

## 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](mailto:maxine.squire@york.gov.uk)

### School self-evaluation: key questions

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

We follow the York agreed syllabus, with staff confidently delivering the new and updated lesson plans. Children respond positively to RE lessons, delivering thoughtful answers, which also reflects in their responses during collective worship. RE is delivered regularly, according to the required number of hours, where children develop their skills in the subject - of substantive, disciplinary and personal knowledge.

2. Where are there weaknesses/areas for improvement?

We are currently working on picking out key assessment criteria for each of the year groups - so that RE can be assessed and monitored as accurately as possible. It would be good for staff to be more confident in providing a range of assessment opportunities in RE, so that end of year attainment goals are accurately and consistently provided across all year groups.

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

If so, please provide details below.

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

- Embed updated scheme of learning
- Provided suggestions of a range of assessment strategies for RE
- Develop RE assessment grid which can be given out to staff
- Conduct book scrutiny/pupil voice

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

I would like some support in picking out the key objectives for each year group, so that assessment can be manageable for staff, and focus on the key skills for every year group. This will then be fed onto an assessment grid for staff.

### **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 ...)

Book scrutiny, learning walks, pupil voice and discussions with staff within training sessions.

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

Our 'subject on a page' for RE self-evaluation grades our provision as 'securing' (out of emerging/developing/securing).

### **Continuing professional development in RE**

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

Subject leader has changed Sep 2021. New subject leader (JD) has attended RE network meetings, new syllabus training, collective worship training, and has sought out advice from Olivia Seymour on assessment strategies.

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

JD delivered a staff training session in summer 2021 on the new RE syllabus, including the RE skills.

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

Links through RE network and cluster group.

### **Timetabling of RE**

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

No

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

*EYFS: 50 mins a week*

*KS1: 1 hr a week*

*KS2: 1 hr a 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)

EYFS - Teacher (as part of job share on Friday), Key Stage 1 - class teacher, Year 3/4 - PPA teacher/class teacher, Year 5 - class teacher (RE lead), Year 6 - HLTA

### **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

### **Scheme of work (SoW)**

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

\*Please find attached to the email

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

a. In respect of subject knowledge?

Units are organised and sequenced to ensure that there are not long gaps between different religions, and so that regular reviewing of knowledge can be done.

b. In the development of skills?

The scheme of work develops each skills through the forms of questioning within each lesson. Staff have been trained on how RE skills progress throughout each year, and lesson plans on the syllabus reflect this.

### **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?

We would like some story sacks/dolls for Reception class and Key Stage 1.

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

We have enjoyed contact with York Mosque, and have previously had visitors within school.

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 220**

24. Name of subject leader:

Jessica Dunn

25. How long as subject leader in this school:

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

As our locally agreed syllabus is only just being implemented, and as I am new to the role of RE/SIAMS leader, I am hoping that this year of implementation will provide further information for me on how we are progressing with our RE curriculum and pupil attainment.