

Growing Faith Foundation Learning Hub

Evidence Base & Examples

growing
faith



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

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 schools request, organised a school leavers party in the church building. They have plans to run a Parenting for Faith course, one for primary school aged parents and one for secondary aged parents. 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 various Sunday groups taking place in the Anglican church, but the group are keen to explore how they might bring whole families, of all ages together to do intergenerational activities and worship.*

***Example 2:** With a successful school choir, who regularly use the church building, the school are keen to build a more meaningful, joined up relationship between the school and church choir. The Director of Music in the church is keen 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. The priest regularly takes Collective Worship in the school and offers a termly mass to school staff within an Inset day. The church and school run a joint Fete every year and are keen to do further events together, despite the limited financial and physical resources available, hence the keenness to use the choir as a springboard for further partnership. There is an aspiration to involve parents and carers, with an idea for developing a community that helps families grow Holy Rituals and develop early prayer habits. Becoming a hub would give hope and encouragement to an often struggling parish, helping them to see and realise some of their dreams. The school are keen to do a project linked to children as leaders, through being worship leaders in school and acolytes in the church.*

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.

This might look like...

***Example 1:** 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. 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, to see what they can do next. This is a growing ministry, where the benefice is keen to expand its work with families and 13+. With its rural location, they would like to do a project linked to outdoor intergenerational worship.

Example 2: *The local secondary school and a feeder primary school have been working with a deanery to establish a sustainable chaplaincy model for its schools. The clergy, headteachers and chaplains have been working together to offer opportunities to connect church and school. As a result, after school homework drop ins are now available in two local churches/church halls for students from the secondary school. Next term, following conversations with the young people, the team will be expanding this provision to provide an additional 30 minute session for the young people to have conversations about faith. There are also toddler groups in the deanery, various Sunday groups and holiday clubs that take place across the year. The team are keen to look at how chaplaincy can connect with households more effectively to help faith growth in children, young people and households.*

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.

This might look like...

Example 1: *A sub-urban estate, with a church, a community building and non-church primary school are currently working together with a key focus on providing food and home learning support for year 5 and 6 children at a tea and toast afterschool club. The parish and school are keen to find a way of connecting more effectively with the parents and carers of the children, to help provide them with new skills and resources to cope with the current strains they are facing in the cost of living crisis. The parish are keen to start training Transforming Lives for Good mentors and forming a Make Lunch Club, but at present do not have the financial resources to do so. The aspirations in this parish are high, with a strong working relationship between church and school, but becoming a hub could help us build on this.*

Example 2: *A federation of small schools have approached the benefice to think about how they might work together more effectively. They have a good relationship, but the church has an aging congregation, who are now unable to do some of the key activities they used to do together with the school. There is an aspiration from both the school and church to find new ways of working together, particularly by empowering parents/carers from the school. The school are willing to help lead on this, to give opportunities for children to explore faith. Presently, there is a willingness, but becoming a hub would enable us to get training, set a vision and a new way of drawing the three spheres of church, household and school together, with children and young people at the heart.*

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.