**Evidence Base, including examples**

**Applications will vary considerably depending on context**

**Excellent 5**

The response answers the question in full, successfully meets all the criteria, and presents proposals that exceed or enhance the Foundation’s requirement.

Full and relevant evidence is provided to enhance the response.

Demonstrates a comprehensive level of knowledge, experience, capability, or capacity and demonstrates that the potential Learning Hub can meet the requirement in full and to a high standard.

This might look like…

***Example 1:*** *A town centre church has formed a group consisting of the vicar, the youth worker, the RE leader at the local primary school, two volunteers from the church with a vested interest in youth and children, the local Baptist minister and a member of the town council. The group are meeting monthly to pray, plan and discuss how they might work together to provide opportunities for children, young people and families to explore faith. So far, they have run Youth Alpha, started a Messy Church that takes place in the primary school, delivered It’s Your Move Sessions for the Year 6s, with the youth worker who runs a CU in a local secondary school, and at the school’s request, organised a school leavers’ party in the church building. Each half-term the group invite some young people to share with them what they think is going well and what they could do differently. As a result, two young people have helped the youth worker set up a Friday night gaming club. There are ambitions to grow disciples through this group, through using a resource such as Freedom in Christ. There are various Sunday groups taking place in the Anglican church, but the group are planning* *to start an ecumenical, intergenerational Fresh Expression of Church in the school which will be run by the older children and youth, with some support from adults. Some of the funding might be used to resource this. They have plans to run a Parenting for Faith course, one for primary school aged parents and one for secondary aged parents. There is also a passion for social justice and social action amongst the young people. After some of the young people commented on the poor state of their local park, through contacts within the town council, some of the children and young people organised a clear up project, assisted by adults and are now looking to raise money to help fund some new equipment. The working group are continually looking for ways to integrate the different groups and offer spaces for children, young people and families to encounter faith and grow as disciples.*

***Example 2:*** *With a successful school choir, who regularly use the church building, the school are looking to build a more meaningful, joined up relationship between the school and church choir. The Director of Music in the church is looking to find ways to integrate the two things, with the priest keen to have more children and young people serving and leading within church services, in both the choir and as acolytes, as well as the school looking to involve church members in school worship. The priest regularly takes Collective Worship in the school and offers a termly mass to school staff. As a result of this partnership, they have recently started a family choir which meets in the local community centre and includes sharing a meal together. The church and school run a joint Fete every year and aspire to do further events together, despite the limited financial and physical resources available. There is an aspiration to build on the family choir, forming an intergenerational discipleship group that focuses on Holy Rituals and developing early prayer habits. Becoming a hub would give hope and encouragement to an often struggling parish, they would be excited to use some of the funding to access resources from The Royal School of Church Music and to train people from the local estate to deliver them to inspire worship in school and church. The school would like to do a project linked to children as leaders, assessing the impact of children being worship leaders in school and acolytes in the church on faith growth.*

***Example 3:*** *A rural benefice, consisting of four churches, two Church of England Primary Schools and one Community Primary School currently has an Open the Book team regularly visiting one of the schools, the vicar delivers regular collective worship in each school and they run activity days for children during school holidays. The Open the Book team have worked with the school collective worship leaders to organise fundraising events to twin the toilets in the school, church and the village hall, with the children leading in choosing the cause and the fundraising events they would like to organise. At the invitation of the head teachers; the vicar, a reader and two lay volunteers, met with the school councils in each of the schools and heard that children were keen to have a club in the benefice that helps them explore big questions. The BIG club was set up in the benefice, partnering with the local Methodist church and now attracting between 15-20 children aged 8-12. In the school holidays, the churches are hosting a BIG breakfast for the families to come along to. This is a growing ministry, where the benefice is keen to expand its work with families and 13+. They are optimistic that they might be able to run Youth Alpha or Mission Academy Live with a group of young people in the next term. With its rural location, they would like to do a project linked to outdoor intergenerational worship and are in conversation with a local farmer about using their property to do this.*

***Example 4:*** *A sub-urban estate, with a church, a community building and non-church primary school are currently working together to provide food and home learning support for year 5 and 6 children at a tea and toast club afterschool. The parish and school are looking to find a way of connecting more effectivity with the parents and carers of the children, to help provide them with new skills and resources to cope with the current cost of living crisis. The parish want to link with Transforming Lives for Good, initially training 5 mentors and forming a holiday time Make Lunch Club for families. At present, they do not have the financial resources to do so, so becoming a hub would help finance this. Recently, the school have been using local football coaches, who are now offering coaching on Saturday mornings. The vicar and church wardens are working with some local parents to establish how the church might offer bacon butties for those on the side-lines, plus an intergenerational fresh expression of church either before or after to help introduce and grow faith.*

**Good 4**

The response answers the question in full and successfully meets all the criteria.

Full and relevant evidence is provided to support the response.

Demonstrates a good level of knowledge, experience, capability, or capacity and no concerns or omissions are identified.

**Satisfactory 3**

The response answers the question and meets the criteria to a satisfactory standard but may lack some clarity or detail in how the proposed solutions will be achieved.

Relevant evidence is provided to support the response. Lack of clarity and any missing evidence or detail is only minor.

Demonstrates a satisfactory level of knowledge, experience, capability, or capacity and any concerns or omissions are not considered to represent a risk or could be reasonably resolved.

**Poor 2**

The response does not answer the question in full and either satisfies only some of the criteria or exhibits omissions regarding meeting the criteria.

Some evidence is provided to support the response but is lacking in sufficient detail in one or more areas.

Demonstrates a lack of knowledge, experience, capability, or capacity and presents concerns or omissions that are considered to represent a risk or would have an impact on service delivery that

would require significant external intervention to manage or resolve.

**Very Poor 1**

The response does not answer the question and either fails to meet a number of criteria or exhibits clear and significant omissions with regard to meeting the criteria.

Inadequate or no supporting evidence has been provided to support the response.

Demonstrates a lack of knowledge, experience, capability, or capacity and presents significant concerns or omissions that are considered to represent an unacceptable level of risk and/or would

have a detrimental impact on delivery.

**Unacceptable 0**

The response is absent or incomplete and/or the proposals are not relevant to the Foundation’s requirements. The response does not meet the Foundation’s requirements.