

Ongoing SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

<u>Our School's theologically-rooted Christian Vision</u>	
<i>Inspection Conversations: Context</i>	
<p><i>Who are we? (This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)</i></p>	<p>Bishop Rawstone is a Church of England Academy, situated in Croston, within a rural setting. The school was founded in 1960 as a Church of England secondary school within the Diocese of Blackburn, and known as Bishop Rawstone Church of England High School. There were 240 students on roll. Today, the majority of students continue to come from a Christian background, many from a Church of England primary school, some of these with faith, with 977 students on roll as of April 2024.</p> <p>All students study Religious Education from entry in Year 7 and in 2023, 98.9% sat GCSE Religious Education, Full Course, Edexcel. In Summer 2024, 178 students will sit the full course GCSE and 14 students will sit the Short Course GCSE, out of a total of 196 students, 97.9%</p> <p>The current Headteacher took up his post in April 2012 and was designated as a National Leader of Education in September 2015. In 2022/2023 he undertook a spiritual development programme under the auspices of the Church of England, Leadership for Renewal, and is currently part of a working party focused upon Difference for Young People, overseen by the National Secondary Leadership Network</p> <p>A new Curriculum Area Leader for Religious Education and Worship and a Lead Teacher for Religious Education, who has since assumed leadership of PSHEe and SMSC, were appointed for September 2017. Both posts increased capacity and subject specialism within Religious Education and Worship.</p> <p>Two members of the Senior leadership Team, as well as our Worship Lead have recently completed the Christian Leadership course led by the Diocese of Blackburn.</p> <p>The school is significantly oversubscribed with 433 applications for admission for August 2024. Of these, 190 were offered places and accepted. 41 students were offered a place based on faith commitment with a further 27 admitted under the sibling criteria also having faith.</p> <p>The school achieved Academy status in September 2011.</p> <p>The school was designated as a national Teaching School in March 2012.</p> <p>The school has a designated Senior Governor for Religious Education and a Senior Governor for Worship, whose role it is to challenge the Senior Leadership Team and the Curriculum Leaders within Religious Education.</p>

	<p>0.013% of students have English as an additional language in 2024 [cf nat. av. of 20.2% in 2022/2023]</p> <p>There is a narrow range of socio-economic backgrounds. Students arriving in Year 7 are predominantly socio-economically advantaged and predominantly from rural settings. School deprivation is significantly below national average.</p> <p>107 students are on the SEN register, all with an ILP, Individual Learning Plan. This represents 10.9% of the whole-school cohort. This is a rise from 53 students in 2017. 18 students have an Educational Health Care Plan. There are currently 3 Looked After Children on roll and 18 PRELACS.</p> <p>There has been a significant increase in the uptake of students accessing counselling support since 2021 and we have greatly increased strategies and calendared events to raise awareness of well-being and mental health support initiatives. These are shared with parents as well as students.</p> <p>There are 94 Pupil Premium students on roll, 9.6%, and 78 accepting Free School Meals, 7.9%. This figure for FSM was at 23 in 2020 but over the last 3 years has grown significantly.</p>
<p>What are we doing here? <i>(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)</i></p> <p>a)</p>	<p>Bishop Rawstone Church of England Academy has a deeply Christian history and tradition. Our Academy is named after the Right Rev. Atherton Gwilym Rawstone, Bishop of Whalley and Rector of Croston. The Bishop was an ardent supporter of Church Schools. Bishop Rawstone himself lobbied the government to fund and build a school in Croston in the 1930s. Eventually the school was built and opened in 1960, founded by the local Church of England parishes based on its trust deed - to serve the local village communities providing education within a Christian Ethos.</p> <p>Our Vision</p> <p>Our Academy has a clear vision - Bishop Rawstone Church of England Academy is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully. This deeply Christian vision is based on our foundational biblical verse from the books of James:</p> <p>"But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere." James 3:17</p> <p>This is a portion from the book of James that sets out what real/godly wisdom is. James has written in the previous section of this biblical book about false wisdom that causes unrest and disorder. James is concerned about division, false information, gossip and lies within the community.</p> <p>As result he goes on to define what heavenly wisdom is in verse 17. There is a link in this verse with Paul's 'fruits of the spirit' (Galatians 5:22-23). Rather than 'worldly' wisdom, James is advocating 'godly' wisdom. God's wisdom is pure, peaceful, gentle, impartial, it brings about good (fruit), and sincerity.</p> <p>We want to be a community that cultivates the fruits of godly wisdom in both our staff and students. Fruits of integrity, honesty, peace, and unity. Our community puts down deep roots with godly values to produce good fruit. In our pursuit to educate the students in our care, we do that by nurturing godly wisdom alongside, within and throughout our curriculum and pastoral work.</p> <p>As a Church of England Academy, Bishop Rawstone has Christian worship at the heart of our everyday life. Our Collective Worship is driven by our Christian Distinctiveness, but it runs much deeper than that. We care about human flourishing. Whilst we recognise the diverse backgrounds each member of the Bishop Rawstone community has, we strive to cultivate an atmosphere in which everyone can experience life in all its fullness (John 10:10).</p>

Religious Education

Religious Education at Bishop Rawstone is a core subject alongside maths, science, and English. The Church of England's Statement of Entitlement for Religious Education is fulfilled here within our Academy's whole school curriculum. As a Church of England school, we recognise the central place of Christianity in our studies, as a result, we dedicate a larger proportion of curriculum time to the study of Christianity in KS3. Bishop Rawstone is a formerly Voluntary Aided school. Denominational RE has not been taught here nor is it taught now. RE is an academic subject and is taught and treated as such.

Our Relationship with Local Churches

Currently, we have a healthy, thriving chaplaincy team. We work constantly with local Churches to meet their needs and for them to work with us in partnership. Our immediate parish churches have been experiencing much change with incumbent clergy members either retiring and moving on to new roles on parishes outside of the diocese. However, we continue to seek connection with our foundation parishes as well as 'named' parishes. Below are the details of those churches we who are staffed with leaders.

Father Marc Wolverson

Marc is the Vicar at St. James in Leyland and Area Dean.

Steve Lamin

Steve is one of the associate pastors at Hesketh Bank Christian centre.

Reverend Sue Guénault

Sue is our local Methodist priest and part of the Lancashire West Methodist Circuit. Croston as a unique covenant agreement between the Methodist Church and Church of England. This is a covenant that we understand and welcome as a source of unity and ecumenism.

Alex Woodfield

Alex is the youth worker at Hesketh Bank Christian Centre and local You for Christ worker. He runs the school's weekly Christian union 'The Hub'.

Fr Mark Soady

Fr Mark is the Rector of Rufford and Tarleton parishes.

We have long standing relationship with Trinity and Saint Michael's parish church and Mary the Virgin in Ecclestone. Both of these parishes are going through recruitment processes.

Our Chaplaincy team is led by Mr. Ascroft, the school worship Lead. It includes a Youth Worker from one of the local churches, the Clergy Chaplains, Diocesan Board of Education Advisers, members of SLT and the governing body. School chaplaincy is a distinctive and vital ministry in our schools. Our school is varied and diverse family which is served by chaplains who seek to minister to the students, their families and staff. Chaplains work to plan and deliver worship in the school. They also work to support students in their exploration of the Christian Faith.

The role of the chaplain is varied but their job consists of the following elements:

1. **Pastoral:** Caring for the needs of the whole school community. The chaplain is available for everyone, not just Christian staff or pupils.
2. **Liturgical:** Leading prayer and worship, preparing resources for collective worship.
3. **Spiritual:** Leading the spiritual life of the community and upholding the school's Christian ethos.
4. **Prophetic:** Speaking truth and promoting Christian values.
5. **Missional:** Commending the Christian faith, supporting faith development and working with the local church and other faith communities.

Inspection Questions (IQ)

How then shall we live? (This information is key to enabling inspectors to make evidence-based judgements.)

Inspection Question (IQ)	Impact of provision and sources of evidence																											
<p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the</p>	<p>At Bishop Rawstone we have a set of roots / values that discreetly permeate through all that we do. Hope, Service, Compassion, Fellowship, Wisdom and Peace. These values are promoted through our website and worship programme and on a regular basis they are recomunicated to the young people so they are always aware of them. The first Collective Worship of the year sets out the school's vision and mission for all students and explains how what we do links to our values, and our vision and our verse. Then through the year this is echoed repeatedly.</p> <p>Hope Our careers programme and our GCSE exam preparation, coupled with our academic rich diet pushes all students to do their best and fulfil their potential encouraging all to flourish to the best of their ability. From November in Year 11 all students are given targeted support helping them build a revision plan whilst planning alongside their careers and college application process. This allows links to be drawn between academic progress and the next steps that all young people are aiming for. All Y11 students are given careers interviews and where appropriate parents are brought in to access these to allow them the support that is needed to help them prepare their young people for the next steps. Supplementary to this, Year 11 students that are struggling academically are assigned a mentor from the senior leadership team. This allows tailored revision plans and personal contact to home weekly for the most vulnerable students at risk of not achieving their full potential.</p> <p>Service The value of service is recognised in many ways, whether it be staff providing opportunities for students or students being recognised for their successes. We lay on a wide variety of lunchtime and after school extracurricular sessions ranging from the academic such as ongoing revision classes and ongoing exam support to more enrichment style groups such as Philosophy Club, Dissection Club and Our charity minions' group. These groups allow young people to develop skills that they can apply to future employment opportunities and note on their CVS. As well as this they also develop skills in working with young people in different year groups as several of these activities are across school – not just one particular year.</p> <p>In the academic year 22/23, we launched a new Bishops badge scheme, allowing those to recognise achievement of young people in a variety of different areas. Students can be nominated for different award badges to recognise different things that they have done outside and inside school. The badges acknowledge a range of criteria and the statistics for students receiving these are below:</p> <table border="1" data-bbox="483 1155 1106 1433"> <thead> <tr> <th></th> <th>22/23</th> <th>23/24 (March24)</th> </tr> </thead> <tbody> <tr> <td>Ambassador</td> <td>158</td> <td>100</td> </tr> <tr> <td>Art</td> <td>19</td> <td>5</td> </tr> <tr> <td>Character</td> <td>3</td> <td>1</td> </tr> <tr> <td>Charity</td> <td>27</td> <td>24</td> </tr> <tr> <td>Community</td> <td>23</td> <td>24</td> </tr> <tr> <td>Enterprise</td> <td>2</td> <td>20</td> </tr> <tr> <td>Sport</td> <td>97</td> <td>22</td> </tr> <tr> <td>TOTAL</td> <td>229</td> <td>196 (March 24)</td> </tr> </tbody> </table>		22/23	23/24 (March24)	Ambassador	158	100	Art	19	5	Character	3	1	Charity	27	24	Community	23	24	Enterprise	2	20	Sport	97	22	TOTAL	229	196 (March 24)
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work of the school and its Christian foundation?

3 times a year in each year group we recognise the success of any students who have had good quality tracking reports and any students that are continuing to work well and earn many points. This is recognised by letters home and telephone calls where appropriate. Further to this, six times a year at least 1/5 of the year group are recognised for their success either regarding attendance tracking reports or through our points system. This recognition comes via rewards breakfasts, lunch vouchers and other small tokens to reflect how pleased we are with our young people's work ethic.

As many schools we also offer a badge system linked to in class behaviour, homework and classwork. Students progress up a points system acknowledge as they reach levels and thresholds. Statistics for academic year 2022 / 2023, showing students reaching the highest level of attainment in each year group:

	GOLD	PLATINUM
Yr 7	39	3
Yr 8	37	3
Yr 9	19	0
Yr10	35	44
Yr 11	11	2

Compassion

We have an expectation in school that all students will be treated with respect and compassion, staff are not expected to raise their voices towards our young people and this is actively discouraged. Our values and Christian vision should permeate through the way that we talk to each other.

Our recently rebuilt learning support department gives students a safe place to be able to go when they are anxious unwell or struggling with the day-to-day demands that school puts upon them. The staff in this department are welcoming and understand the needs of the young people around them. This building also houses our inclusion area meaning that our young people with specific behavioural needs or who are displaying challenging behaviours in school may go there when the demands in class are getting to high. Whilst separated from the normal routine of school they are still kept in a caring and compassionate environment – allowing them to reassess behaviours and hopefully become better students through this process.

As a school we also operate an open-door policy whereby every year each year groups parents do have an opportunity to come into school for a coffee morning and meet with relevant members of staff. There is rarely any agenda at these events the aim is purely to allow parents to come into school and speak to us about things that are concerning them. Since moving parents evening online, something that has helped staff well-being, we feel it is important to allow parents this opportunity for face-to-face discussion.

Fellowship

School operates as a series of interlinked communities. Staff have a weekly EFA briefing on a Monday morning meaning the week starts with prayer and also sharing of good practice. Further to this tutor teams meet every Tuesday morning with their head of year to ensure that any information that is relevant to a particular year group is passed on. Supplementary to this the school leadership team meet regularly and decisions from that are cascaded down to curriculum leaders and the pastoral team where appropriate. Curriculum areas often meet once a week as well. Through all these groups and through all these meetings and the decisions that are made at them we try to ensure be Christian vision of the school and our ethos bleeds through.

We have a pupil mentoring programme and a reading buddy programme allowing students in different year groups to support those below them. We also have a mentor plan attaching 2 students to each incoming Year 7 tutor group so that all the Year 7s have role models to look up to in the years above. These students work with each tutor group every Friday providing a range of activities for students to engage with.

We also recognise that as a Christian School it is vital that we start year seven with a whole year group service in the local church and we end year 11 with a whole year group service in the local church. These are both services that parents can attend.

When members of staff join our school community there is a clear induction programme and as part of this vision and values that we hold dear are communicated to those teachers. 30 teachers are group tutors meaning they are expected to deliver these values regularly.

As well as this we run a strong and growing Duke of Edinburgh programme. Since Covid (when prior to that numbers were high) we have developed this scheme across years 9 and 10 instilling in young people the skills and personality traits, along with the resilience required to complete this qualification to a high standard. We firmly believe that this is one of the ways to develop students' interpersonal skills and relationships preparing them for the outside world. Statistically in 2022, 46 students participated, in 2023, 45 students and currently in 2024, 72 students over a third of a year group.

Wisdom

As a growth mindset school, we strive to do our best for all stakeholders. Our student voice team regularly collects information from subject areas to inform how we can develop and improve the work that our teachers are delivering. We operate a parent forum 3 times a year whereby parents can attend Bishop Rawstone and feedback on a range of topics such as uniform, RE / Worship, PSHE and Citizenship, tracking reports and so on. The minutes of these meetings can be found on the school website.

We are also in the middle of an EFA programme throughout the academic years 2023 - 2025. Working in staff groups we have an extensive training programme allowing new staff and established to refocus their teaching practice and develop their classroom skills – to create efficient and high-quality learning environments.

Moreover, our curriculum is highly rigorous and stretches all our young people all the time. To supplement this, and to support young people that struggle as previously stated we lay on a wide variety of additional classes during and at the end of the school day. Some of these are bespoke and target vulnerable children such as SEN and pupil premium, in small group settings. Other groups are open to all and often highly attended. Our learning support department offers homework club nightly in a supportive, nurturing environment.

As a rural school we are aware that staying after school can be a challenge and where appropriate we are offering support and transport home for those that need this additional help.

Peace

We recognise the need for peace in our school day and many of the things we do involve prayer and reflection as a focus. All school days begin and end with a prayer and there is an expectation that before lunch a prayer will also be said. Each school week begins for the staff with a prayer of reflection, and we are developing a Eucharist slot for staff and children in our Chapel. All students access collective worship once a week as a year group and once a week as a tutor group. As well as this our new Chapel has allowed us to do tutor group worships three times a year in the mornings.

We expect our young people to lead tutor worship where appropriate, and regularly young people are expected to lead whole school worship. We have a growing faith group, that is becoming more involved in a variety of our schools monitoring procedures to ensure but

worship does feed through a lot of what we do. This feedback is given to our Worship lead and Heads of Year to ensure that QA is regularly kept on top of.

OFSTED FEEDBACK PERTINENT TO THIS IQ FROM LAST OFSTED INSPECTION:

Relationships between pupils and staff are built on mutual respect. Pupils said that they appreciate how staff give their time willingly to support them. Pupils are happy and they feel safe. Pupils are kind. They support each other well. Pupils value the sense of belonging that they feel at school. They respect one another's differences. Pupils were unanimous in their view that any form of bullying or discrimination is not tolerated. Staff deal effectively with any rare incidents of name-calling or bullying. Teachers have incredibly high expectations of pupils' behaviour. Pupils' conduct is exemplary in lessons and around the site.

IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

- a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?
- b) How is spiritual development an intrinsic part of the curriculum?
- c) How do leaders know that the curriculum is having the intended effect for pupils?
- d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?
- e) How does being part of the trust enhance the school's curriculum?

OUR CURRICULUM STATEMENT OF INTENT

Our inclusive curriculum ensures academic success, character development and enjoyable enrichment experiences to support every learner to grow into confident, resilient and responsible citizens of the future. God is at the heart of all we do, with Christian values underpinning our focus on the social, moral, spiritual and cultural development of our young people and the promotion of fundamental British Values.

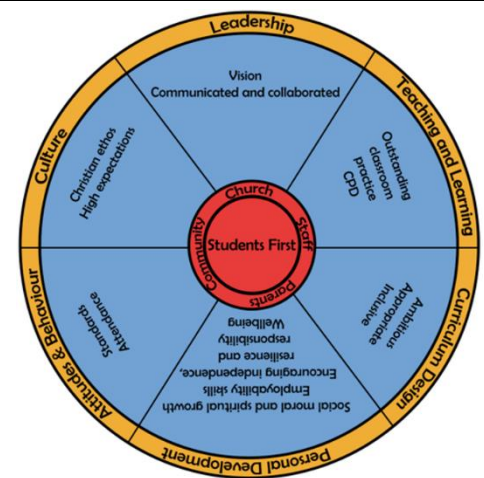
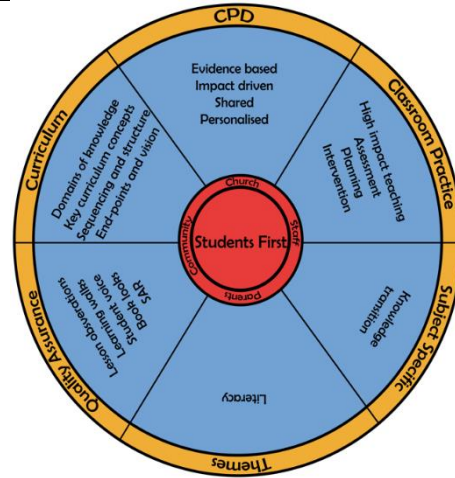
Our two-year Key Stage 3 provides a thorough foundation in all subjects, to allow students to make informed choices when they opt to take their GCSEs. Across our curriculum, each year is designed as a pathway to the next with the curriculum focussing upon core and subject content knowledge and skills.

This approach supports our student's knowledge retention and recall and builds subject fluency to deepen their learning. We robustly plan progressive delivery to secure our students learning and academic achievement, based on their needs on transition from primary and the preparation for further study or employment after school.

We clearly map our expectation of the rich, knowledge, skills and understanding demanded by each subject. Recognising the needs of our learners dictates our bespoke curriculum model, designed to offer some flexibility, whilst taking into consideration local context and parent and student voice.

Our ambitious curriculum meets the demands of the National Curriculum and is broad, balanced and challenging. The EBacc plays a strong role and is encouraged as a pathway for all. Importantly, creative subjects, such as music, art, and drama are also recognised for the important part they play in developing the 'whole child' by nurturing talents, celebrating uniqueness and valuing every learner.

We have a very clear rationale for our curriculum provision and at the forefront of that is the desire to ensure that all students access a range of qualifications that suit their needs, however we are always mindful that year on year we have to evaluate this model and check that it meets the needs for the students that are coming in to year 7 and transitioning into Year 9. We also ensure that all our students, especially those with SEN have a curriculum that meets their ability and needs, so that they feel valued and feel that they are able to



access work at their level also. This allows us to educate students with a high level of dignity and compassion, creating as far as possible a bespoke curriculum for all.

Following the last OFSTED inspection, we appointed a member of staff with full responsibility for our extracurricular development, to ensure that we are developing a programme of activities after school and during the day that all students can access – the focus not solely being on sport. We now have a clear plan to grow the value of extra-curricular and enrichment experiences across the school community allowing all students access and opportunity to additional enrichment activities supporting wider learning, social and emotional well-being. The aim is to offer every year group the opportunity to gain additional qualifications or life skills during the five years at Bishop Rawstone; ranging from leadership, first -aid, careers and money skills. Within the scope of enrichment and extra-curricular activities the vision is to nurture a sense of purpose when attending school that links with the school's Christian values through individual student passports. This is a document aimed at focussing students on what is on offer as extra-curricular/enrichment and encouraging them to set goals of becoming involved in different aspects of school life away from the classroom and learning culture. Additional to this is the growth of healthy inter-house competitions and events during the school year. Links are currently being grown and enhanced with the Chorley School Sport Partnership and the Children's University.

The school website now contains detailed curriculum maps for all subjects showing the route that we expect all children to take in their learning. These maps, along with the monitoring that happens through tracking reports and data analysis show where we want pupils to be at different stages in the year, and then the data we have allows us to see that the pupils are arriving at these points. When pupils are not achieving what we expect them to we will always look at the range of different reasons for why this may be the case. When students have barriers to their success, we will then strive to overcome these by employing small group tuition, transport home, parents support, ICT provision or additional equipment were appropriate.

A designated member of the SLT has control over the Pupil Premium funding and liaises with these parents is a port of call. A second member of SLT has responsibility for our LAC children and PLAC children. Between these staff Heads of Year and the Assistant Head for Behaviour there is a commitment to ensuring that any student that could be classed as vulnerable has all the resources that they require and if needed an academic mentor to help them access the curriculum at their level.

Bishop Rawstone is also committed to developing student's skills through the curriculum in a variety of ways. Our literacy champions are responsible for ensuring that all curriculum areas are focusing on literacy. We are aware that oracy and written skills are vital to student success and it's essential that each subject area is committed to developing this fully. We also have a policy in school of "stand and speak". In a bid to improve the oracy of students there is an expectation that when discussing in class or reading in class they will stand and project their voice well. This is again designed to improve confidence and literacy skills across the school rather than just in English lessons. Students that have high anxiety however, are handled differently and we are conscious that some students would struggle with our stand and speak policy and adapt it appropriately.

As a school we are committed to giving all students an enriched experience and developing cultural capital for all. We are keen to ensure that all pupils by the end of Year 10 have visited an art gallery, a museum, participated in a theatre; attended a concert and also at least one if not 2 sculpture parks. We visit the national arboretum, the Yorkshire sculpture park, see the Halle in Manchester at the Bridgewater hall. As well as this we see what is on in our local theatres and try to get Years 8 and 9 to see shows in the local area (last year Animal Farm and Around the World in 80 days). It's vital that young people get the opportunity to experience things in school time that they would not normally get to experience otherwise, and these visits provide many students with opportunities that they may not be able to partake in otherwise. Funding is not an issue for these trips – we ensure that as far as possible students that need financial support are given it, again in a discreet manner.

We have a full PSHE programme again involving a wide range of external speakers. Lancashire county council work with us on road safety, Internet safety, Extremism (through the prevent partnership), respect and tolerance and young person's sexual health. As well as this the local Early Intervention Team deliver work on Sexting and County Lines, and the Fire Service attend for a day to deliver sessions on Safe Driving (called Wasted Lives).

We deliver a unit on first aid in conjunction with the Red Cross, and develop this in Year 9 with CPR training from the British Heart Foundation. We work with "Just Like Us" on LGBT+ and stereotyping, and the charity "Key" on issues such as Domestic abuse and Stalking and Harassment. "Stand against Violence" run anti bullying workshops with Y8 and Y9, and in Y10 run workshops on Alcohol abuse. "The Message Trust" also work with Y8 and 9 on Knife Crime, The Amy Winehouse Foundation deliver Drug Education to year 10 and "Epic Risk" deliver sessions on gambling.

This has helped us to develop a programme of lessons that we feel engages all our students and is relevant and up to date. The PSHE curriculum operates on a rotating programme meaning that the lesson is taught by a staff member who knows the students well, rather than a group tutor or a separate teacher. This leads to better quality discussion, and it also means that over the course of the year all staff must deliver PSHE, making it a whole school initiative which enhances its value in the curriculum programme.

Spiritual development is a key part of our curriculum plans. There are units of work in Art that use famous artists to look at ethical situations. The science department and Geography department both do work on stewardship and the importance of caring for our planet. The English department and the History department have large units of work on war, Auschwitz and asylum seekers and supporting people that have been through these challenges. Whilst not obviously spiritual work all of this is completed in the correct mindset using the Christian ethos that the school holds dear.

In the academic year 24/25 school intends to run the "Difference for school's programme" launched at the Church of England Schools conference in London in spring 2024. There is a plan to deliver this to Year 7 and Year 8 as the first batch of PSHE lessons and to open it to years 9 and 10 as a voluntary stay after school qualification that they can earn.

To support our students fully in their GCSE studies we have run curriculum evenings for Y9, Y10 and Y11 parents with a focus on exam skills and college preparation. This has allowed us to share our ethos and vision for successful curriculum for all with all parents that wish to be engaged. Further to this all of our year 10 students complete early entry English literature at the end of year 10 to remove the pressure of this work in year 11. As well as this all year 11 students access GCSE RE as a qualification at the end of year 11.

OFSTED FEEDBACK PERTINENT TO THIS IQ FROM LAST OFSTED INSPECTION

Pupils' conduct is exemplary in lessons and around the site. Pupils engage in their learning exceptionally well. They are conscientious and resilient learners. Teachers have high aspirations for pupils. Pupils are highly motivated. They relish the academic rigour that teachers expect from them. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across the curriculum. Pupils' experiences are enriched through a variety of opportunities that enable them to learn about the real world. Leaders ensure that pupils develop into confident, articulate young people

Leaders and governors are passionate about giving all pupils, including those with SEND, the best possible start in life. Governors successfully hold leaders to account for the quality of education that the school provides. In key stage 4, pupils choose freely from a wide range of predominantly academic subjects. Over two thirds of pupils study the English Baccalaureate suite of subjects. Pupils at this school flourish by the end of Year 11. Their achievement is strong across the key stage 4 curriculum. Leaders ensure that all pupils leave key stage 4 well prepared for the next stage of their education. In many subjects in Years 7 to 9, leaders have thought carefully about the knowledge and skills that pupils must learn. In these subjects, leaders' curriculum plans are well organised. Pupils build on prior learning

	<p>effectively. Pupils explained how teachers help them to know more and do more of each subject. This includes pupils with SEND. Leaders accurately identify these pupils' needs.</p> <p>Teachers are furnished with rich information that equips them to support pupils with SEND well.</p>
<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p>	<p>(a) Flowing from our Christian Vision – Worship permeates all areas of our school life. Whilst we are a deeply Christian School, we are distinctively Anglican in terms of our denomination. This is reflected in our Collective Worship program with a visible record of this over many years and implemented through our full year group and tutor worship times for example Main Hall year group worship and Worship on Wednesday.</p> <p>As a school we observe many of the main events of the Anglican Calendar such as Christmas, Ash Wednesday – including whole school Worship on this. We draw attention to the seasons of Lent and Advent. We observe Easter with Easter worship in tutor time, year group worship and on occasion formal services. In our pre-Easter communion services in 2024 we focused on St Joseph with Fr. Mark. Whilst much of our set worship seeks to 'meet students where they are' in terms of relevance and style, we still keep many liturgical elements such as our routine welcome of lighting a candle to denote the start of worship and the phrase "May the Lord be with you" to which students respond, "And also with you". We also finish our collective worship with the phrase "Go in peace to love and serve the Lord" to which students reply, "In the name of Christ Amen." This liturgy is also embedded in our tutor worship times.</p> <p>(b) We have always maintained healthy and strong relationships with Blackburn diocese as well as the Church of England nationally. Many of our school leaders have attended the North West's Anglican Church school's 'Christian Leaders' course which networks northern diocese including Blackburn, Liverpool, Manchester, Chester, and Carlisle. Investment in our Christian leadership is a long running aim and principle of school's SLT and Trust. The leadership team are also engaged in national programs with the Church of England Education Office. These set both the theme and standard of our Christian leadership and how our school functions in terms of its vision which affects all areas of the school for example Recruitment, Human Resources, Pastoral Care, Curriculum and Special Educational Needs. The school is part of the Called, Connected and Committed' leadership program with the Head Teacher, Deputy Head Teacher and Assistant Head Teacher ADU participants of this network.</p> <p>(c) Year Group Worship These are times that traditionally we called Assemblies. They still contain notices and give the Heads of Year the opportunity to speak to year groups. But the key feature of these times is worship. They begin with a candle being lit, and then a Clergy Chaplain, a member of staff, a tutor group or a visitor delivers a time of thought, reflection, and prayer to engage students in exploring the theme for that week.</p> <p>Worship Services These take place several times during the year. They are times to celebrate key school events and Christian festivals. These are Christian in nature and content and aim to meet each student wherever they are on their walk of faith. Celebrating together is a foundation feature of our school and brings us together as a community to worship God.</p> <p>(d)</p>

<p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>Whilst spirituality can be a tricky term or difficult concept for many to grasp, we have spent considerable time exploring this in worship. This has been a topic for whole year group worship, a task that was given to the Headteacher to lead on with students. Mr Ascroft has also led year group and tutor worship on this topic. Due to the nature of spirituality, it is a standing theme each year that we investigate in set worship times. As a school - spirituality is seen as much more than a topic to be observed. It is more the presence of God that is to be experienced. As a school we focus our Christian Ethos on being a spiritual ethos that can be felt and experienced through not just our systems and programs but presence of God's spirit within the school which is seen and experienced through our relationships with each other and stakeholders. Moreover, the peace of God is testament to the spirituality that runs throughout our school.</p> <p>ADU and PAS have taken time to look at spirituality across the curriculum too, see evidence files for this. All staff have been asked to assess spirituality in their planning and lessons. Specific CPD time has been given over to this as a whole school consideration and in turn evidence gathering activity.</p> <p>(e) Primarily the school trustees are guardians of the school spirituality and its spiritual heritage. Practically, the trustees then invest financially in training and staffing. For example, CPD time is given to training with regards to our Christian ethos. The SIAMS process and framework is invaluable for this as it sets standards, expectations, and direction of what a Christian school should be like. Roles such as those of the Mr Rawlinson, Mr Duckworth and Mr Ascroft are specifically directed with the school's Christian and therefore spiritual ethos in their job roles.</p> <p>Trustees are part of the chaplaincy team, trustees such a Kathleen Cooper, Joanna Cast and Louise Morley.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p>	<p>At Bishop Rawstone we encourage all our students to be aware of our values and vision from the moment they step into their tutor rooms. Our morning and afternoon worship rotas allow our young people to start the day with a Christian focus, that is then developed through the afternoon worship sessions, be they whole school worship, year group worship or tutor worship. Themes during these sessions often cover inclusivity and treating each other with respect to ensure that all young people are given the fair and equal opportunities they are entitled to. We encourage all our students to treat each other with respect and dignity.</p> <p>At Bishop Rawstone we intend to inspire all our children to do their very best. Our curriculum includes many varieties of empathetic teaching where we expect our young people to understand the challenges faced in the world around them. this is evidenced around the school in a variety of our displays. To help our young people develop some heads of year, and students in Y8 and 11 have taken part in the Princess Diana anti bullying programme. This has created bullying ambassadors around the school and has allowed us to develop a culture why young feel people feel happier talking about issues but maybe impacting them on their well-being during the school day. Two other heads of year have also participated in the "girls on board" training to address issues surrounding groups of young females in schools. This online training how's afforded them the skills to deal sympathetically with the issues that can stem from social media bullying between girls.</p> <p>Our student council /voice are responsible for driving forward improvements across the school. The student voice team is heavily involved in the interviewing of new staff members and gather research regarding the quality of teaching across all school areas. This means our students continue to be at the forefront of everything the school wishes to provide whether it be new teachers coming in, or established teachers doing their job well.</p> <p>Staff also strive to improve teaching skills and develop leadership abilities where appropriate. Over the past three years three members of staff have participated in the Christian leadership programme. Two of these are assistant head teachers and one is the lead for worship and RE. Whole staff training occurs every six months on our behaviour policy, and this is regularly reviewed by the pastoral team to ensure it is fit for purpose. Where appropriate additional staff training has been delivered to ensure staff feel comfortable working with our most challenging young people. Our "Bishops Basics" are promoted as a set of expectations we expect all students to adhere to, to outline how we expect our young people to behave in our Christian environment. Many of our teaching assistants and safeguarding officers have participated in trauma training delivered by the local authority. All our safeguarding leads and most of the pastoral team have completed</p>

<p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>the Mental Health for Children training meaning they can support young people through appropriate means. On top of this as previously referred to all staff are participating in a two-year AFL programme to strengthen teaching strategies and ensure the best outcomes for all our young people.</p> <p>To support our young people as far as we can we employ a range of counsellors, either privately funded or through charity's like the Butterfly project and also Compass bloom. 75 young people accessed counselling in school in the academic year 2022/2023 and as of March 2023/2024 50 children have accessed support.</p> <p>To improve outcomes for all, our pastoral team and learning support department work with a variety of external agencies. The school is part of the TASS network allowing us to strengthen relationships with Chorley schools and support each other with regards behaviour, academic achievement, attendance and other whole school issues. This means we have built a network of support allowing us to help our young people to achieve the necessary help to allow them to do their best appropriately and quickly. We also work with Child Action North-West, Key, The Child Family and Well-Being services, CAMHS, the Lancashire Tuition Agency and My Oasis in Standish to name a few services that help young people flourish when suffering mental health or behavioural struggles.</p> <p>We have coordinated well-being days for Y7and Y11 students the focus of these being on relaxation and the ability to down tools where appropriate and allowing them to focus on improving their mental health. Y8 through to Y10 have mental health activities built into their yearly tutor programme.</p> <p>As previously mentioned our newly developed Learning Support area has allowed us to work with more agencies to support and develop a wider variety of students experiencing bespoke learning difficulties, to help them feel more included and less isolated from their peers. These agencies include the Child and Family Wellbeing service, Heads Up, the Lancashire Teaching Agency, Occupational Therapy, ADHD Northwest.</p> <p>We work with bespoke staff to improve outcomes for specific students including Toni Davies for our hearing-Impaired children, three separate staff to improve Speech and Language and Clare Woodcock (our SEN Consultant / Specialist Teacher & Assessor Director) and Hazel Warner from Dyslexia North West Ltd</p> <p>On top of this we have an external 121 support provider in Standish called My Oasis run by Charlotte Lowe, who coordinated our school counselling team, and a separate member of staff called Asa Burton who is a specialist teacher supporting young people with autistic traits and tendencies.</p> <p>Our behaviour policy operates to ensure that all young people have the option to do their very best. Our inclusion area is designed to allow young people to focus on the reasons they are in there however they are not isolated from the rest of the school for their well-being. We work with other schools to provide respite places and as far as possible avoid suspensions and permanent exclusions unless given no choice. We firmly believe restorative conversations need to happen between pupils and staff to strengthen relationships and improve behaviour across the school. Our suspension statistics continue to be in line with the rest of the country.</p> <p>Our attendance statistics are in the top 25% of similar schools in the country. When dealing with attendance issues we address all concerns with a sympathetic manner and try to view all requests for absence in a Christian manner. We are accepting that on occasions circumstances dictate young people need to miss time from school, when this is the case, we work hard to support them and bring them back into school as quickly as possible. Two members of staff are EBSA trained and this informs our practice with our most vulnerable young people and their attendance.</p>
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	<p>Staff well-being is a significant priority at Bishop Rawstone. Most of our teaching staff do not have full teaching capacity timetables and we ensure that there is flexibility built into the curriculum so that staff are given the time to fulfil their roles to be absolute best of their ability. Supplementary to this we ensure where possible staff are granted leave of absence when needed. We are aware that working in a school means your working hours present challenges and as far as possible we support our staff by granting time out of school where appropriate and where needed. There is a well-being coordinator on the staff and their focus is to provide opportunities for staff to come together and participate in activities to grow the feeling of community in Bishop Rawstone. Further to this we are working with our vicar team to develop regular eucharists in school so staff of faith can attend appropriate reflective services.</p> <p><u>OFSTED FEEDBACK PERTINENT TO THIS IQ FROM LAST OFSTED INSPECTION</u> <i>Bishop Rawstone Church of England Academy is an oasis of calm, where pupils are warm and courteous towards one another. Pupils wear their uniform with pride. Pupils' excellent behaviour in lessons and during social times is noteworthy. Their exceptional attitudes to learning pervade all aspects of school life. Pupils attend school regularly. Leaders are recognised, within the community, for the work that they do to develop pupils' character. Leaders provide pupils with a rich set of cultural experiences to enhance their learning and prepare them for modern life. Staff are proud to work at the school. They feel respected. Staff appreciate leaders' consideration of their workload. Staff said that the school is well led and managed by leaders and governors.</i></p>
<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p>	<p>At Bishop Rawstone, we work hard to encourage a culture of justice and responsibility. Our students behave appropriately in corridors and around our site, showing respect for staff and students. Visiting staff regularly comment how the feel of the school is still very different and more positive to that of others that they visit.</p> <p>We have a standard common lesson approach whereby students are met at the start of lesson at the door. This ensures respectful entry into classrooms and allows lessons to begin promptly and in the correct manner.</p> <p>SLT and the Heads of Year Team are a regular presence around the site at all times, policing corridors and managing outside areas. This means students are always aware their behaviour is being closely monitored and breeds a high level of respect and accountability from most of our young people. Further, at the start and end of the day, SLT and the Pastoral team are present at the top of the drive and around the school site. The heads of year welcome all students at the main gate. This is regular and consistent, and is expected by all students to be the norm daily.</p> <p>In all interactions with students' staff are expected to be respectful and polite and reasonable. We expect staff to conduct behaviour discussions with students in a Christian and restorative manner taking on board the values and vision that Bishop Rawstone holds dear. This means the majority of discussions end with positive outcomes and students feel valued and respected. On occasions where this may not happen more senior members of staff will work with teachers to rebuild relationships and develop an effective respectful learning environment. Most classrooms around site have an open-door policy.</p> <p>As previously mentioned, the school's inclusion area is now part of the learning support building. This was a conscious decision to allow our young people with behavioural difficulties to not feel isolated when they were removed from school circulation. We believe that this is a respectful environment that helps our young people when they are struggling with their behaviour to understand the more appropriate behaviours that we want to see from them. Behaviour, and through that pastoral care were highlighted as outstanding in our last Ofsted inspection. The pastoral team treats every student as an individual and whilst there are very clear systems and procedures for dealing with</p>

<p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p>	<p>behaviour in school all young people are given the opportunity to explain their behaviours and tailored support plans, PSP's, EHAs, Behaviour agreements etc... where appropriate are used.</p> <p>Like all schools Bishop Rawstone students are assigned to different tutor groups. A tutor programme runs weekly through all years. In line with our schools academically rich expectations and our Christian ethos two of those daily sessions our worship focused. Collective worship on one day a week and form worship always on a Wednesday apart from year nine on a Thursday. Tutors are the first point of contact for the students and the parents. They see them twice daily and, in most cases, stay with them for the duration of their time in high school creating a strong bond between staff and student. This is part of the school's Christian vision of creating a culture of welfare for all. This is supported further by the fact their tutor is one of the first people they meet as part of the transition programme from primary school. Each child has a one to one chat with their tutor on new intake evening and also spend more time with them on taster day.</p>
<p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>Our tutor programme allows the tutor to understand how each individual in their group is performing academically as they review each tracking report enabling them to congratulate them and work with them to improve when necessary. Tutors also monitor behaviour and achievement on a daily basis. They each have their SIMS homepage set up to display how their tutor group is performing each day.</p> <p>Every week they also either lead a tutor group worship session or support students in delivering worship to the rest of their group. These are all key ways that the tutor helps the students flourish spiritually. A key event each year is when the tutor group deliver a worship session to the rest of the year in the year group worship.</p> <p>Form tutors help students develop social skills and build positive relationships with their peers. They may organize group activities and quizzes, or simply provide a safe space for students to chat and socialise and create the culture of welfare for all.</p> <p>There is collaboration between different year groups too. Students in year eleven read to year seven and form links between the students. In year ten students act as mentors to tutor groups and in all year groups students' mentor other students to help them navigate different challenges in their school journey.</p> <p>Students are heavily involved in a variety of charitable endeavours – often choosing the charity's they wish to support for reasons of their own. The Charity Minions group is at the forefront of a lot of this work, and these students lead initiatives across the school. These range from sponsored events, non-uniform events, raffles cake bakes, Egg hunts, book donations etc.... We realise that that it is crucial for young people to be able to choose the charities they support to allow them to then educate others to understand why these charities are important to them in the local area. Recently supported charities include MacMillan Cancer Support, Derian House, Kidscan, Mind, British Heart Foundation, Cancer Research UK, Little princess Trust, Fairtrade Foundation, Leyland Food Bank, The Stroke Association, Breast cancer Now.</p> <p>The curriculum that we offer at Bishop Rawstone also reflects our desire for young people to understand ethical choices and the ability they have to become agents of change. Students have engaged with online Holocaust survivor web casts, worked with external providers in our technology department on improving the quality of lives for people in our local area (flood defence schemes) and our Geography Department is working on a podcast that highlights different environmental concerns every term.</p> <p>As a school we follow the Gatsby guidance and work with all local colleges, fostering close links with Wigan and Leigh and Runshaw specifically. We are strong supporters of the NCS programme in Year 11 with upwards of 30 students attending during the summer after they finish their GCSES, and as well as that we support our Year 10 students to access work experience as well where appropriate with an organised programme in the summer term.</p>

	<p>As a training school we.....</p>
<p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that</p>	<p>(a) Religious Education at Bishop Rawstone is a core subject alongside maths, science, and English. RE (Religious Education) is an academically rigorous subject in which we embark on an in-depth study of the major world religions, alongside philosophical and ethical investigations. We teach our students primarily to 'Think Like Theologians.' We also consider how to 'Ponder Like Philosophers' and 'Assess Like Ethicists.' The Church of England's Statement of Entitlement for Religious Education is fulfilled here within our Academy's whole school curriculum. As a Church of England school, we recognise the central place of Christianity in our studies, as a result, we dedicate a larger proportion of curriculum time to the study of Christianity in KS3. The curriculum is delivered in a varied and engaging way and is complimented by extra-curricular opportunities, for example educational visits to places of worship. The Curriculum leader (PAS) and Lead Teacher (CRB) work to inform the governors of our intentions as well as working with our link Governor and longstanding governor Kathleen Cooper to ensure RE's place in the curriculum is a priority at all key stages. This is reflected in our KS3 curriculum time and status as a core GCSE subject.</p> <p>(b) School and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse through working in partnership Blackburn Diocese, rigorous work with the department and their senior link (SLT member ADU). RE leaders work with the diocese and in partnership with other schools within the Blackburn Diocese and Manchester Diocese. PAS has also been a RE advisor to Manchester Diocese. The school performs regular Curriculum Development inspections through a peer-to-peer process with other schools as well as working with the Church of England on KIT inspections.</p> <p>(c) Trust leaders ensure that RE is well resourced. Taking the lead from Blackburn Diocese's Illuminating Pathways, our rigorous curriculum creates a laboratory of learning that promotes ambitious standards of religious literacy, diversity dexterity, and critical thinking. RE has a specific budget for resources broadly in line with that of Geography and History. RE also has two TLR post holders firstly a Curriculum Leader (in line with other core subjects) and secondly a Lead Teacher with management responsibility directed over KS3. Joanna Cast is the designated and linked trustee who takes a keen interest in what is happening in RE. She has been in for learning walks and is a present member of the trustees in correspondence with PAS.</p>

<p>continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	
<p><i>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.</i></p> <p><i>Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.</i></p> <p>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</p> <p>a) What is the quality of teaching?</p> <p>b) How well do pupils make progress in their learning as a result of a balanced</p>	<p>Bishop Rawstone is a formerly Voluntary Aided school. Denominational RE has not been taught here nor is it taught now. RE is an academic subject and is taught and treated as such. As a Church of England school, we recognise the central place of Christianity in our studies, as a result, we dedicate a larger proportion of curriculum time to the study of Christianity in KS3</p> <p>(a) Quality assurance, work scrutiny and previous inspections, peer to peer work with other schools and our work with Blackburn Diocese through the 'keeping in touch' process show that RE teaching is high quality. There is a noted excellent quality from subject specialists. Moreover, RE at Bishop Rawstone is well planned, the curriculum is deep, non-confessional, academically challenging and well resourced.</p> <p>The school's internal Curriculum Area Development process in a peer-to-peer inspection with St James' (Farnworth – Manchester Diocese) provided evidence that:</p> <p><i>"The RE curriculum intent clearly explains the sequencing and methodology behind the topics chosen. The topics follow a 'chronological grand narrative' starting in Year 7, linking together the three Abrahamic religions. The curriculum plans for Year 8 to explore philosophical questions, building on prior knowledge of Christianity and for Year 9 to study ethics. Year 9 consider different faith attitudes towards social justice, particularly focussing on the Christian response. There is a clear plan for progression in this knowledge rich and spiralled curriculum."</i></p> <p>Further, curriculum time sufficiently meets the statutory requirement from the Diocese. There are enrichment opportunities such as guest speakers, whole school culture day and trips to Blackburn Cathedral and Blackburn Mosque.</p> <p>From discussions with Year 11, Year 10 and Year 7 pupils of mixed ability and profile, it is evident that pupils value the importance of learning RE. The most significant positive thread was that feedback and revision provision was highly effective. Students speak highly of the 'revision clocks' and felt supported before assessments. When asked 'How does your teacher support your learning?' pupils insisted that teachers were helpful and found the green pen to be effective in terms of specific next steps.</p> <p>(b) Significant work continues at Ks3 to prepare students with knowledge and skills of their GCSE work.</p> <p>Starting at KS3 we follow key whole school literacy and oracy initiatives. Specifically, this involves an appropriate selection of active strategies such as 'stand and speak,' 'popcorn' reading, and 'think, pair, share' to encourage all students to grow their confidence in articulating their views and opinions. This is in addition to the use 'slow writing' and frameworks such as PEELE to teach students how to structure and improve their written work. Consistent use of such approaches is vital to cultivate academic writing techniques; they ensure students can develop the detail and depth of their responses, whilst also exercising high levels of academic skills through analysis and evaluation.</p> <p>Most up to date KS4 data shows notable improvements in attainment achieved across most measures, when compared with the last two exam years (2018 and 2019). 10% of students achieved Grade 9 (3% above 2019). 9 to 5, at 72.7% nearly 5% above 2019. Average grade</p>

<p>and well-structured religious education curriculum?</p> <p>c) How does assessment inform teaching and learning?</p>	<p>per student was 5.72, nearly 0.2 points above our 2019 high. This continues the journey of year-on-year improvement in results since P Ascroft and C Robinson have been in post.</p> <p>There are areas for improvement with middle achievers. This is regarding essay/extended writing areas of the GCSE exam papers. Improvements here on embedding extended writing tasks in KS3 as well as regular Y9-Y11 essay practice questions with set out criteria and flash marking.</p> <p>(c) Whilst staff are well practised in checking books and marking tests, students are part of the assessment process too. We use self and peer assessment, including 'flash marking,' to enable students to assess their own work and set their own targets for development. The emphasis is heavily on formative feedback, enabling students to develop their metacognitive skills, by taking a proactive role in their learning. Live marking is used across the curriculum area as part of our formative assessment. This further allows students to respond to feedback with a 'green pen' to correct, improve and redraft their work. Grades are introduced in the summer term of Y9 but, only in specific summative assessments which outline gaps in knowledge and inform intervention approaches.</p>
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OUR TARGETS TO IMPROVE

Worship

- Improved evaluation of our worship programme by the students involved
- Increased awareness for students as to the role and importance of the eucharist in school
- Growth and better application of the chaplaincy team
- Greater sharing of the Christian message through subject areas – more consistently
- Increased variety of our Whole Year group Collective worship opportunities – specifically staff deliverers
- A renewed focus on staff and pupil wellbeing in to 2024/25
- Recognising staff that are courageous advocates as role models for young people

RE

- More consistency in expectations and provision of KS3 homework and assessment tasks
- A balancing of “Substantive, Disciplinary and Personal” knowledge in Re lessons going forwards
- More consistent intervention plans at KS4 for under achievers regarding assessments.
- Continue accessing provision for non-specialist teachers CPD to enhance depth engagement and enjoyment