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22 February 2010

Ms R Reynolds  
Acting Headteacher  
South Wonston Primary School  
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South Wonston  
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Dear Ms Reynolds

Ofsted 2009-10 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 10 February 2010 to look at work in RE.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on how well pupils are becoming effective learners 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.

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 satisfactory.

Achievement in RE

Achievement in RE is satisfactory.

- The attainment of pupils by the end of Key Stages 1 and 2 is in line with the expectations of the Hampshire agreed syllabus. This reflects satisfactory achievement. Pupils in Key Stage 1 are able to talk about various religious stories from Christianity and are beginning to explore their meaning. In Key Stage 2, pupils are able to make connections between religious beliefs and practices. They enjoy expressing their views

and listening to the opinions of others when considering issues related to religion and belief.

- The subject makes a good contribution to pupils' personal development. Pupils are keen to explain that the study of religion can break down barriers between different religious followers and encourage harmony and respect.

#### Quality of teaching of RE

The quality of teaching of RE is satisfactory.

- Although the quality of teaching and assessment is satisfactory overall, there are some good features within lessons. Teachers use a variety of activities and resources such as drama, 'talk partners' and information communication and technology (ICT) to ensure that pupils are motivated and interested in their learning. Relationships among pupils and staff are strong and behaviour is good.
- However, in class discussions, there are missed opportunities to develop pupils' knowledge and understanding of RE. Work set does not always challenge the most able pupils, and lessons do not always proceed at a brisk pace. Consequently, progress is satisfactory.
- The school has yet to establish an effective system for assessing pupils' progress and attainment. In some books, marking provides pupils with appropriate advice on how to improve their work but this good practice is limited and inconsistent across the school.

#### Quality of the curriculum in RE

The curriculum in RE is satisfactory with good features.

- The curriculum has been recently adjusted and detailed schemes of work are now in place which take into account the Hampshire agreed syllabus. These schemes of work provide the staff with good support in developing their subject knowledge in RE. The schemes of work are progressive and matched well to pupils' aspirations and interests.
- Cross-curricular links exist with some subjects, although they are not planned systematically. There are good opportunities for pupils to visit a range of churches within the Christian tradition. However, the opportunity to visit places of worship or have a range of speakers from non-Christian traditions is not yet developed.

#### Effectiveness of leadership and management in RE

The effectiveness of leadership and management in RE is good.

- The subject leader is new to the post. She has worked diligently since September to update the curriculum and develop her role. Staff are supported well in developing their subject knowledge through planned meetings and training sessions.

- A systematic cycle of monitoring has provided valuable information about the strengths and areas for development. As a result, changes have taken place to improve the provision within RE and to ensure that the curriculum engages pupils. The subject leader is well placed to ensure continuous improvement in this area.

Subject issue: how well pupils are becoming effective learners in RE

There are some opportunities for pupils to be involved in asking questions, and making links between different religious practices and their own life experiences. Some pupils are involved in carrying out research to develop their own lines of enquiry into religion but this good practice is not yet consistent across the school.

Areas for improvement, which we discussed, include:

- introducing opportunities to assess pupils' progress according to the levels of achievement identified in the agreed syllabus
- ensuring that the more able pupils receive work that better meets their needs
- developing opportunities for pupils to visit a variety of religious places of worship and meet representatives from different faiths.

I hope 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 will also be available to the team for your next institutional inspection.

Yours sincerely

Susan Gadd  
Her Majesty's Inspector