

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?

Planning is up to date, progressive and follows the new syllabus.

Last year, we have a more creative approach to RE teaching – moving away from worksheets and bringing more art, drama and cross curricular links into teaching and learning.

We have visits and visitors to help enhance RE teaching and learning.

2. Where are there weaknesses/areas for improvement?

For many years, RE at Rufforth has been taught by an HLTA as a PPA subject. This member of staff is currently on long term sick so subject knowledge, time tabling and experience are areas of challenge.

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

We use class books to celebrate our learning in RE. Children have independent work too, but to celebrate cross curricular links, each class has a type of 'floor' book in which to collect examples of learning.

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

- Ensure RE is planned and delivered weekly (or blocked into RE days) to ensure coverage of knowledge and skills.
- To embed a more creative, cross curricular approach to teaching and learning in RE
- To enhance enrichment opportunities to support children's understanding of RE
- To improve teacher's subject knowledge to give greater confidence in teaching different faiths.

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

No, thank you.

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 ...)

Monitoring that is in line with all other subject monitoring: pupil voice, learning walks, work scrutiny

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

Good

Continuing professional development in RE

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

Training on the new syllabus

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

None

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

We are part of Pathfinder MAT therefore have curriculum support and network meetings.

Timetabling of RE

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

RE is usually taught discretely.

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

EYFS: 30 mins (blocked rather than weekly)

KS1: 1 hour

KS2: 1 hour

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

Currently class teachers and HLTAs. Prior to May 2020, all RE was taught by one 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 15 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?

Attached with email.

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

- a. In respect of subject knowledge?

The RE content map has knowledge mapped out for our mixed year classes.

- b. In the development of skills?

We use the Rainbow Continuum of Skills to map progression in each of our medium term plans.

Resources

19. Are the resources sufficient to support the RE programme? Yes/No

Online resources had not been uploaded.

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

No

21. Are there any resources that you are lacking?

Not at the moment – as class teachers take over delivery of RE curriculum, we may discover further resources are required.

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

Mr Imran Kotwal BA (Hons), PGCE, MBA

Muslim Learner Services

Flexspace Business Centre

Manchester Road

Bolton

BL3 2NZ

Tel. 01204 896115 / 07455324984

www.muslimlearnerservices.org

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

Interfaith Centre, Bradford

Management and Organisation of RE

No. of students on roll

23. Name of subject leader: Jill Richards

24. How long as subject leader in this school:

| | | | | |
|--------------------|---------|---------|---------|----------|
| 1 year (less than) | 2 years | 3 years | 4 years | 5+ years |
|--------------------|---------|---------|---------|----------|

25. Other comments/notes (*Continue overleaf if necessary*)