



St Bernadette's Roman Catholic Primary School

Live the Gospel and when necessary use words

Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.

Religious Education Questionnaire 2019

Governor responses

1. Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects **100% agree**

- *The head teacher and leaders share with us the ongoing work in RE across school. Staff always share with us findings from book scrutiny / learning walks and training. The staff have shown their level of commitment in being part of the pilot scheme for the new RE assessment and curriculum where the RE lead and head have explained, in detail, the work around this and how the staff have all worked incredibly hard to roll this out in school very willingly and creatively.*
- *The curriculum is centred around the Gospel values and staff recently shared this at a governors committee meeting. We could see exactly how the values shine through across all planning and implementation of the curriculum thus showing how embedded it is and the importance placed upon it in delivering a broad and balanced curriculum underpinned by the Gospel Values. It was brilliant to see work on this being done across EYFS where they were looking at celebrations right the way up to Y6 where they were looking at graffiti and the messages and meanings behind this.*

2. Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous monitoring resulting in well targeted planning and strategic action taken by the school leaders. **100% agree**

- *The DSEF is shared with governors and explained in detail. The head explains to governors why priorities have been chosen and how areas for improvement will be addressed.*
- *As a school the staff are fully committed to working together to plan and deliver creative RE lessons. Staff regularly attend training and moderation and leaders have a rigorous training schedule that will support the new RE assessment and curriculum and in particular support teachers in reaching higher levels which was identified as a priority on the DSEF.*

3. School leaders have an inspiring vision of teaching and learning and a high level of expertise in securing this vision in RE. **100% agree**

- *In recent years, leaders have spent a great amount of time and effort to build the confidence and competence of all staff through quality CPD opportunities that have led to the development of a strong, collaborative team approach throughout the school. Monitoring and evaluation of teaching is now viewed by staff as an opportunity for useful feedback to support further development.*
- *Teachers work hard collaboratively to plan lessons that are engaging, enjoyable and challenging. Pupils engage in lessons and say they enjoy their learning. Parents say that RE is at the heart of the school, that their children enjoy RE and that the school is helping their children to 'live the gospel'.*

4. Leaders and governors place the highest priority on the school's self-evaluation of Religious Education with regular reviews of school performance. **100% agree**

5. Leaders and governors take into account views of parents and pupils in evaluating Religious Education. **100% agree**

- *Questionnaires are reviewed and answers fully assessed and taken on board. Pupil and parental views are important to leaders and governors.*
- *Children across school contributed to a recent RE questionnaire where their responses were a true credit to the school. Their responses were overwhelmingly positive which reflects the hard work of staff and leaders across school. To read responses from children where they state that they 'feel part of a family' shows the beautiful culture and caring, respectful environment the school has. As a parent I was also asked to fill in a questionnaire so that parent views could be considered. It is great to be given this opportunity and to have a say on the RE education of our children across school.*
- *Regular surveys are used to inform future planning.*

6. Leaders and governors have a good understanding of the current picture of RE through rigorous planning, monitoring and evaluation of the impact of the curriculum on outcomes.

- *We are always very well informed and the Head ensures we have up to date copies of the DSEF. We are always well informed about monitoring that has taken place. The RE lead has explained the ongoing processes in school.*
- *We are always presented with data to show the current levels in school and whether these are in line with Diocesan figures. The school are always looking for ways to better themselves even further. This can be demonstrated through the fact that staff are enrolled on the CCRS programme.*

7. Please add any further comments you feel would be helpful in school's ongoing self-evaluation of leadership of RE

- *Staff work extremely hard to provide a stimulating, caring and respectful environment for all children. They rigorously evaluate and reflect on work they are doing and ensure all they are doing has an impact on the children which are at the heart of everything they do.*