

RE School Self-Evaluation (Primary)

School:

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?

All class teachers teaching RE themselves after a few years of it being a PPA teacher's role. Consistent approach across the school.

Using York SACRE syllabus and have had recent training on delivering the scheme and resources.

We have good links with the YoYo team who promote enjoyment and fun when learning about Christian themes. We have them timetabled in across the term for assemblies and workshops in classes.

2. Where are there weaknesses/areas for improvement?

Now we can have visitors in school again, and go on visits we need to ensure that this is fully used to enhance our RE curriculum. Prior to the pandemic we had workshops and assemblies led by people from different religious groups and I would like to see this happen again more regularly.

Staff subject knowledge. Although this is an area for improvement, I feel this is already being addressed through teachers now teaching and planning RE themselves.

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

If so, please provide details below.

Previously we had a visit from Imran Kotwal from www.muslimlearnerservices.org who did a whole school assembly then he did age appropriate workshops across the school day working with all year groups. He was fantastic and I would highly recommend him to other schools to enhance the children's learning about Islam.

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

Visitors back in school. Ensure RE CPD of staff is enhanced through their own subject knowledge and experiences. Rework our long term plan to better suit our mixed age classes. (split units across a two year cycle)

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

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 ...)

Looking at the children's work and planning. Some lesson observations previously.

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

The quality of RE has improved greatly over the last few years and is now taught consistently by staff, trained in how to deliver the new syllabus. Our RE resources have been developed to now have topic boxes for each studied religion.

Continuing professional development in RE

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

New curriculum training in May. This was then passed on to staff in a dedicated staff meeting led by the subject leader.

RE network meetings attended (zoom) allows for continued discussions about new curriculum delivery as well as other training opportunities and upcoming events.

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

Information put in our weekly staff bulletin (key facts etc) to upskill staff about different faith practises.

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

Yes, York Area Primary RE network meetings have just began in York since the day training on the new curriculum in May.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

No although there are links within PSHE which we explore dually when topics arise. Topics and discussions about racism.

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

EYFS: Our EYFS don't follow the SACRE syllabus for discrete RE lessons. Instead the children experience themed weeks, at least 5 per year on an RE theme and further their learning in their AOP. They have visitors in class, a recent one, prior to the pandemic, was from the York synagogue who told the children about the festival of Hanukkah as well as looking at Jewish artifacts. They also listen to stories from the bible frequently and join in with whole school YoYo assemblies and workshops.

KS1 and KS2: 45 min RE lesson weekly. We also have themed weeks in school covering important religious times and festivals (Diwali), as well as YoYo assemblies and workshops etc, which means over the year the children actually spend a lot longer than 45mins on RE-related work per week.

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 deliver RE. In KS2 this is in an afternoon carousel –For example in YR3/4 they teach RE on a Monday afternoon alongside two other subjects and the 3 teachers each teach one subject to all three classes. This is the same in Yr5/6.

In KS1 the class teachers teach their own class RE.

Agreed Syllabus

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

Yes

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.

Yes

Scheme of work (SoW)

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

Attached document

- 18. How does the SoW ensure progression between the key stages?
 - a. In respect of subject knowledge?
 - b. In the development of skills?

Each unit builds on prior units and there are links between the units in terms of the themes of the strands – believing, living and expressing. In the scheme it is clearly shown which units link to other units allowing for skills to be transferred and recalled.

Resources

- 19. Are the resources sufficient to support the RE programme? *Yes*
- 20. Are there any resources that you would recommend to other schools?

- 21. Are there any resources that you are lacking?

I would like a list of contact details for visitors and places to visit to enhance our RE lessons.

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

Imran Kotwal imrankotwal11@gmail.com www.muslimlearnerservices.org

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

Management and Organisation of RE

No. of students on roll 315

- 24. Name of subject leader: *Louise Storey*

- 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*)

