

Alexandra House
33 Kingsway
London WC2B 6SE

T 08456 404045
F 020 7421 6644
www.ofsted.gov.uk



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Mrs S Wright
Headteacher
Bethune Park Primary School
Pickering Road
Hull
HU4 7AD

Dear Mrs Wright

Ofsted survey inspection programme – Religious Education

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 27 September 2006 to look at work in religious education (RE).

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on the implementation of the locally agreed syllabus.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons and an assembly.

The overall effectiveness of RE was judged to be good.

Achievement and standards

Achievement and standards in RE are good.

- Standards are broadly in line with the Humberside region locally agreed syllabus, with some pupils attaining higher than average standards. The visit confirms the school's evaluation that boys' attainment lags behind that of the girls, particularly at the higher levels.

- Overall, pupils make good progress in the subject, including those who have learning difficulties and disabilities.
- Pupils' attitudes towards RE are very positive. They behave very well in lessons, are attentive and willing participants in their learning. In discussions, pupils felt it was important to learn about different religions and to reflect on their own experiences and feelings. They show respect for the beliefs and views of others.

Quality of teaching and learning

The quality of teaching and learning in RE is good.

- Teaching is well informed, confident and engaging. Teachers form very good relationships with pupils and make effective use of a range of active strategies, such as role play, which enables pupils to make good progress in learning. Pupils respond especially positively to opportunities for learning from religious customs they encounter.
- Assessment procedures are based on the previous agreed syllabus framework. The procedures are used consistently and enable the school to have a comprehensive overview of standards attained in the subject. The system to track pupils' progress is not yet linked sharply enough to the level descriptor guidance outlined in the very recently published scheme of work. Marking is helpful in giving pupils a clear view of what they need to do to improve.

Quality of curriculum

The quality of the curriculum is good.

- The curriculum is well matched to the locally agreed syllabus and to the needs of the pupils. Teachers' lesson plans are closely linked to the very recent guidance on schemes of work from the local authority.

Leadership and management

Leadership and management are good.

- Currently, you are managing the subject and you provide good leadership. Your enthusiasm for the subject gives purposeful direction to staff and enables pupils to make good progress.

- Self-evaluation of RE clearly identifies the strengths and weaknesses and the subject action plan has suitable strategies for improvement and measures of success.

Implementation of the Agreed Syllabus

- The publication of the revised agreed syllabus in September 2005 has enabled the school to review and adjust its provision in a systematic way. It has informed curriculum planning and the subject action plan.

Inclusion

The provision for inclusion is good.

- The school has an attached Hearing Impaired Unit which caters very well for pupils who have special educational needs. Pupils who have hearing impairment make good progress in the subject.
- The school's monitoring of pupils' progress has rightly identified the need to raise boys' attainment further in RE.

Areas for improvement, which we discussed, included:

- to provide greater challenge to raise boys' attainment
- to further develop the tracking system for monitoring pupils' attainment in RE, linked to the level descriptors outlined in the agreed syllabus.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority/SACRE and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Dilip Kadodwala
Her Majesty's Inspector