

RE School Self-Evaluation (Primary)

School: ~~St Mary's C of E Primary~~

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

We are right at the beginning of our RE journey. I (Karen Banks) have just taken over as RE subject leader in Spring 2021 and we have just begun to put the basic building blocks into place as staff confidence in teaching the subject was low and the subject had not been being taught as much as it should have been. A staff meeting and some support for some teachers has been put in place and we are now teaching RE more frequently and effectively. However, there is still a long way to go with the subject. We are following the York Agreed Syllabus and teachers have some new resources to work with. There is the possibility of some training about the Islamic Faith in the Spring Term. We have developed some good links with YOYO and are beginning to try and develop links with the local churches and Mosque. For Interfaith Week (which we are celebrating week of 8th November) we are hoping to hold a whole school RE/Arts Day about Peace.

2. Where are there weaknesses/areas for improvement?

As above - we are right at the beginning of our RE journey. Some staff lack confidence in teaching R.E. and lack subject knowledge in many areas which I am supporting as subject leader by providing planning from the Scheme of work and suggesting resources. We are sorting out an assessment system using Tapestry and books but this is also an area for development.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below. Not at present.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan.

- To implement new York SACRE Scheme of work and Long Term Plan
- To upskill staff to be confident in teaching RE
- To implement use of knowledge organisers in RE in KS1 and KS2

- To monitor RE by using Pupil Voice, Book Scrutinies and Learning Walks
- To introduce assessment via Tapestry

5. Is there anything related to RE for which you would like external support?

Access to more training for staff. I have developed good links with York diocese and the Training that comes from there and Olivia Seymour is pointing us in the right direction for the training etc. We are also part of the York Primary RE Network.

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Again, we are at the beginning of this. We are starting to do some learning walks, Book scrutinies and Pupil Voice interviews.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Requiring improvement currently, but hopefully good by the end of the year.

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

York new syllabus training, Curriculum conversations - Designing an effective RE curriculum and Being ambitious - A religion and worldviews curriculum for all, Understanding Christianity - Day 1. I have a better understanding of the new syllabus, the changes and also the change in the RE curriculum in the three strands of RE. Impact is that we are now following the new RE syllabus, we have a new long-term plan, we are beginning to implement knowledge organisers and staff have received some support and training.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

A section of staff meeting which introduced the new Scheme of Work, the new Long Term Plan and the three strands of RE. I have also supported some teachers by helping them with some planning as they asked for support. This has led to teachers now teaching RE more frequently and effectively.

10. Do you have links with a local group of teachers ?

Yes, the York Primary RE Network, although due to technical issues on their end, we were not able to attend the last meeting.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship?

No

12. How much time does each pupil spend on RE-related work each week on average?

EYFS: 30 mins session plus continuous provision

KS1: 45 mins per week

KS2: 45 mins-1 hour per week

This time is sometimes blocked at teacher's discretion so rather than teaching weekly, several lessons will be taught in an 'RE day'.

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Class teachers in most year groups, although it is left to the HLTA/TAs in some year groups as PPA.

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

N/A

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

See attachment - school have adopted a model long-term plan which was recommended as a starting point by NATRE and Olivia Seymour. We are planning to adapt this moving forward as necessary but needed a starting point.

18. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

We have used the sample Long term plan which was suggested to us on the Schemes of Work Training as a basis this year to get us started with this. This ensures that subject knowledge is built upon both over the year (the faiths taught in the Autumn Term are then recapped throughout the year) and then some of the units are broken into 2 so that they are recapped in the second year of teaching.

b. In the development of skills?

Again, the sample Long term plan that we are using temporarily which we will adapt when staff are becoming more confident helps us with the development of skills.

Resources

19. Are the resources sufficient to support the RE programme?

For those not confident in RE, they could do with some example teaching slides that they could use as a basis for the units as there is not much widely available in other places.

20. Are there any resources that you would recommend to other schools?

Muslim Learner Services Training and Artefact Boxes. YOYO visits. Experience Church/Easter/Harvest/Christmas sessions.

21. Are there any resources that you are lacking?

Powerpoints with the basics and example knowledge organisers for the units.

22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

YOYO - Marian Barella and Tamsin Nihill
marion@yoyotrust.org.uk, tamsin@yoyotrust.org.uk

23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

n/a at present - any recommendations would be very welcome

Management and Organisation of RE

No. of students on roll: 428

24. Name of subject leader: Karen Banks

25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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26. Other comments/notes *(Continue overleaf if necessary)*