

# **THE RELIGIOUS EDUCATION QUALITY MARK:**

*celebrating outstanding practice  
in the study of religion and worldviews*

**REQM EVIDENCE FORM (REF)**

## The REQM evidence form (REF)

*Thank you for interest in REQM – we are looking forward to celebrating your RE with you and your school community! The REQM team.*

The REQM remains a ‘best fit’ award but the criteria are intended to be progressive and cumulative. The form (REF) can be adapted to suit different school contexts (including Special Schools, Early Years setting and post-16 provision). We ask that schools retain the outline so that the assessor’s scrutiny work is straightforward and so that there is standardisation across the award process. Assessors will continue to remain sensitive to the individual context of the school and its wider community. **The completed REQM evidence form (and supporting evidence) remains the property of the school**, but the RE Council may request from assessors a random sample of forms to moderate standards across the award from September 2020.

There are three main points to remember when completing the form (REF):

1. **Keep it simple** as a way of communicating with your assessor, but also as a manageable developmental tool for your school community.
2. **Focus on creative examples** of supportable evidence about RE (not collective worship) from the last 3 years, Choose evidence illustrating the impact that the quality of religious education has had on the learners. A maximum of two examples for each box completed is suggested, and there is space for assessor comments. Schools do not have to fill in every box – the summary statement for each strand (maximum 500 words) is key to the success of the conversation with your assessor. Assessors will write a short comment responding to the school’s self-evaluation statement.
3. **Choose evidence carefully (and in line with safeguarding procedures)** as it needs to be available in an electronic form - assessors will request an electronic copy of the form prior to their visit whether this is in person, or virtually. Assessors will make a professional decision about the level of the award based on all the evidence presented by the school, learner voice questionnaires, policy statements, website material and supporting evidence from work. Make sure you represent all groups of learners in your evidence.

**We are looking forward to receiving your application, and to feedback on the new REQM. Thank you for all you are doing to support RE and its teachers.**

## SCHOOL INTRODUCTION

**Please introduce your school to the REQM assessor here by providing the school's full name and its location.** Statements on location, catchment, size, governance and religious affiliation (if any) have already been provided on your REQM application form but it helps your assessor if you let us know more about your community and the setting for your RE provision. (Maximum 500 words)

St. Barnabas Church of England Primary School is a small single form entry urban school in the centre of Warrington in Cheshire. The school has a nursery provision and has 203 children currently on roll. We offer a warm and caring environment, rooted in Christian values and with a strong history of cultural diversity, where children thrive and are supported to become the best they can be through our broad and balanced curriculum.

Our children have extremely high standards of behaviour and are very respectful of one another. We are highly inclusive, and our aim is that every child leaves our school as a happy and confident young person, with high aspirations and a love of learning that will stay with them throughout their life. The school has extremely strong links within the community, including St. Barnabas Church and Bewsey Mosque.

EAL numbers are currently 31.2% , this is an increase from 24.4% in 2018 , this is significantly above the Warrington average for pupils who do not have English as their first language is 8.3%. St Barnabas celebrates 17 languages other than English within our school community.

The pandemic has had significant impact on the local community, which faces many health, financial and social challenges: the ward average for smokers at 13.3% being significantly higher than the Warrington average of 8%, the ward also has lower than average proportions of breast feeding mothers.

School sits in an area of high social deprivation with an IDACI (Income Deprivation Affecting Children Index) of 0.22. The overall IDACI score for Warrington is 0.14. 80% of pupils live in top 3 most deprived deciles nationally. The proportion of disadvantaged pupils has increased significantly over the last 3 years from 37.9% in 2018 to 58% in 2021. This increase has been accompanied by an increase in the pupils on the school's vulnerable list, which now sits at 35% pupils.

The proportion of pupil with an EHCP has decreased over the last 3 years from 4.6% in 2018 to 2.6% currently, however there has been an increase in % of pupils SEND from 11.8% in 2018 to 17.9% in 2021. The breakdown of SEND shows the large majority of pupils are supported due to SLC (43.8%) and SEMH (43.8%) and 12.8% with MLD. The same learning needs are reflected in pupils supported with an EHCP.

The proportion of overweight or obese children in year 6 is 36.7%, higher than the Warrington average of 33.4%. Crime rates in the locality are the highest in Warrington, at 271.63 per 1000 population, in comparison to the Warrington average of 77.78 per 1000. The ward inhabited by the large majority of pupils also has a rate of anti-social behaviour which is significantly above the Warrington average at 75.16 per 1000 in comparison to the Warrington average of 24 per 1000. This is significantly higher than any other ward within Warrington, the 2nd highest being 40 per 1000. The proportion of working age adults claiming universal credit is also significantly higher than the Warrington average.

**Strand 1 Learning**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. Learners are given opportunities to respond to and to ask deep questions, and/or explore big ideas, and are beginning to shape their knowledge and understanding about religious and non-religious worldviews through enquiry and discussion	1. Learners respond to deep questions and/or big ideas thoughtfully, demonstrating a willingness to go more deeply into their knowledge and understanding of religious and non-religious worldviews	1. Learners demonstrate the breadth and depth of their knowledge and understanding, recognising the influence that religious and non-religious worldviews have had on human development and cultures
2. Learners connect their knowledge and understanding with other curriculum areas and the local community	2. Learners connect their knowledge and understanding with national issues or current events	2. Learners link their knowledge and understanding with ethical and philosophical questions, current global issues and events
3. Learners use opportunities to explore religious and non-religious worldviews through a variety of creative sources, expression and media	3. Learners have opportunities to explore and analyse religious and non-religious worldviews, including their own, through a variety of sources and media	3. Learners express their knowledge and understanding about religious and non-religious worldviews, including their own, through a variety of media and forms of communication
4. Learners have opportunities for spiritual, moral, social and cultural development through first-hand experience including people and places from a variety of religious and non-religious worldviews	4. Learners show their spiritual, moral, social and cultural (SMSC) development through their awareness of dialogue within and across religious and non-religious worldviews	4. Learners show spiritual, moral, social and cultural (SMSC) development through their positive engagement in dialogue about diversity, within and across religious and non-religious worldviews
5. Learners make good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed, and outcomes show that learners make very good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed and outcomes for some groups and individuals are exceptional in relation to their age, ability and prior learning

6. Learners discuss next steps in their learning with each other and with their teacher	6. Learners show evidence of independent enquiry and associated learning, within or outside school	6. Learners are beginning to co-design their own learning in order to promote their progress and achievement
7. Learners are sharing what they have discovered within the class and are confident in giving and receiving feedback to each other	7. Learners are sharing what they have discovered within the wider school community	7. Learners celebrate and share what they have discovered within the wider education community

**Strand 1 Learning - examples of school achievements against each criterion**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>	<b>Assessor comments (optional)</b>
1	<p>The Liverpool Diocese syllabus of work is structured to enable teaching staff to address a range of big questions throughout each unit. This enquiry based learning approach enables children to learn about Religion and the lived experience of the school community and the wider world.(See website)</p> <p>Time is given to investigate and reflect personal ideas and opinions using the spiritual approach of windows/mirrors and doors by Liz Mills , (<i>Farmington Millennium Research 1997</i>) allowing children to make the connection of religion and world views to their own</p>		

	<p>personal understanding and choice. (see policy)</p> <p>The school addresses a new ‘big question’ each week which children have the opportunity to discuss. Although the question stems from a Christian value, it is also a shared value within our school context, this forms the basis to deeper classroom discussion. ( See pupil voice, Big Question Overview, Planning examples)</p>		
<p>2</p>		<p>Ethical and philosophical big questions are planned each week and shared with classes for them to consider and discuss. An example of a big question linked to the value of courage is, ‘Why do people do things that could be dangerous to themselves and others?’</p> <p>Links are made to current global issues and injustice such as food shortages, the migrant crisis and COP2021.</p> <p>The RE syllabus highlights learning opportunities such as fair trade and racism. Teaching opportunities are further enhanced through the use of resources such as Picture News and teaching resources created by charities such as Christian Aid.</p> <p><i>Current world events are also acknowledged, such as COP 2021 and Holocaust Memorial Day. Children in KS2 have a P4C after school club.</i></p>	

		See twitter/school website/Christian Aid Global Neighbours Application	
3	<p>Lessons are planned to create a safe working environment where learners are happy to share their own ideas, perspectives and views.</p> <p>Quality assured resources are sourced to aid the planning of lessons which demonstrate world views such as Blackburn Diocese syllabus, Understanding Christianity, RE Today, RE Quest.</p> <p>See Syllabus Overview with links to resources/values/British values</p>		
4	<p>RE lessons are planned and structured to consider the diversity of religions, staff reflect with the children how religion is complex and diverse, links are made to the local context of the school community and the wider world. The SMSC policy adopted by the school highlights the importance of RE teaching within the development of the whole child.</p> <p>See SMSC policy</p>		
5		<p>Learning is regularly informally reviewed and assessed during each lesson through the use of knowledge organisers and metacognitive strategies such as quizzes and recall games.</p> <p>Formal assessments linked to a ladder of expectation for RE is conducted at the end of a unit. Outcomes show that</p>	



		<p>some learners make exceptional progress in relation to their age, ability and prior learning. Each term the RE lead scrutinises teacher assessments against a range of criteria, identifying areas for development and trends.</p> <p><i>See individual class unit assessments and data analysis</i></p>	
6	<p>Children are extremely reflective about their learning and do make connections to their learning and the wider school community.</p> <p><i>See pupil voice.</i></p>		
7	<p>Children celebrate their learning with their peers, through the school website, newsletter and twitter to feed back to the local and wider school community.</p> <p>Community events are organised to celebrate and highlight learning, e.g. Prayer Spaces in Schools, Story tent activities. <i>See Website/Twitter</i></p>		

**Summary statement of award level evidence (school) – maximum 500 words**

The pupils of St. Barnabas School have the opportunity to develop a broad depth of knowledge of Christianity, world faiths and views due to the Blackburn Diocese Syllabus for RE provided by Liverpool Diocese. As a Church school we have a duty to provide accurate knowledge and understanding of religions and world views. The scheme provides staff with a progressive, challenging and robust curriculum based on an accurate theological framework, which provides opportunities for children

to observe the richness and diversity of religious experiences both locally and globally through an enquiry based approach linked to a series of thought-provoking big questions. The questions aid children to make the connection to the lives of others and themselves while also gaining an accurate understanding of religion and faith.

As a school we provide opportunities through the school year for pupils to deepen their understanding of the religion and world views as demonstrated by people of faith, such as the acknowledgement and impact of festivals and key events on the lives of believers. We celebrate the context of our school, promoting opportunities to reflect on our diverse and inclusive school community.

Lessons are a safe space for children to share and discuss their ideas, staff engage in meaningful and informed dialogue which instils respect with pupils of faith and those of none. Christian and shared values are celebrated across all subjects and are used to help pupils reflect on their own learning and motivation. As a school we promote an enquiry approach through the use of big questions. Reflective and inclusive spiritual opportunities and experiences are promoted within lessons, through a Window, Mirror and Door approach which enables children to reflect critically and responsibly on 'Wows and Ows' of the world in which they live. These opportunities to promote spirituality and reflection uphold our school vision and associated values which enable our children to have the life skills to flourish both now and in later life.

We adopt a range of formal and informal assessment processes. Staff further support the retention of RE knowledge through the use of metacognitive approaches such as the use of Knowledge organisers and activities such as quick quizzes/fast five activities. A range of questioning techniques are used within lessons to promote learning and understanding, whilst also providing staff with information relating to individual progress. As part of this metacognitive approach to teaching within the school, staff create their own knowledge organisers for teaching each unit to support and target the needs of their class.

Formal assessment takes place after each unit based on a ladder of expectation. This is informed by both staff knowledge and pupils self-assessment through the use of 'I can/I know' statements. RE assessments are also analysed each term by the RE lead. This information is fed back to both the school leadership team and Governors, highlighting trends and next steps for RE within the whole school development plan. Assessments are also quality assured through work moderation with local primary schools on a termly basis

**Summary statement of award level (assessor – if required)**

**Strand 2 Teaching**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. Teachers have secure subject knowledge in the relevant areas of the taught curriculum	1. Teachers have effective subject knowledge across the whole subject curriculum	1. Teachers have high expectations of learners and the subject leader demonstrates exceptional subject knowledge
2. Teachers' planning builds on learners' prior knowledge and promotes deeper learning in the subject	2. Teachers' planning builds on learners' prior knowledge and enables most learners to deepen their understanding of religious and non-religious worldviews	2. Teachers build their planning on learners' prior knowledge and this enables all learners to deepen their understanding of religious and non-religious worldviews
3. The quality of teaching in most lessons is recognised as effective	3. The quality of teaching in most lessons is recognised as highly effective	3. The quality of teaching overall is recognised as exceptional
4. Different teaching strategies that promote an appropriate depth of learning are piloted and reviewed by all staff	4. Research based teaching strategies promoting an appropriate depth of learning and intellectual curiosity about learning are employed by most teachers	4. Research based teaching strategies securing an appropriate depth of learning are used by teachers to secure intellectual curiosity and scholarship
5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data is well managed to track group and individual progress, and to promote future achievement for all	5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data to track group and individual progress, and secure appropriate achievement for specific groups and individuals	5. Teachers use agreed criteria in planning and assessment data is well managed to track group and individual progress, and to secure exceptional achievement for specific groups and individuals

6. Teachers create appropriate respectful environments where most learners feel confident to agree, or agree to disagree	6. Teachers create respectful environments where all learners feel confident to agree, or agree to disagree	6. Teachers and learners create appropriate respectful environments where a range of controversial issues and topics are discussed and critiqued
7. Teachers plan learning that promotes high-level thinking	7. Teachers plan learning that secures high-level thinking and an appropriate depth of understanding	7. Teachers' planning secures high-level thinking and a secure depth of understanding

**Strand 2 Teaching - examples of school achievements against each criterion**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>	<b>Assessor comments</b>
<b>1</b>		All teachers have an excellent knowledge of RE, this is supported through regular subject CPD led by the subject leader. The RE leader is a Specialist Leader of Education within the Warrington Teaching School Alliance. As part of this role regular CPD is planned for current teachers and teaching students. See CPD overview/inset/staff meeting plans	
<b>2</b>		Planning of lessons is informed through informal and formal assessment data. The use of knowledge organisers and questioning/enquiry based learning supports knowledge retention and the deepening of understanding. Lesson plans/knowledge organisers	
<b>3</b>	Lesson observations, learning walks, pupil voice and work scrutiny led by		

	<p>the HT and senior leaders recognise teaching is consistently of a very high standard and evidence demonstrates it is highly effective.  <i>See lesson observations/work scrutiny, pupil voice, SIAMs midpoint visit report.</i></p>		
4		<p>Knowledge retention is promoted through the development of planned strategies which develop metacognition and enquiry based learning. Staff have been proactive in developing this approach through CPD.  <i>See knowledge organisers/metacognition examples/Lessons observations. KL NPQSL Project evidence</i></p>	
5		<p>RE is assessed on a unit basis and data is analysed by the subject leader on a termly basis. This analysis has a structured criterion. Trends/ next steps ideas for development are identified to support targeted groups.  <i>See Data analysis</i></p>	
6		<p>Teachers and learners create appropriate, inclusive, respectful environments, behaviour is excellent in the school and lessons create an environment where all children are valued and teaching is conducted in a safe, non-judgemental way. Pupil voice has noted RE lessons are a safe place to discuss, everyone is listened to and ideas are discussed.  <i>See ECM Learning Partner Report</i></p>	

7		RE data analysis highlights the impact of high quality planning and teaching. Teacher planning notes the use of a range of questioning techniques which impacts on development of subject knowledge. <i>See lesson plans</i>	
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**Summary statement of award level evidence (school) – maximum 500 words**

Teaching across the school is consistently making an impact and is of an exceptional quality. This is evidenced through regular timetabled scrutiny of the subject through learning walks, lesson observations, pupil voice, work scrutiny and data analysis led by the Head teacher and RE lead. The school has a Vision and Ethos group which includes school staff, parents and governors. The head and RE lead feed back to the group on a regular basis and part of their role is to evaluate the effectiveness of the school vision and this includes the teaching of RE. The impact of the teaching of RE is demonstrated to the group through pupil voice interviews, learning walks and work scrutiny.

Staff are supported through a structured CPD programme which is regularly reviewed to support the needs of staff and to accommodate national changes such as the need of online learning during Covid19. The programme supports the development of staff subject knowledge, and new developments within the subject both locally and nationally. The school is also part of a local schools Grace Church and England cluster group and the local NATRE cluster group with the RE lead attending regular RE network meetings. Staff and the RE lead also have the opportunity to take part in local area training such as Liverpool Diocese schools training programme and are signposted to current online training.

The teaching of RE has been impacted by the development of metacognition approaches across all subjects including RE. The range of activities planned are relevant to the ages of the children so as to ensure the most impact and success. The approach has been further developed through the creation of knowledge organisers for each unit of work. The scheme did not come with pre made organisers. As a staff we investigated the advantages of organisers through the school CPD programme led by the RE lead. We created ones which suited the needs of our pupils and our school context such as the inclusion of both shared and Christian values. Links are also made to teaching resources such as the Understanding Christianity resource, inspirational people and key vocabulary.

Summary statement of award level (assessor – if required)

**Strand 3 Curriculum**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. The curriculum and school plans fulfil the appropriate syllabus requirements for all groups of learners	1. The curriculum encompasses relevant topics and appropriate material beyond the required syllabus in order to respond to most learners’ needs and enquiries	1. The curriculum is innovative and creative leading to full engagement of all groups of learners across all the age and ability ranges
2. The curriculum makes a coherent contribution to the wider school curriculum through creative planning linked to other areas of knowledge and understanding	2. The curriculum makes a significant contribution to the wider school curriculum and has a visibly high profile	2.The curriculum is understood and appreciated across the school and within the wider school community
3. The curriculum is broad and balanced and plans provide engaging opportunities and this supports learners’ spiritual, moral, social and cultural development	3. The curriculum includes opportunities to respond to issues specifically connected with religious and non-religious worldviews in the local community and this supports learners’ spiritual, moral, social, and cultural development	3.The curriculum includes space for responses to national and global issues connected with religious and non-religious worldviews and this supports pupils’ spiritual, moral social and cultural development

4. The curriculum's aims and intentions are clearly communicated to all teachers of the subject	4. Curriculum outcomes and impact are shared with the wider school community	4. Curriculum outcomes and impact are shared with other schools and local networks/organisations
5. The curriculum uses a range of appropriate materials clearly identified and intended to develop knowledge and conceptual understanding of religious and non-religious worldviews	5. The curriculum is implemented in flexible but clearly identified ways to secure most learners' knowledge and conceptual understanding	5. The curriculum has a discernible, beneficial and lasting impact on the knowledge and understanding of all groups of learners
6. The curriculum is implemented to promote an understanding of diversity in religious and non-religious world views	6. The curriculum promotes an accurate understanding of diversity within individual religions and non-religious worldviews	6. The curriculum promotes an understanding of the complexities of religious and non-religious identities
7. The curriculum contributes to whole school work to challenge prejudice and discrimination and to promote agreed and shared values	7. The curriculum helps teachers and learners to recognise stereotypes of religious and non-religious people and to challenge discrimination	7. The curriculum is innovative in its approaches to inclusivity and diversity and is effective in its impact

**Stand 3 Curriculum- examples of school achievements against each criterion**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>	<b>Assessor comments</b>
1		<p>The curriculum is robust with clear progression and opportunities across all year groups to develop a range of creative and innovate approaches to the teaching of RE such as drama, art, design technology and ICT.</p> <p>Curriculum planning and organisation allows the teaching of current issues such as global injustice and racism.</p> <p><i>See examples across the curriculum.</i></p>	



		See Chester Zoo Palm Oil/ Global School Advocacy Project	
2		<p>The curriculum is fully embedded across the school and it is core to our school vision of 'Preparing for a positive future achieved through faith'.</p> <p>It is fully understood all stakeholders ,staff and governors through CPD and feedback sessions. Staff and governors receive regular training and updates relating the scheme and are updated on changes and updates.</p> <p>Parents are aware of the aims of the school vision and the role that RE teaching has within it, through the school newsletter, parent meetings and the school website.</p>	
3		<p>Spiritual development across the whole school is aided by the use of timetabled philosophical big questions each week linked to a school value.</p> <p>The big questions across the curriculum are planned and relate to a range of issues both locally and nationally.</p> <p>These questions, although planned, can be changed and altered to current issues and suggestions from pupils.</p> <p>The process of spiritual reflection is inclusive through the development of the windows/mirrors and doors concept.</p>	

		<p>Big questions are planned into the teaching of the RE curriculum units to promote an enquiry, metacognitive approach to learning.  <i>See big question overview and unit plans.</i>  <i>Evidence of pupil response to local and global issues, Twitter/school newsletter</i></p>	
4		<p>Curriculum development and impact is shared and moderated within a local school cluster group organised by St. Barnabas School.</p> <p>The RE lead has shared curriculum developments at a range of events including, Liverpool Diocese training events, The Prayer Spaces in School Conference and Culham St. Gabriels Grant Celebration event.</p>	
5		<p>The RE curriculum reinforces the school vision and values. The values have Christian foundation, they are also shared values and form the concepts of the RE curriculum. Through the teaching of these concepts such as honesty, perseverance and compassion, for example, the curriculum impacts on the knowledge and understanding of world views of all pupils of faith and non-faith. <i>See pupil voice/Parental voice</i></p>	
6		<p>The RE curriculum promotes diversity through the structured teaching of religions across all year groups. The curriculum overview highlights how</p>	

		<p>knowledge and understanding of religions progresses across the school. Regular opportunities are made to compare/contrast religions and world views, highlighting similarities and differences.</p> <p>Succinct RE planning and teaching aid pupils understanding, supporting the development of personal world views.</p>	
7		<p>The RE curriculum is progressive and challenges stereotypes across all year groups. Further enhancements to the curriculum such planned Values Days and the CSGT Story Tent project, promotes diversity and inclusivity with the community. The project celebrates world views within the local school community while challenging stereotypes and prejudices.</p> <p>See CSGT project reports</p>	

**Summary statement of award level evidence (school) – maximum 500 words**

The Religious Education curriculum is planned from the Blackburn Diocese Syllabus. RE lessons are planned on a weekly basis with the curriculum organised with 80% of the curriculum time based on Christianity. Children gain the opportunity to study aspects of the practices and beliefs of the other five major world faiths. (Buddhism, Hinduism, Islam, Judaism and Sikhism.) A school vision and value day is also planned each term to further develop the teaching of RE and world views. During this day the timetable is relaxed and staff use the time to further develop children’s knowledge and understanding of a particular theme. Previous themes have linked to global issues of Injustice and poverty. Vision and values days have also focused on shared values; children have reflected on how a school value impacts on their choices, world view, faith or belief.

The curriculum promotes diversity through the structured teaching of religions across all year groups. The curriculum overview highlights how knowledge and understanding of religions progresses across the school. Regular opportunities are made to compare/contrast religions and world views of people of faith and non-faith, highlighting similarities and differences. As a school we also celebrate and value lived religions and world views. Through our curriculum we promote and value diversity, we celebrate the wealth of cultures and inclusive nature of our school community.

The curriculum emphasises the vision and values of St. Barnabas school of providing children with the skills, knowledge and understanding of the world which will equip them for the challenges they may face now and in the future. A key feature of the curriculum is the enquiry based approach to learning through the use of big questions, providing children with the opportunity to investigate, reflect, evaluate and make meaning, these opportunities support the children's understanding of morals, of what is right and wrong. The curriculum enables spiritual development of our pupils, empowering them to respond, reflect and act on their own choices and decisions.

The curriculum enables staff to develop creative and inspirational RE teaching across the whole curriculum; links are made to many subjects including Art, Drama, English and Design Technology. The links are highlighted within planning.

**Summary statement of award level (assessor – if required)**

**Strand 4 Leadership**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. The subject has an effective leader who has a clear intention and rationale for curriculum design, teaching, and learning, and communicates this to other subject teachers	1. The subject leader demonstrates a clear, coherent, and developed intention for the learning and teaching that is fully integrated into all aspects of the curriculum design	1. The subject leader demonstrates a deep and robust intention for learning, teaching that flows throughout the planning and implementation of the curriculum design
2. The subject has robust self-evaluation and development planning that is informed by whole school priorities, the appropriate syllabus and the views of learners	2. The subject makes contributions to wider development priorities within the school's agenda and planning	2. The subject's professional leadership has led whole school improvement and development
3. The subject is well resourced in relation to other comparable subjects in the curriculum	3. Staff and pupils recognise the quality of the subject's resources and use them effectively	3. The subject leader is embedding high quality systems to ensure sustainability and succession planning for the subject and senior leaders ensure appropriate CPD for all relevant staff
4. All relevant school policies connected with the subject are articulated clearly and in place	4. All relevant school policies connected with the subject are regularly reviewed, accessed and implemented by all staff	4. Senior leaders and governors engage in innovation and creative plans for the future development of the subject in the light of national conversations
5. The work of the subject leader shows a commitment to inform themselves of practice outside their own context, and this is recognised by the senior leaders and governors.	5. The subject leader is supported by senior leaders and governors in relevant and up to date continuing professional development, participates in relevant	5. Governors and senior leaders ensure that the subject is secure, and has a high profile in school and in the wider school and local community

	local organisations and professional development networks	
6. The subject leader recognises the contribution the subject makes to learners’ spiritual, moral, social and cultural development and to other aspects of the school’s development plan/priorities	6. The subject leader ensures that the subject’s contribution to the school’s wider priorities is monitored and reviewed	6. The subject leader provides highly effective approaches to whole staff development to support school priorities and to assist other schools locally, nationally and/or internationally
7. The subject leader knows about the standards of teaching and learning across the school and uses appropriate and agreed methods of the monitoring	7. The subject leader’s monitoring is supported through the clear identification of individual and group professional development needs among the staff	7. The impact of monitoring and overall leadership is a confident and well qualified teaching team
8. Commitment to inform themselves of practice outside their own context	8. Commitment to connect with other RE professionals	8. Commitment to support local and/or regional groups

**Strand 4 Leadership- examples of school achievements against each criterion**

BRONZE	SILVER	GOLD	Assessor comments
1		RE is intrinsic to the school vision, the provision and impact of RE is clear across the school and the subject further enhances and supports other curriculum areas through cross curricular links. <i>See vision, provision, impact documents.</i> <i>Evidence of cross curricular work and projects.</i>	
2		The subject’s professional leadership has led whole school improvement and development through the inclusion of a Biblical quote to the school vision. The quote has been used to develop an inspirational, inclusive and motivational approach to teaching and learning across the school.	

		<p><i>See pupil voice NPQSL Project report</i></p>	
3		<p>The RE curriculum is a high priority within the schools own vision for education. The subject has developed with the implementation of CPD training relating curriculum changes such as the adoption of Understanding Christianity resource or new adoption of assessment approaches/procedures. Succession planning has been developed through the organisation of an Ethos group. Teachers and senior leaders work alongside governors and parents meeting on a regular basis. This awareness and clear communication of the aims of the RE curriculum within the school vision helps to support occurrences which may occur due to staff changes.</p> <p><i>See Ethos Group agenda, CPD programme, RE action plan. RE Docs vision/Provision/Impact.</i></p>	
4		<p>All policies and procedures adopted within the school promote the values and vision of the school. The teaching of RE and its position as a core subject within he school is demonstrated through the priority given to the development of the subject within the school development plan, including the provision of funding, time allocation of CPD to the</p>	

		<p>staff and the adoption of new innovations within the curriculum such as the CSTG Story Tent project.</p> <p><i>See RE/SMSC/Spirituality policy, Culham St Gabriel's grant application, School Development plan, CPD plan</i></p>	
5		<p>Governors and Senior leaders are proactive through learning walks, work scrutiny and collection of pupil voice. Ethos group governors attend regular curriculum meetings with staff to share subject developments.</p> <p><i>See Ethos group minutes, evidence of work scrutiny, pupil voice</i></p>	
6		<p>The RE lead identifies areas of development from the whole school development plan and these are noted within a detailed RE subject action plan which is monitored and evaluated through a RAG rating system.</p> <p>The RE lead supports local schools through the organisation of cluster school events such as work moderation and teacher training/trainee teacher workshops through her role , RE SLE for the Warrington Teaching School.</p>	
7		<p>A robust monitoring schedule of the subject monitoring is organised by the senior leader team. The information collected informs the whole school CPD plan. The plan caters to the needs of the school at the time and supports</p>	



		<p>all staff e.g. NQT support, application of the school vision and values, staff subject knowledge and use of assessment and planning. The adoption of support required is also directed to the needs of the situation, e.g. whole school community training, 1:1 support, team teaching approaches. Careful consideration is given to ensure the greatest impact of the support given.</p> <p><i>See RE subject action plan, CPD docs and evidence.</i></p>	
8		<p>The RE lead has shared curriculum developments at Liverpool Diocese training events, The Prayer Spaces in School Conference and Culham St. Gabriel's Grant Celebration event. The RE lead and HT attend regional meetings organised by NATRE and Liverpool Diocese. All information is cascaded to Governors, Ethos group and school staff.</p>	

**Summary statement of award level evidence (school) – maximum 500 words**

**Leadership**

The leadership team at St. Barnabas school is proactive and driven to improve the life chances of the whole school community by enabling all members to flourish.

Following the initial development of the school vision statement, '*Preparing for a positive future, achieved through faith*' the school leadership team have further developed the vision adding a Biblical quote, 'Letting your light shine' Matthew 5:16 in 2019. The addition of the quote which can be adopted by all ages and members of the school community has been fundamental to the development and impact of the Religious Education within the school due to its motivational and inclusive nature. As a church of England school, the school's vision and the role of the teaching of RE within it, is a key priority within the school development plan.

At St. Barnabas school, we have a robust CPD programme which supports the development of staff to ensure the teaching of RE in highly effective. The programme of training suits the individual requirements of staff, for example, NQT training, individual coaching and support or whole school inset to inform staff of national developments in the subject. All CPD is regularly reviewed and is planned in relation to the RE subject development plan. Succession planning is in place with the whole school leadership team having a clear understanding of the subject vision, provision and impact. This is achieved through group working, clear communication and sharing of practice and polices.

The RE subject development plan highlights areas of development within the subject. The plan is regularly reviewed and RAG rated. The impact of teaching RE is regularly reviewed by the school leadership team and governors through learning walks, pupil voice interviews and work monitoring. The evidence is used to identify the impact of the subject and to plan the next development steps.

As a school we strive to develop the subject in creative and innovative ways to teach Religion and worldviews. This has recently been highlighted by the school receiving a grant award from Culham St. Gabriel's. Funding has been received to create a whole school project to promote a greater understanding of religion and worldviews through the development of higher order literacy skills. The project facilitates people of different worldview traditions, enabling them to come together to share their sacred texts in an environment of mutual trust and respect. This is happening through the creation of a series of story tent festivals and family workshops for the local and wider school community. The project will be shared with other schools and educators through social media, a blog and creation of training materials.

**Summary statement of award level (assessor – if required)**