Culham St Gabriel’s
Impact Statements

When developing your grant proposal, and when reporting on your work, it is helpful to think quite specifically in terms of the impact you hope to make. Here are a few examples, for illustration only, of how you could set out to measure the impact of your project. The examples are described in terms of standards, research and leadership:

... on standards and the quality of RE teaching and learning:

• Insights from learner questionnaires pre and post new work
• Pupils reporting deeper engagement with religious or philosophical ideas
• Pupils writing about fewer things at deeper level, and with a clear sense of the narrative of their ideas
• Improvement in quality of pupils’ written work or discussion
• Pupils making faster progress in response to teacher feedback
• Improvement in GCSE results
• A better designed RE curriculum underpinning effective teaching

... On research/practice links:

• Colleagues committing to undertaking research
• Involvement in large scale conference and reporting back to your school
• Published piece in a professional magazine, reporting the influence and outcomes of a particular approach, or raising questions about theory and practice of RE: examples are RE Today http://shop.retoday.org.uk/find/retoday/1 or an online forum such as RE Matters http://www.reonline.org.uk/supporting/re-matters/
• Engaging in action research as part of your RE Quality Mark submission
• Offering research digests from, eg, the @researchED1 conference for whole-school reflection
... On leadership capacity:

• contribution to national conversations via #rechatuk, or in the café at http://www.reonline.org.uk/supporting/

• presentation at a Teachmeet or CPD session in your school, local authority or trust

• pro-active approach to links with faith/belief communities

• evidence of collaboration between schools

• Leading a project with your local SACRE or with NATRE

These examples are for illustration only. It is important to note that proposals need to be realistic and should not attempt to impact in all the ways illustrated here at once. In addition, more general impact measurements, such as an increase in the number of RE CPD events, or the number of attendees, may also be relevant if they show how the specific impact on standards, research and leadership has been achieved.