



SCIENCE

SELF-EVALUATION FORM

Subject Self Evaluation Form

Subject: Religious Education



School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

School Vision

School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE
WE ARE PASSIONATE ABOUT CREATIVITY
WE NURTURE SOCIAL INTELLIGENCE
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

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Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

School Values

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect
Enjoyment
Care
Confidence
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

Intent

Religious Education at our school provides the opportunity for children and adults to reflect on the ways in which beliefs influence how people live their lives. These beliefs and life experiences affect the way people behave and this behaviour has an impact on others and the world we live in.

At Rodings Primary School, the Religious Education curriculum has a key role to play in helping children to develop their spirituality and understanding about diversity. They will begin to understand that they have a part to play in creating the world they live in.

We aim to inspire the children to be able to become more confident in holding balanced and informed discussions looking at the RE curriculum through three lenses: Human and Social Understanding, Theology and Philosophy. Each unit of work starts with an inquiry question and children explore multi faith religious ideas and themes.

We want children to understand that people have different beliefs and that it is important to mindfully listen to these people and show respect for these beliefs. In so doing they will have the essential foundations needed to become good citizens of the planet, being responsible members of society and showing that they know the importance of treating everyone with dignity.

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Implementation

At the beginning of the school year 2023 we have implemented the new Essex Agreed Syllabus for the teaching of RE. This does not have to be formally in place until September 2023 but we were at a stage where we needed to move forward towards a curriculum with greater depth and breadth..

We have followed the exemplar curriculum set out by Essex. It is my intention to monitor the new curriculum closely over the year, consulting with teachers and making changes and adaptations where necessary.

Key learning experiences

- We understand that first-hand experience is an essential element of an outstanding RE curriculum and therefore ensure it is a high priority for all learners.
- Visiting places of worship, meeting religious believers and exploring artefacts ensures children gain these first-hand experiences.

Challenge and Support for all Learners

- We understand that every learner develops differently, and we adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best.
- We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged.

Impact

As this is a new curriculum the impact of it has yet to be measured.

- During my next Subject Leader release day I will complete a pupil survey. (Spring 2)

Local Context/Local Content

As a rural school in Essex we are aware we do not have much cultural diversity. As a staff we have strived to develop our diversity. Miss George has been instrumental in strengthening connections with diverse communities wherever possible.

Significant developments in the subject

Our new curriculum is the greatest change to RE in sometime. Looking through the lenses of philosophy, theology and human and social science is a completely new way of working, for staff and children. After brief conversations in staff meetings I am aware that, although some of the areas are challenging to teach, the staff generally are enjoying the depth that the new curriculum brings.

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Strengths

As a school we work hard to develop and foster links with different faith groups

We are lucky to have close links with our local Church of England churches. We visit Leaden Roding church at Christmas to perform our Nativity play and also to study the church building.

- We have regular visits from the local clergy from the 10 Parishes group of churches. They provide fun assemblies every half term for the children.
- This year we have also had visits from Jewish and Buddhist believers who have provided informative assemblies on their faith.
- Last year children from Year 5 visited the Hindu temple in Neasden. Year also had a lesson from the Humanist society explaining their beliefs.

Areas for development

- During a staff meeting discussion in the Autumn term teachers expressed their difficulties in teaching some of the Philosophy units. As a result philosophy books were brought and teachers were informed of a relevant website to support teaching in this area. (The Prindle Institute) This will continue to be monitored.
- We will continue to try and foster stronger links with all faith communities.

Monitoring and evaluation systems

- RE will be monitored once every term. This will include a book look checking coverage of the curriculum and progression in understanding. The subject leader will meet with children in KS1 and KS2 to discuss their understanding and enjoyment of the subject.
- Where possible the subject leader will watch lessons to support the monitoring process and evaluate the quality of teaching.

Cultural - Diversity

- The RE curriculum, by its very nature, promotes a desire to learn about groups from diverse communities.
- As previously stated we are working to invite people from diverse groups of communities to come and talk about their beliefs and practices. I would like to continue to develop stronger links with Sikh, Muslim and Hindu groups.
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Training

- I received training for the implementation of the new agreed syllabus for RE over a number of sessions including:
3.3.22
15.3.22
29.3.22

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- I delivered training for the implementation of the new agreed syllabus for Re to all the teaching staff on 14-7-22
- Subject leader training

Enrichment

The R.E. curriculum is enriched by both visitors to the school and visits to places which develop and deepen their learning.

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