

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mr C Rose
Headteacher
Stivichall Primary School
Coat of Arms Bridge Road
Coventry
West Midlands
CV3 6PY

Dear Mr Rose

Ofsted 2011–12 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 16 June 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 staff and pupils; 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 many respects, above the average expectations set out in the Coventry agreed syllabus. Pupils develop a wide range of knowledge and understanding of religion and belief. They have a good grasp of the impact that religion has on people's lives and are able to describe why people belong to religions. Pupils are also able to ask questions and suggest answers relating to their own lives, values and commitments.
- Pupils also make good progress across Key Stage 1. By the end of the key stage, they can identify key features of religion and belief and describe similarities and differences between religions with growing confidence.

- The contribution of RE to the promotion of pupils' spiritual, moral, social and cultural development is very good. Pupils have a genuine interest in learning about different religions and beliefs in the context of a culturally diverse society. Pupils have a very positive view about diversity, including that represented in the school, and how RE contributes to pupils showing respect for difference because 'we are all humans', as one Year 6 pupil explained in a discussion. Pupils have very positive attitudes towards their learning in lessons. Behaviour in lessons seen was very good.

Quality of teaching in RE

The quality of teaching in RE is good.

- Lessons are organised, planned and managed well. Teachers make the purpose of learning clear to pupils.
- Teachers use good stimulus activities to engage pupils' interest and resources are matched well to pupils' different needs. These were evident in both the lessons observed. A broad range of resources is used to enliven learning, including the use of information and communication technology. For example, the introduction of religious artefacts to explain aspects of Sikh belief and practice and further reinforcement using a clip shown through the interactive whiteboard enabled pupils to make good progress in their learning.
- While there are some good examples of teachers encouraging a sense of enquiry and using an investigative approach to learning, in discussions pupils suggested that they would like more of such opportunities.
- Assessment is fit for purpose. Teachers evaluate lessons and the quality of learning so that the next steps are identified in developing knowledge, understanding and skills. Evaluations at the end of units enable teachers to assess pupils' progress and attainment, taking account of the expectations set out in the agreed syllabus. These also help to inform reporting to parents. Comments in pupils' books show them what they have done well and the progress made in relation to the learning objectives.

Quality of the curriculum in RE

The quality of the curriculum in RE is good with outstanding features.

- Comprehensive schemes of work are in place which help secure good teaching because expectations are clearly articulated and take full account of the agreed syllabus. Routine evaluations of planning assist further adaption and so keep learning up to date.
- There is a good balance of tasks and activities and close attention is paid to ensure that the breadth of religions and belief are covered over the key stages.
- A notable strength of the curriculum is the opportunity that pupils have to visit a wide range of places of worship and talk to visitors from different

religious traditions. This helps to engender a thirst for learning in pupils and impacts very well on their personal development.

Effectiveness of leadership and management in RE

The effectiveness of leadership and management in RE is good.

- Over a considerable period of time, the subject leader has ensured that RE has a high profile in the school, supported well by senior leaders. There is a commitment to high standards and ensuring that monitoring activities lead to improvement.
- Strengths and weaknesses are identified accurately and the strength of teamwork among teachers helps to ensure that any underachievement is tackled effectively.
- Teachers, including support staff and the subject leader, have benefited from professional development opportunities.
- The subject makes a very good contribution to the school's promotion of community cohesion.

Areas for improvement, which we discussed, include:

- maximising opportunities for pupils to use more investigative, enquiry-based approaches to learning in the subject.

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 published on the Ofsted website and will be sent to SACRE. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Dilip Kadodwala
Her Majesty's Inspector