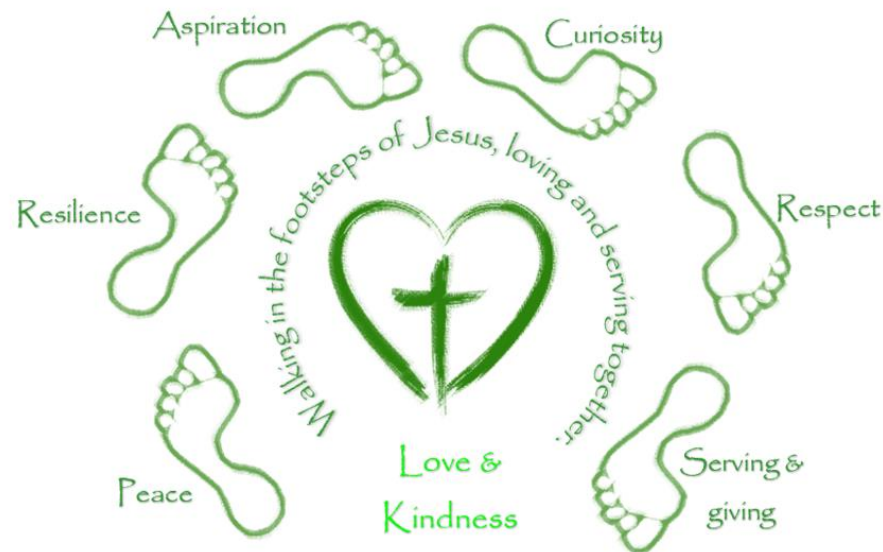




# The St Joseph's Primary School

## RE and Catholicity Improvement Plan 2024-2027 (July 2025 Evaluation)



Priority	Actions (by who)	Action from: Target date	Cost	RAG
<b>Catholic Life and Mission</b>				
<b><u>CLM1: The extent to which pupils contribute to and benefit from the Catholic life and mission of the school</u></b>				
CLM 1.1 Deepen children's understanding of Catholic Social Teaching and how this directly relates to how they act out their lives.	<p>CLM 1.1a: HW to coordinate the focus of whole school Catholic Social teaching themes across the academic year.</p> <p>CLM 1.1b: On a termly basis class teachers to embed a specific CST focus into their RE lesson planning and to refer back to this across the term through class reflections and where possible through class worship.</p> <p>CLM 1.1c: As part of this process, each class to take action to live the element of social teaching in a termly activity or event that fosters action and reflection.</p> <p><b>Outcomes:</b>            These have been highlighted at the beginning of each term and delivered at a class level.            Pupil voice is to be confirmed.            There is evidence that teachers and children are living elements of CST. Question: How much further can this be pushed and how far can this be handed over the children to drive</p> <p><b>Action:</b></p> <ol style="list-style-type: none"> <li>1. Pupil voice how has CST influenced how you act and feel</li> <li>2. Children to be challenged on what they have learnt</li> </ol>	<p>September 2025</p> <p>September 2025</p>	<p>SIM Time</p> <p>SIM Time</p> <p>SIM Time and RE / Class worship time</p>	

	<p>3. The school council to take more of a central role to drive things. CST need to directly relate to the children's lives. How well can they articulate this and how well do we prepare them to do this</p>			
CLM 1.2 Ensure all children (those with and without faith) can identify and understand the importance of the elements linked to the school's Catholic identity.	<p>CLM 1.2a: HT to review the school's Christian and wider school virtues with all staff and governors to formulate and agree on a set of virtues that support the school's mission to "Walk in the footsteps of Jesus" and in addition create principles that can underpin the action of the school.  Achieved in September 2024</p> <p>CLM 1.2b. HT to work with school staff to embed and include the school virtues into the school's cycle of:</p> <ul style="list-style-type: none"> <li>- Worship</li> <li>- Celebration</li> </ul> <p>Achieved in September 2024</p> <p>CLM 1.2c: HT to work with school staff and stakeholders to define and review the school's mission statement so that it is reflective of the school's values, mission and curriculum intent.  Not actioned although "Walking in the footsteps.." goes a long way to achieve this</p> <p>CLM 1.2d: HT to work with school staff to embed the school's virtues as a golden thread within curricular policy and practice.  Ongoing: Staff need to take ownership of this within their own subjects. These need to be more overt in "choices" discussions at all levels. All staff need to understand that these virtues are central to the school ethos e.g MDSAs</p>	<p>September 2024</p> <p>September 2024</p> <p>March 2025</p> <p>From October 2024 – Ongoing and in line with the development of policy review</p>	<p>TD Day 1</p> <p>£0</p> <p>Parent forum and SIM Time</p> <p>£0 School worship and planning time</p>	

CLM 1.3 Broaden children's knowledge of other faiths so that it deepens their understanding of similarities, differences and parallels with Christianity and Catholicism. Children to be able to identify what they can learn from other belief traditions.	<p>CLM 1.3a: School leaders to use the school's wider faith population as a starting point to explore other faiths through RE so that children can encounter relevant cultural and religious traditions unique to our school. Where appropriate include:</p> <ul style="list-style-type: none"> <li>- Children to talk about their traditions and practice</li> <li>- Visitors to share traditions and practice</li> <li>- Visits to places of worship</li> <li>- Recognition of festivals and times of significance</li> </ul> <p>Not fully actioned. Needs to be better planned so that it happens at other times of the year as well as in Term 6. How can this be recognised through celebration of other faiths, eg through</p> <ul style="list-style-type: none"> <li>• Festivals</li> <li>• Geography</li> <li>• History</li> </ul>	April 2025	RE SL release x 1 £250 worship and planning time	
<b><u>CLM 2: The quality of provision for the Catholic life and mission of the school:</u></b>				
CLM 2.1. The deepening of a school culture where we celebrate the presence of those from various cultures and belief traditions, going the extra mile to understand their needs and enable them to live and pray in fidelity to their own commitments.	<p>CLM 2.1a: School leaders to analyse and identify the school's:</p> <ul style="list-style-type: none"> <li>- faith populations</li> </ul> <p><b>Evaluation:</b> Completed</p> <ul style="list-style-type: none"> <li>- cultural heritages and homes</li> </ul> <p><b>Evaluation:</b> Partially completed</p> <p>Through this school leaders to plan for ways within the RE and wider curriculum (Geography, History, Art and Music) these can be referenced and signposted. See 1.3a.</p> <p><b>Evaluation:</b></p>	March 2025	RE SL release x 2 £300	

	More work to be done here			
<p>CLM 2.2. Deepen the way in which staff bear witness to the school's Catholicity and Christian Foundation. Through this, the school to action the way in which the school's Catholic and Christian character</p> <ul style="list-style-type: none"> <li>- Is evident within the fabric of the building</li> <li>- How the school increases children's self-worth, awareness and uniqueness.</li> <li>- How the school builds school virtues into policy and procedure</li> </ul>	<p>CLM 2.2a: All staff to undertake the leadership of whole school worship on a weekly rotation. Staff to either use 10:10 resources or the CAFOD Children's liturgy to ensure that worship themes are complimentary to the liturgical year and clearly reference scripture.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Review of worship happened in Term 2. A rotation of worship was highlighted and staff have broadly taken responsibility to lead a weekly worship</li> <li>• The quality of this has been sustained</li> </ul> <p>CLM 2.2b: School staff to support the development of chaplaincy within their classes by enabling school and class Chaplains to plan and lead class worship on a weekly basis.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Children / chaplains started to lead class worship on a weekly basis. This was supported by other teachers. It was planned on the day prior to delivery and children were given the space and time to do .</li> <li>• Resources for prayer life were drawn from the diocese. Children had ownership and guidance on how to lead these sessions.</li> <li>• Over the last term this has slipped. From 2025-2026 this needs to be re-energised</li> </ul>	<p>October 2024</p> <p>September 2024</p> <p>October 2024</p> <p>November 2024</p> <p>November 2024</p> <p>December 2024 and ongoing</p> <p>December 2024</p>	<p>School worship time / PPA planning time 2x / term / teacher</p> <p>RE / Class worship time</p> <p>School Council meeting time x1</p> <p>School Council meeting time x1</p> <p>Ongoing leadership time</p> <p>SIM Time</p>	

	<p>CLM 2.2c: Through the development of CST and the RE curriculum, staff to ensure that the driver for class discussion and action centres around “learning from” and applying this to our choices and actions</p> <p>Evaluation:</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• With CST this is related to the world (in some or most classes).</li> <li>• RE Leader to better scrutinize teacher planning to assess.</li> <li>• Pupil conferencing to evaluate.</li> <li>• Learning from and living through needs to be a core component of each discussion at the end of an RE lesson. This could be recorded in the floor book.</li> <li>• Staff consider the ways they could capture and evidence this. How can we make discussion and living the faith more practical and relevant to the children so that they are doing and not just being passive.</li> </ul> <p>CLM 2.2d: School Council to work with the HT to formulate school codes of conduct that are aligned to “I / We do statements” and these statements to reference back to school values and virtues.</p> <p><b>Evaluation:</b></p> <p>Completed</p> <p>CLM 2.2e: Building on behaviour principles, the school council to work within class councils to develop the guiding principles that underpin the school’s Anti-Bullying Policy and children’s Anti-Bullying Statement.</p> <p><b>Evaluation:</b></p> <p>Completed</p>	<p>March 2025</p> <p>April 2025 April 2025 May 2025</p>	<p>Weekly</p> <p>School Leadership time 3 x 1 day for research and formulation</p>	
--	--	---	--	--

	<p>CLM 2.2f: School leaders to embed school virtues into the aims / intent of their curriculum policy so that these are seen as a golden thread that runs through curriculum delivery and principles.</p> <p><b>Evaluation:</b> Some early shoots</p> <p>CLM 2.2g: School leaders to clearly define the content and purpose of weekly and daily worship so there is clarity and cohesion between the varied types of worship.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• The school has defined a structure to worship (see worship planning document).</li> <li>• Daily worship is happening.</li> <li>• Class and gospel worship there is a theme that links to the liturgical year / RE curriculum (10:10).</li> <li>• There is cohesion and child led prayers link to the liturgical year.</li> <li>• Whole school worship references the gospel although this does not always align with the liturgical scripture (does this matter?).</li> </ul> <p><b>Next step:</b></p> <ul style="list-style-type: none"> <li>• Reference the mass.</li> <li>• HT to better reflect the structure of Catholic worship within the weekly virtues worship.</li> <li>• We need to start each worship with a prayer (school prayer) and end with a prayer linked to the homily.</li> </ul>			
--	---	--	--	--

	<p>CLM 2.2h: Chaplaincy team to routinely monitor and assess worship for impact on pupil and staff spiritual wellbeing and development.</p> <p><b>Evaluation:</b> This is not actioned but is ready to go it needs to be implemented</p> <p>CLM 2.2i: School leaders to work with stakeholders to define policy for:</p> <ul style="list-style-type: none"> <li>- Religious Education</li> <li>- Collective Worship</li> <li>- Pupils and Staff Spiritual Dimension</li> </ul> <p><b>Evaluation:</b> Not actioned</p>			
<b><u>CLM3: How well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school</u></b>				
CLM 3.1. Parish link deepening.				
CLM 3.2. Strengthening the work of the governors to challenge and support school leaders in developing the mission of the school.	<p>CLM 3.2a: Governors to appoint a governor who can work alongside school leaders to support and challenge the development of the school's Catholicity and Christian foundation</p> <p><b>Evaluation:</b> Completed</p>	November 2024	FGB meeting	
CLM 3.3. School leaders to work with staff to systematically map curriculum progression, including RE so that it can meet the changing organisational structure of the school. Within this review school leaders to define the spiritual and charism threads that weave through all areas of the curriculum and across the school year, as defined by	<p>CLM 3.3a: School leaders to work alongside the Diocese RE leader to formulate an RE pathway that will enable progression of knowledge and skills across mixed age classes whose composition can fluctuate across academic years.</p> <p><b>Evaluation:</b> Not actioned</p> <p>CLM 3.3b. Based on the above progression school leaders to embed the key components of</p>	<p>April 2025</p> <p>May 2025</p>	<p>RE SL release x 2 £300</p> <p>RE SL release x 1 £150</p>	



liturgical cycles and the school's defined virtues cycles.	<ul style="list-style-type: none"> <li>- School virtues</li> <li>- Catholic social teaching</li> <li>- learning from other faiths</li> </ul> <p>Into the school's ongoing provision so that the school's spiritual mission is clearly defined.</p> <p><b>Evaluation:</b> Not actioned</p>			
CLM 3.4. Staff induction to fully ensure that new employees have a secure understanding of the school's charism and how this relates to their work within the school.	<p>CLM 3.4a: HT to work with parish priest to identify the key components of a staff handbook for developing pupil spirituality and catholicity.</p> <p><b>Evaluation:</b> Not actioned</p>	May 2025	£0	

## Religious Education

### RE1: How well pupils achieve and enjoy their learning in religious education

RE1.1 All staff to continue embedding the SoW linked to the new RED. This to include attending all relevant CPD	<p>RE1.1a: Staff to attend RED RE CPD each term for their year group:</p> <ul style="list-style-type: none"> <li>• Autumn 1</li> <li>• Autumn 2</li> <li>• Spring 1</li> <li>• Spring 2</li> <li>• Summer 1</li> <li>• Summer 2</li> </ul> <p><b>Evaluation:</b> Completed</p> <p>RE1.1b: Staff to use CPD to support their development of the RE curriculum so that it is bespoke to the needs of their classes and reflects a depth of expression o children's faith and belief. Staff to ensure that pupils have varied ways to experience and record their thinking and feelings</p> <ul style="list-style-type: none"> <li>- Learning walls</li> <li>- Role play</li> <li>- Artistic representation</li> <li>- Music and song</li> <li>- Floor books</li> <li>- Digital recordings</li> <li>- Written recording</li> </ul> <p><b>Evaluation:</b> Understood but not owned. Staff feel the need of external guidance but we can do ourselves Not fully actioned</p>	<p>From July 2024</p> <p>April 2025</p>	<p>Attendance in twilight but adjusted time = 4x 1.5 hours x 6</p> <p>SIM Time x 2</p>	
---	---	---	--	--

RE1.2. School leaders to work with class teachers to formulate a meaningful way to record assessment outcomes so that both summative and formative assessment can be documented and so that all teaching staff can make evaluations linked to progress.	<p>RE1.2a: SIM time to be set aside in Term 5 (2024-2025) to establish key assessment principles and practices to trial across the term.</p> <p><b>Evaluation:</b>  <b>Actioned but needs to be seen through in Term 6</b>  Guiding principle: Assessment has to be of value to pupils and teachers beyond a simple accountability principle.</p> <p>RE1.2b: Staff to trial and evaluate agreed principles and practice  Next steps to be identified so that a system for assessment is identified and agreed for the start of the next academic year.</p> <p><b>Evaluation:</b>  <b>Not actioned. A n easy win</b></p>	<p>April 2025</p> <p>May 2025</p>	<p>SIM Time x1</p> <p>As above</p>	
RE1.3. School leaders to work with class teachers to establish an easily manageable system to enable pupils to engage in a self-assessment process.	<p>RE1.3a: As part of above process school leaders and teachers to develop parallel pupil self-assessment tools that can inform next steps.</p> <p><b>Evaluation:</b>  <b>Identified and partially actioned</b></p>	<p>May 2025</p>	<p>As above</p>	
<b><u>RE 2: The quality of teaching, learning, and assessment in religious education</u></b>				
RE2.1: More effective assessment mechanisms to be established. This to be done alongside evaluation how best to collect and collate evidence of pupil learning and thinking (learning walls, floor books, media capture, pupil books and learning journeys).	See RE1.2	<p>May 2025</p>	<p>As part of diocese working detailed above</p>	
<b><u>RE 3: How well leaders and governors promote, monitor, and evaluate the provision for religious education</u></b>				

RE3.1: Teachers need to ensure that when using the SoW the activities they choose strongly enable children to fulfil the learning objective. Where this is not the case, teachers to modify and enhance activities. This is especially true where pupils are needing to reflect on what they can learn from scripture or their study of belief (2).	RE 3.1a: To be developed alongside CLM3.3 and RE1.1  <b>Evaluation:</b> Discussed but I feel staff do not feel they have the autonomy or the confidence to take ownership of this. There is a feeling that staff need to be given permission to modify rather than do the thing that is right for the children or their classes	May 2025	PPA time Discussion through SIM Time x 2	
RE3.2: Deeper development of Policy linked to RE and wider school organisation with a reference to RE.	As detailed in CLM 2.2i: School leaders to work with stakeholders to define policy for: - Religious Education - Collective Worship - Pupils and Staff Spiritual Dimension <b>Evaluation:</b> Not actioned	See above re Key Dates	Detailed above	
RE3.3: Teachers to continue deepening the use of wider opportunities to enhance and bring the RE curriculum to life	As part of CLM 1.3a: School leaders to use the school's Catholic, Christian and wider faith populations as a starting point to explore faiths through RE lessons and activities so that children can encounter relevant cultural and religious traditions unique to our school and wider community. Where appropriate include: - Children engaging in routine times of reflection and prayer - Opportunities for all children to talk about and share their traditions and practice and how this impacts on their lives - Visitors from all faiths to share traditions and practice - Opportunities to visits places of significant spiritual and religious importance.	April 2025  May 2025 May 2025 June 2025	Detailed above	

	- Recognition of festivals and times of significance within our school population <b>Evaluation:</b> Not actioned	March 2025 and ongoing as part of collective worship		
--	---	--	--	--

## Collective Worship

### CW1: How well pupils participate in and respond to the school's collective worship

CW1.1: Sustain the development of Chaplaincy and use this to broaden pupil involvement in worship and liturgy.	CW1.1a: From the start of Term 2 (2024-2025) school leaders to define the guiding principles of the school's collective worship provision so that this is varied but contains guiding structures that all children can learn and understand. <b>Evaluation:</b> Completed	October 2024	SIM Time	
	CW1.1b: From the start of the academic year (2024-2025), all pupils to be invited to take on "School Steward" roles that are divided into school Chaplains who Sustain the development of Chaplaincy and use this to broaden pupil involvement in worship, liturgy and stewardship activities. The guiding principle with respect to this being that adopted activities are meaningful and purposeful to all children (those of faith and those of none) <b>Evaluation:</b> Actioned and not effective. Could be much more impactful if handed over to the children (with guidance) See note above re outcomes from RE and CST. How to you live out the light? Whole school painting....Live out the light, let your light shine through your actions and words	September 2024	£0 School worship and planning time	
	CW1.1c: School leaders to develop meaningful ways to document and record Chaplaincy activities, monitoring these for impact and value	April 2025	RE SL release x 1 £150 SIM Time	



<p>CW2.1: Teachers to explore how Daily prayers included in 10:10 and on CAFOD could be used at different time or could be used to supplement existing prayers. Staff to explore how music can be used to create a spiritual and calming environment e.g. Children coming in to music and leading into reflection time.</p>	<p>CW2.1a: Following the work the school does with respect to RE3.3. Staff to</p> <ul style="list-style-type: none"> <li>- Broaden and deepen the use of daily and routine prayer to compliment daily reflection for those of faith and no faith. In particular, as detailed this to be seen as an opportunity to create spaces of calm and contemplation.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Daily prayer happens but there could be more of a reflective time built into each day</li> <li>• Reflection is a key component of every Gospel.</li> <li>• How could this be included in other worship?</li> <li>- highlighted the significance of lighting a candle as part of our daily routine and reflection.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Actioned.</li> <li>• Could be done better by the HT</li> </ul>	<p>March 2025</p>	<p>SIM Time</p> <p>£0 School worship and planning time</p>	
<p><b><u>CW3: How well leaders and governors promote, monitor, and evaluate the provision for collective worship</u></b></p>				
<p>CW3.1: School leaders and Governors to ensure that all policies and practices can inform and guide how collective worship and reflection are developed and embedded and in place by the end of the current academic year or sooner.</p>	<p>CW3.1a. As detailed in CLM 2.2i. School leaders to work with stakeholders to define policy for:</p> <ul style="list-style-type: none"> <li>- Religious Education</li> <li>- Collective Worship</li> <li>- Pupils and Staff Spiritual Dimension</li> </ul> <p><b>Evaluation:</b></p> <p>Not actioned</p> <p>CW3.1b: Within the school's calendar of events, school leaders to work with the church to ensure that the school is able to offer the Sacrament of</p>	<p>See above</p> <p>September 2024 and to revisit in March 2025</p>	<p>As detailed above</p>	



