



Thomas Johnson Lower School

Excellence and Enjoyment

A Values Education School

End of year subject review and progress report: 2017-18

A report for Governors and Parents

This document aims to give an overview of the year, combining pupil attainment results for the core subjects of English and Maths, with a short narrative of highlights in each subject area.

(Key to abbreviations: SEND = pupils identified with special needs and disabilities and which could be cognitive, social, emotional and/or physical; DPG = disadvantaged pupils ; EAL = pupils for whom English is not their first language and who have English as an additional language; CLA = children looked after)

The school has used Target Tracker which is a system used to monitor progress and attainment in “Assessing Without Levels” within the context of the National Curriculum. Parameters for judging age-related expectation (ARE) and above have been agreed with local schools within the Cranfield Cluster (Wootton pyramid), and our Teacher Assessment judgements were in line with the 2018 SATS tests.

Data for this review has been taken from outcomes of discussion with the School Improvement Partner.

A sample of the school’s EYFS assessments were moderated externally by the Local Authority in 2018 and found to be accurate. Comments from the moderator were very positive, indicating that standards were high in *Communication and Language*, with a number of additional children “on the cusp” of “exceeding” in some strands, which could be positively attributed to the school’s strength in securing the pupil’s emotional well-being and positive mental health through positive behaviour management. Key stage 1 had been successfully moderated at the end of the previous year and the moderator was impressed by the range of evidence and upheld the school’s judgements.

“Pupils show high levels of engagement and are always keen to learn, reflecting the very positive impact of the school’s drive to promote pupils’ emotional wellbeing in recent years. This work has been so successful that leaders have now been asked to share their expertise with a group of other schools within the LA. The school’s monitoring records show that the quality of teaching, learning and assessment has been consistently good during the year in all key stages. This has impacted positively on outcomes for pupils, with evidence of high attainment and strong progress in all areas. “(SIP visit report July 2018)

English

EYFS (Early Years Foundation Stage)

What we did well:

The children have developed a good phonic knowledge which has given them the confidence and ability to engage in child-initiated writing. Topics including Superheroes and Minibeasts have inspired the boys to produce some quality pieces of written work. The children have continued to engage in

topic related adult-led writing tasks, where they are taught the skills needed to write words and simple sentences. The teaching assistants have ensured that every child reads at school at least once a week. Children who are less supported at home and those identified as needing extra support were made daily readers to ensure a good rate of progress was made. The children in nursery have had daily sessions aimed at developing fine motor skills, phonic knowledge, story recall, speaking and listening skills and pencil control. This has ensured that they all have a solid foundation with which to start reception.

Attainment: There were 14 pupils in the cohort, consisting of 9 boys, 5 girls, with 1 SEND and 2 EAL. The cohort was heavily weighted by gender towards boys, with a number of boys additionally having summer birthdays. There were no PPG in this cohort.

The proportion of children achieving a **GLD in 2018 was 79%**, which was above the most recent national average and above both Local Authority (73%) and School Cluster (75%) averages and in line with 2017 outcomes. **Attainment overall of 36.1 APS** was above that of 2017, and above the most recent National average, as well as Local average (34.6) and in line with School Cluster (35.6). This indicates high challenge for more able children within the setting.

Outcomes for all pupils in the key areas of literacy and mathematics were above the most recent national average and well above in the strands of **reading (79%)**, with good proportions of children “exceeding” in all strands. The proportions of all children who were ‘exceeding’ in the specific areas of *literacy* maintained our improved trend compared to previous years at 29% in *reading* (29% 2017; 26% 2016; 20% 2015) and whilst lower in **writing (14%)** than last year, **40% of girls were exceeding** (29% 2017; 16% 2016; 13% 2015). The attainment of boys and girls was heavily weighted by gender towards boys, with a number of boys having summer birthdays, making analysis by gender unreliable due to small numbers. In **communication and language (93%)**, and **PSED (100%)** the proportions of children achieving the expected standard was high – including EAL pupils (100%).

Progress: Attainment on entry to the Reception class in September 2017 was broadly typical, with children making at least good progress through the Reception class to attain standards that were well above the most recent national average by the end of the EYFS in 2018.

Areas for improvement: To increase the use of iPads during phonics sessions and encourage children to interact with them during child-initiated play, giving opportunities to develop and apply their phonic knowledge. This will require some more relevant apps to be installed which meet the needs of the children’s learning in phonics. Additionally, letter formation apps will support the nursery and reception children with learning how to form letters correctly.

Key Stage 1

What we did well:

Children’s work has continued to be presented to a high standard and our children’s handwriting has been complemented at moderation meetings by other schools. The phonics and spelling teaching has been of a very high standard with all children reaching the expected level in their phonics screening check. The children have continued to develop their skills in grammar and have been encouraged to apply their knowledge when editing and improving their writing. Reading has been a focus for additional support within the class to ensure that all children make good progress.

Phonics outcomes:

Year 1: The proportion of pupils, in a cohort of 13, who met the standard in the phonics screening check in 2018 was well above the most recent national average at **100%**, including 2 disadvantaged pupils, reflecting the strong focus on phonics which, in turn, also impacted positively on outcomes in reading and writing. This continues the overall positive trend since 2014 (81% in 2017; 93% in 2016; 82% in 2015; 46% in 2014). The average score in the check was **36.8/40**, a rise from 2017 (34.3), which was above the most recent national average.

Year 2 re-sit: 2 pupils successfully re-took the screening check in year 2 in 2018, giving a cumulative total of **100%** of pupils meeting the standard in phonics by the end of the key stage, with an average score of **36.8/40**, which was 9% above the most recent national average.

Year 2 Attainment. Once again, we are proud of an excellent set of results this year, with attainment being well above the most recent national average in all aspects. This cohort of 13 children (5 boys, 8 girls) included one PPG, one SEN and one EAL. At the expected standard and above in both reading and writing, girls attained higher than boys.

(The school was successfully moderated in 2017, with all judgements upheld and one raised from "ARE (Age Related Expectation)" to "GRD" (Greater Depth/Above)

In Reading, **92%** of pupils achieved *ARE and above*, with **54%** working at *GRD* (m: 20%; f: 63%). This is in comparison to the national average of 76% *ARE and above*; and 25% *GRD*.

In Writing, **92%** of pupils achieved *ARE and above* (m: 80%; f: 100%), with **46%** working at *GRD* (m: 40%; f: 50%). This is in comparison to the national average of 68% *ARE +* and 16% *GRD*. Boys performed significantly better in writing than in 2017.

100% of PPG reached expected standard in Reading and Writing. 100% of EAL were working at Greater Depth.

Progress: While not all pupils were matched, the attainment of this cohort at the end of the EYFS in 2016 was above the national average, with 84% of pupils attaining a GLD and overall attainment at 36.9 APS. From these above average baselines, pupils made consistently good progress through KS1 to attain standards that were well above the most recent national average overall by the end of Year 2 in 2018. This judgement is triangulated by work in pupils' books and the school's tracking data, both of which show strong progress over time. Analysis indicates particularly strong progress through Year 2, given the significant disruption during Year 1 with staff absence.

This is particularly well illustrated by the increased proportions of pupils working at greater depth by the end of KS1 in 2018, when compared to those 'exceeding' at the end of the EYFS in 2016 [26% in reading, 16% in writing].

Areas for improvement: To continue to develop the children's understanding of the language of grammar.

Key stage 2

What we did well:

The children have enjoyed learning about new topics this year which were; The Romans, The Anglo Saxons and India, enabling them to enrich their use of learnt skills by linking English and other subjects. These older children have now benefitted from successive opportunities to develop their understanding of their own emotional well-being, as the school's approach to securing positive mental health has been developed over the past 4 years. The children have taken part in 'build me up' resilience groups, learning strategies to manage different situations. The children are able to communicate to their teacher through 'feelings flower' and they hear 'feelings' stories on a weekly basis linked with Casey the caterpillar which reassure them and give them guidance on how to manage feelings and emotions. The children make good progress because they are happy and they feel safe.

Attainment: This was a much smaller cohort than has been typical within the school (10 pupils: 9 boys, 1 girl, 1 PPG (admitted mid year), 2 SEND, 3 EAL), with varied needs, including one third having joined the school late in KS2. Nevertheless, the cohort has benefitted from consistently good teaching, enabling them to make strong progress and able to attain standards at the end of year 4 that were in line with the LA average in reading and slightly below in writing.

Reading: Attainment in reading was in line with the most recent LA average (of 82% ARE). **80%** of pupils were *ARE and above* (78% boys, 100% girls, 100% PPG, 50% SEND). **40%** of pupils were working at *GRD*, which is higher than the LA average of 37%. (33% boys, 100% girls, 0% PPG/SEND)

Writing: **70%** of pupils were *ARE and above* (72% LA) however a larger portion of these were working at *GRD* (30%) than the LA of 24%. (Boys 22%; girls 100%; 0% PPG/SEND)

Progress: There were 7 matched pupils, all of which made strong progress through lower KS2:

In reading, **100%** of pupils made expected progress from the end of KS1 in 2016 to the end of Year 4 in 2018, with **14%** making accelerated progress.

In writing, **100%** of pupils made expected progress, with **29%** making accelerated progress.

The one disadvantage pupil was not 'matched', but tracking shows that this pupil has made strong progress from assessed baselines on entry to reach the expected standard by the end of year 4 in 2018.

Areas for improvement:

- Further development of editing and presentation skills.
 - Implementation of a school wide handwriting scheme.
 - Further develop the children's understanding of the 'language of grammar'.
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Mathematics

EYFS

What we did well: This year we have put a greater emphasis on the 5 counting principles in order to enable the children to become proficient counters. Having good counting skills has supported the children with addition where they have to count on, and subtraction, which requires the children to count back. Almost all sessions involve the children using concrete apparatus to practise their counting skills and support their learning. When appropriate, the adults have been encouraging children to apply their counting skills during their child-initiated play. Topic coverage letters have enabled parents to see what concepts the children have covered each half term to allow them to support their child's learning at home. We have developed opportunities for the children to explore mathematical concepts in our outdoor environment through the creation of a construction wall, where children can explore shapes and a water wall, encouraging children to explore capacity.

Attainment: As noted in English, **79%** of all pupils achieved a good level of development (GLD), with an overall attainment of **36.1** APR (average point score). Outcomes for all pupils in the key area of mathematics was above the most recent national average of 78% and well above in *numbers (86%)*, with good proportions of children "exceeding" (**21%**). Shape, space and measure was better than last year (**93%**) with **14%** "exceeding". Girls attained more highly than boys in *mathematics (89/100%)*

Progress: As stated in English, attainment on entry to the Reception class in September 2017 was broadly typical, with children making at least good progress through the Reception class to attain standards that were well above the most recent national average by the end of the EYFS in 2018.

Areas for improvement: To increase the use of iPads during Maths sessions and encourage children to interact with them during child-initiated play, giving opportunities to develop and apply key skills. This will require some more relevant apps to be installed which meet the needs of the children's learning in Maths.

Key stage 1

What we did well:

The attainment in Maths has once more been good this year with a good proportion of children achieving 'Greater depth'. Children have worked well at developing basic skills, using their multiplication knowledge to positive effect when working out division problems. The use of I-pads continues to support quick recall. In key stage 1 there is a good deal of practical work around 'real life' problems but this still requires the application of their mathematical skills. SAT's results reflected that children had a good grasp of both number, problem solving and space, shape, measure.

Attainment: As mentioned previously, this is an excellent set of results, with overall attainment (**92%**) being well above the most recent national average (75%). A higher percentage of pupils reached GRD this year (**46%**) due to increased opportunities to learn number bonds and tables whilst they were in year 1. (The school was successfully moderated in 2017, with all judgements upheld.) In Maths, 92% of pupils achieved *ARE and above* (m: 80%; f:100%), with 46% working at *GRD* (m: 40%; f: 50%). This is in comparison to the national average of 75% *ARE +* and 21% *GRD*. 100% of PPG met the expected standard, and 100% EAL were working at greater depth.

Progress: While not all pupils were matched, the attainment of this cohort at the end of the EYFS in 2016 was above the national average, with 84% of pupils attaining a GLD and overall attainment at 36.9 APS. From these above average baselines, pupils made consistently good progress through KS1 to attain standards that were well above the most recent national average overall by the end of

Year 2 in 2018. This is particularly well illustrated by the increased proportions of pupils working at greater depth by the end of KS1 in 2018, when compared to those 'exceeding' at the end of the EYFS in 2016 [26% in *numbers* and 21% in *shape, space and measures*].

Areas for improvement: To develop the children's understanding of fractions.

Key stage 2

What we did well: The children have worked very hard to learn and recall their times tables. This has been supported by the use of I-pads in the classroom. The children have also had many opportunities to solve word problems with two or more steps and they have continued to be challenged through the use of weekly skills tests which develop all areas of the children's understanding in Maths. Skills tests also give the children to work with a friend to develop their understanding and this is reinforced by the class teacher who does 'skill up' sessions to extend the children's knowledge and understanding and to allow those children who are 'above' to be challenged further. This environment of high challenge: low threat, enables the children to understand that mistakes and initial uncertainty are part of learning, rather than barriers to learning.

Attainment: As mentioned previously, this was a small cohort, of varying needs, including a third of whom had recently joined the school. Nevertheless, consistently good teaching has enabled them to make strong progress. Attainment in Maths was above the most recent LA average of 76%. **90%** of pupils were *ARE and above* (88% boys, 100% girls, 100% PPG, 50% SEND). **20%** of pupils were working at *GRD*, which is slightly below the LA average of 28%, (11% boys, 100% girls, 0% PPG/SEND).

Matched progress:

100% of pupils made expected progress or better, with **14%** making accelerated progress. The one disadvantaged pupil was not a matched pupil but tracking shows this pupil made strong progress from assessed baselines on entry.

Areas for improvement:

- Offer a club to all children to ensure all children know and can apply times tables.
- Ensuring that children use their understanding calculation strategies and apply this understanding to solving word problems to further extend and challenge

Science

EYFS

What we did well:

We had a 'Plant Up' day during the autumn term where the children helped to plant different flowers and vegetables in our outdoor area. The children thoroughly enjoyed looking at the different parts of a plant and engaging in group discussions about what they will need to grow. We watched them grow over the seasons and the children enjoyed looking inside the pea pods and at the variety of daffodils that bloomed, talking about similarities and differences. This year, the children have had the opportunity to learn about the lifecycle of a chicken and a butterfly. Having the 'living eggs' at school gave the children an insight into the lifecycle process and enthused them to create some lovely pieces of written work. We welcomed some caterpillars into Hedgehogs during the spring term which allowed the children to discuss similarities and differences between the lifecycle of a chicken and a butterfly.

Areas for improvement: To get the children to use ICT to record growth and change through the use of iPads and cameras.

Key stage 1

What we did well:

Children have used the outdoor space to good effect this year. We have used our environment to explore seasonal changes and habitat. We have made links with Marston Forest, who supported us on taking the children out into the local woodland area to experience a range of activities and were involved in the planting of trees at Folly wood. We were very lucky to have the opportunity to have the 'living eggs' in our classroom. The children were fascinated by the whole experience, from watching the eggs wobble and crack, to hatching and the growth of fluffy chicks into small chickens. Thanks to Mrs Baron for also continuing the interest with almost weekly photos of our chickens continued growth and development. We also planted herb seeds to see who could produce the best basil and explored through a variety of investigations the discoveries of famous scientists.

Areas for improvement:

Develop our new garden area linked to the playground, involving children not just in planting but on going care and maintenance. Further develop children's appreciation of the world around them and their responsibilities in taking care of the planet. Develop areas to help enhance children's understanding of habitats, with a variety of different mini-beast areas.

Key stage 2

What we did well

The children have explored a forces, particularly magnets and the principles relating to attraction and repulsion. They have looked at how to look after their teeth, the human body and healthy eating. They have explored plants, what plants need to grow and survive and they have looked at what happens to living organisms which do not have these essentials to live. The children have had opportunities to investigate different areas of science through formal investigation writing and they have enjoyed working alongside their friends developing social skills and turn taking.

Areas for improvement:.

To use software to enrich the children's scientific understanding.

ICT

EYFS

What we did well:

The children have continued to have weekly computer sessions, developing mouse skills and learning to interact with simple programs. The children have become more aware of how technology can be used to help us during our everyday lives, such as cooking. During cookery sessions the children have used different kitchen equipment such as electric scales and a microwave. A questionnaire sent home for parents enabled us to gain a greater insight into the children's use of technology at home which has contributed to their learning journals and assessment.

Areas for improvement: To develop the range of apps and programs that are available to the children in Early Years.

Key stage 1

What we did well:

The children used ICT to research different aspects of Victorian life, including homes, travel and seaside holidays. They have used both computers and iPad to support their learning of skills in maths, English and science. They have discussed internet safety and how to stay safe when using the internet. They researched their chosen animal to produce a class text on African animals as part of a non-fiction literacy unit. They enjoyed using google earth to explore their local area in Geography.

Areas for improvement: To continue to develop a whole school ICT curriculum which is engaging and relevant to the National Curriculum with a recognition of the need to update software.

Key stage 2

What we did well:

The children have enjoyed using ICT to support their learning in all areas of the curriculum. Computing has supported the children's research skills and they have used and developed skills to

help them to; search for information using Google, type up important information, copy and paste pictures, edit their work and present their work in different ways using software such as PowerPoint. The children have learn about internet safety.

Areas for improvement: To continue to develop a computing curriculum which enriches ICT skills and continues to support the curriculum taught.

Foundation subjects

History

EYFS

What we did well:

The children thoroughly enjoyed our 'Superheroes' topic, learning about different people who help us in our community. The children were fascinated to explore pictures of an ambulance and fire engine from the past as well as hospitals and schools. The children discussed the similarities and differences compared with those of today.

Areas for improvement: To provide more opportunities for children to use the computers to look at images and videos from the past.

Key stage 1

What we did well:

The children enjoyed finding out about Victorian times. We explored different aspects including homes, transport and clothing. The children particularly enjoyed discussing what they thought various mystery household objects were and how they would be used! It gave many opportunities for children to compare the past and present and recognise the ways that things had changed. The development of travel opportunities linked well to looking at seaside holidays and comparing the children's own experiences and that of parents and grandparents. The children produced some lovely homework where they had collected photos from older generations.

Areas for improvement: To continue to develop cross curricular links and the use of first hand source materials and objects to enhance the children's understanding.

Key stage 2

What we did well: The children have explored a range of different subjects this year, including the Romans and the Anglo Saxons. The children have explored a range of historical resources to support their learning such as old photographs and artefacts. The children have been encouraged to develop their historical questioning skills and the cross curricular work has supported the children's ability to write at length about topics which interest them.

Areas for improvement: To further develop the use of enrichment days with each topic, possibly including outside experts/visitors. Ideally with a visitor/trip per term to support learning.

Geography

EYFS

What we did well:

The children learnt about various countries during our topic 'Around the World in 30 Days'. We discussed similarities and differences between the countries including weather, animals, houses, transport and food. They particularly enjoyed learning about Brazil and the Amazon rainforest. We created a 'rainforest' in our role play area where the children had access to a range of non-fiction books to explore this topic further.

Areas for improvement: To provide more opportunities for children to use the computers to look at images and videos from other parts of the world.

Key stage 1

What we did well:

The children had a focus on where they live. They explored maps of Lidington and linked where they live to the wider area. We tried to understand village, county and country. We compared local amenities to those that may be found in larger towns. We developed our understanding of the differences between man-made landscape and natural habitats. This made good links with the coming of the railway in Victorian times and how this and the brick works had influenced how the village grew. We went on to use our knowledge to compare our country with Kenya. Mrs Zeimelis was able to show children photos and talk about the country from her own experience.

Areas for improvement:

To make greater use of first-hand experience to enhance children's learning and give more relevant experiences. To increase children's knowledge and understanding of the wider world.

Key stage 2

What we did well: The children have continued to develop their knowledge and understanding of the world by studying India. They have explored many different areas including; looking at the location of India, looking at surrounding countries, naming continents and exploring physical and human features of the country. The children have looked at what life would be like to live in India and they have explored the financial implications of living in the country.

Areas for improvement: To enrich learning further by developing the children's awareness of their environment and how they can be responsible for taking care of their local resources.

Art

EYFS

What we did well:

The children produced some fantastic self-portraits at the beginning of the year, carefully mixing and selecting colours for their skin, eyes and hair. During our 'Minibest' topic the children used the technique of pointillism to create some lovely paintings and also explored symmetry whilst making some butterfly art. The children explored how they could create different effects and prints using their hands, feet, vegetables and by blowing paint. The children have used the coloured pencils and pens to create some lovely pictures and drawings, using colours purposefully and using the writing tools with good control.

Areas for improvement: To explore how ICT can be used to support art work including experimenting with colour, shape and patterns.

Key stage 1

What we did well:

This year we put a bit more emphasis on children's observational skills and the use of a variety of drawing materials. The children produced some really detailed drawings of insects and bugs using pencil. They produced some excellent pastel work around looking at fruit and berries. We used paint

mixing skills to produce some great African landscapes and sunsets linked to our wider topics. The children made models of Victorian forms of transport and collages of patterns and shapes in nature.

Areas for improvement: To develop skills in sculpture and the use of a range of modelling materials.

Key stage 2

What we did well: The children have continued to develop their Art skills through carefully linked Art activities which are designed to enhance their learning of the topic which is taught. The children have designed their own Indian elephants, looking at patterns. They have made looked at Roman mosaics and recreated some of their own.

Areas for improvement: To explore ways that Art can be enriched through the use of ICT – researching famous artists and using software which supports work on pattern, line and colour.

D&T

EYFS

What we did well:

The children have thoroughly enjoyed making models using the construction materials in both the indoor and outdoor environment. The children have been encouraged to write labels for their creations, providing opportunities to engage in writing for different purposes. The various traps which the children designed and created to catch the 'Evil Pea' during our Superheroes topic were brilliant.

Areas for improvement: To encourage the children to make a plan for their creations and spend the time to review their work and improve upon it.

Key stage 1

What we did well:

The children prepped and made fruit salad which linked to looking where their food had travelled from. We discovered a variety of ways to use levers to make pictures move. We designed and made some excellent playground equipment. It was very pleasing to see the children making their own choices of suitable materials and learning a variety of ways to make strong and stable joints to support the structures.

Areas for improvement: To develop opportunities for children to evaluate in greater depth.

Key stage 2

What we did well:

The children have continued to develop their DT skills through creating Roman chariots and designing and making Anglo Saxon long ships. They also created their own cushion covers using Indian pattern designs. The children have had the chance to develop their skills in this subject so that they are more confident in measuring and assembling materials and designing their own products.

Areas for improvement: To use ICT software to support the children's understanding of materials, their assembly and skills required to join, create models and craft.

Music

In 2017-18 the school continued its links with Bedfordshire Inspiring Music, and continued to provide opportunities for pupils to learn violin independently, as well as whole class ukulele within KS2 and a year-long project of work with KS1 exploring rhythm and song. Once again Key Stage 2 took part in the Sing Up concert at Bedford Corn Exchange. Comments from parents and the Sing Up organizers were extremely complementary – praising our children's efforts, high levels of achievement and attainment and behaviour.

EYFS

What we did well: The children enjoyed experimenting with their voices to make a range of different sounds. They used a variety of instruments to make repeating patterns, embedding numeracy skills. Learning songs and simple dances for our Harvest Assembly and Nativity Play gave them opportunities to rehearse and perform in front of others.

Areas for improvement: To use the iPads to record children's performances.

Key stage 1

What we did well:

The children gained so much confidence and musicality through their excellent drumming sessions and singing lessons provided through Inspiring Music. These opportunities give every child the chance to shine. The children also developed their musical knowledge through the teaching of music through the 'Music Express' programme.

Areas for improvement: To continue to provide the children with opportunities to experience different styles of music and instruments.

Key stage 2

What we did well: The children thoroughly enjoyed learning a range of new songs for the Sing Up concert which is performed at the Bedford Corn Exchange. They also enjoyed learning to play the Ukulele at the beginning of the year.

Areas for improvement: Keep doing what we are doing. Inform parents of the aims of the music curriculum and emphasise the importance of being involved and demonstrate their commitment to the final concert outcomes. Remember to tell parents how long each "activity" takes – so that they aren't mistakenly buying an instrument in the final week of those particular lessons!

RE (Religious Education)

EYFS

What we did well:

This year we have celebrated more festivals and special events from other faiths. The children really enjoyed World Religions Day when they learnt about Judaism. Additionally, celebrating Eid gave the children the opportunity to learn about Islam. The children particularly enjoyed cooking and tasting some traditional Jewish and Islamic foods. The children have enjoyed listening to some well-known stories from the bible, making links to our school values.

Areas for improvement: To use images and videos from the internet to visually show the children religious symbols, buildings, clothing etc.

Key stage 1

What we did well:

The children discussed and discovered different ways of 'What it means to belong'. They were able to relate this to their own life experience and develop their understanding of how 'belonging' makes us feel, and the confidence and self-esteem it gives us. The children found out about the Christian faith through the stories of the miracles of Jesus. They learned about 'Special places' and the concept of pilgrimage. They were able to explore what makes places special to a variety of different faiths and why it is important to people to visit those places.

Areas for improvement: To develop the understanding that we do not have to believe, but we do have to have respect and understanding of others beliefs and that comes from our knowledge of those beliefs.

Key stage 2

What we did well:

The children have enjoyed finding out about the similarities and differences between different religions. They have been able to find out interesting facts about Hinduism, Judaism, Sikhism and Christianity. The children have enjoyed reading religious stories connected with different faiths and identifying the key messages to be taken from these stories. The children have enjoyed focusing on a particular religion for the day and exploring this in more detail. They also enjoy showing this in assembly when parents come to see the activities they have been completing.

Areas for improvement: To apply a Values Education ethos towards teaching Religious education through drawing on Values Education principles to develop the children's knowledge and understanding of the world and the importance of showing understanding and respect to all.
