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Mrs A Douglas  
Headteacher  
Digby the Tedder Primary School  
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Dear Mrs Douglas

**Ofsted 2010–11 subject survey inspection programme: religious education (RE)**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 22 March 2011 to look at work in RE.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with pupils and staff; scrutiny of relevant documentation; analysis of pupils' work; and observation of two lessons.

The overall effectiveness of RE is good.

**Achievement in RE**

Achievement in RE is good.

- The attainment of pupils by the end of Year 6 is in line with the expectations set out in the Lincolnshire agreed syllabus. Pupils in Year 2 can explain the importance of festivals and how they link with the religions they have studied. More widely, younger pupils can retell stories, such as the Buddha's search for answers to questions posed by suffering. Pupils can reflect on how teachings from religion might apply to their own lives, for example learning from the story of the prodigal son.
- Pupils' make at least satisfactory progress across Years 3 and 4 and progress by the end of Year 6 is good. Pupils can explain some of the

connections between beliefs and values in different religions. Some are able to relate what they learn to their own lives and contribute their ideas in class discussions. However, systematic opportunities for pupils to apply ideas and reflections that religion and belief raise are underdeveloped. For example, opportunities for pupils to explain what influences and inspires them in their own lives.

- Pupils of all abilities and backgrounds equally make the expected progress across the subject. They can describe and explain the impact of beliefs on people's lifestyles.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. They have positive attitudes towards their learning and can explain why it is important to show respect for religious and cultural diversity.

### **Quality of teaching in RE**

The quality of teaching in RE is good.

- Lessons are well organised, planned and managed. Teachers make the purpose of learning clear to pupils.
- Teachers use good stimulus activities to engage pupils' interest and resources are generally matched well to their different needs. Tasks in pairs and small groups also enable pupils to access learning well. This was evident in both the lessons observed. A broad range of resources is used to enliven learning, including information and communication technology. The use of questions and explanations to ensure that pupils are secure in their understanding and to tackle misconceptions effectively is a feature of good teaching.
- Opportunities for pupils to undertake more independent and structured enquiries into religion and to link pupils' study of religion and belief to their own experiences are not as frequent as pupils would wish them to be.
- Assessment is fit for purpose. Teachers are encouraged to evaluate lessons and the quality of learning so that the next steps are identified in developing knowledge and understanding. Evaluation also contributes well to teachers' assessment of pupils' progress and reporting to parents. However, the use of assessment to keep pupils informed of how well they are progressing is less well established.

### **Quality of the curriculum in RE**

The quality of the curriculum in RE is satisfactory.

- The curriculum is structured using the expectations and guidance materials suggested in the agreed syllabus. An overview provides a helpful outline of the breadth of the RE curriculum and cross-curricular links helpfully extend the discrete RE elements.

- Medium-term plans provide details which help teachers to plan lessons framed around key questions. Tasks and activities are suitably identified and generally well matched to pupils' different needs. However, there is some variability in the quality of the plans because there is some inconsistency in showing how pupils are to 'learn from' religion.
- The use of visits and visitors to enrich pupils' learning is generally satisfactory, reflecting the school's particular circumstance of being located in an armed forces airbase.

### **Effectiveness of leadership and management in RE**

The effectiveness of leadership and management in RE is good.

- The recently appointed subject leader is hardworking, enthusiastic and supportive of staff teaching RE. Your overall monitoring of teaching and short-term planning, complemented by the subject leader's evaluation of pupils' work, helps to secure pupils' good progress.
- Reviews inform what actions need to be put into place for further improvement; for example, accessing training to develop further the quality of teaching and learning.
- Monitoring provides a good picture of provision and action already taken indicates that capacity for continuous improvement is good.

### **Areas for improvement, which we discussed, include:**

- raising standards by providing more challenge for pupils, including developing their enquiry skills
- ensuring that the curriculum has a more balanced focus on 'learning about' and 'learning from' religion so that pupils can demonstrate their skills consistently as reflective learners.

I hope that these observations are useful as you continue to develop RE in the school.

As I explained previously, a copy of this letter will be sent to your local authority and SACRE and will be published on the Ofsted website. It may be used to inform decisions about any future inspection.

Yours sincerely

**Dilip Kadodwala**  
**Her Majesty's Inspector**