and spiritual, moral, social and cultural development intrinsic to the RE curriculum and do they have a significant impact on learners?  Does RE have a high profile within the schools curriculum and do learning activities provide fully for the needs of all learners?  Are all pupils making good progress in RE? If not, are they linked to a certain group? What is being done to address this?  Is there rigorous and extensive monitoring and evaluation resulting in well focused action plans that demonstrably lead to improvement? | |