



Office for Standards
in Education

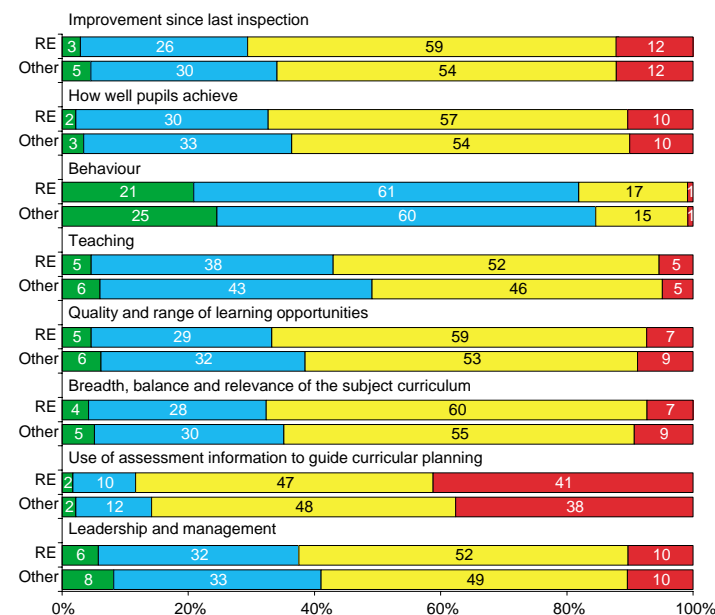
Religious education at a glance 2002/03

July 2004

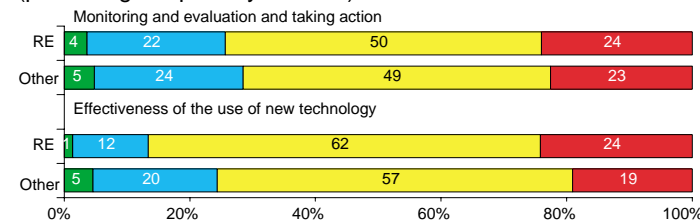
Maintained primary and secondary
schools in England

Overview of RE (percentage of primary schools)

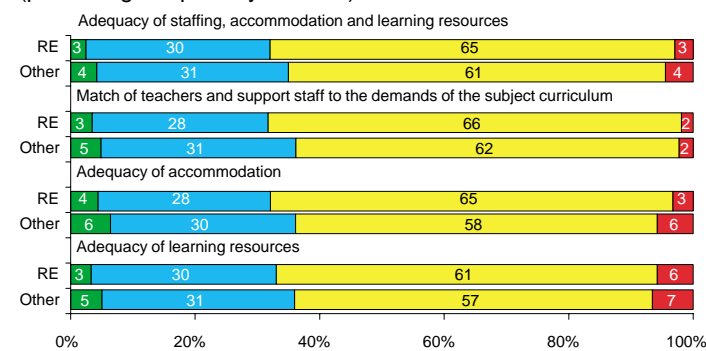
Other = All foundation subjects



Aspects of leadership and management (percentage of primary schools)

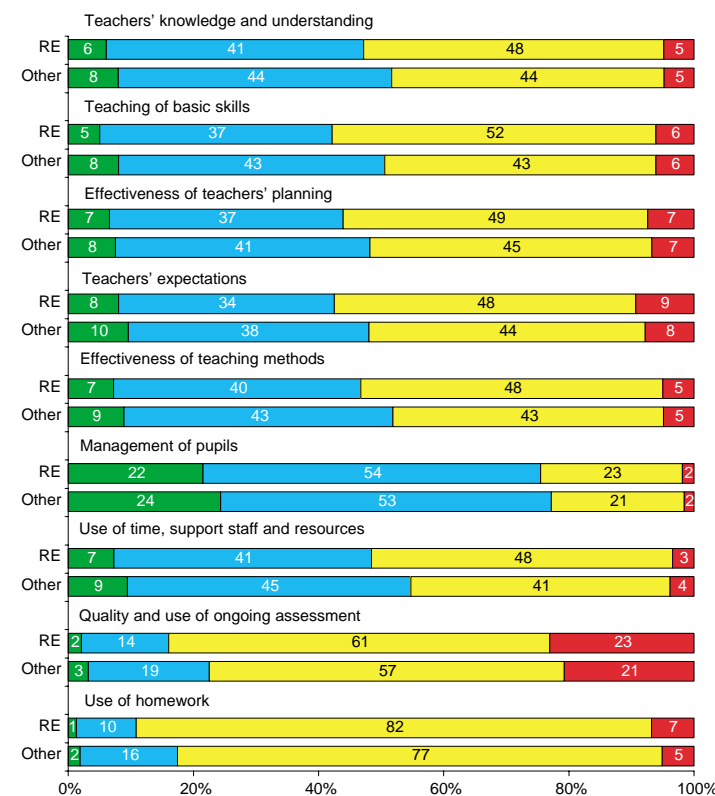


Staffing, accommodation and resources (percentage of primary schools)

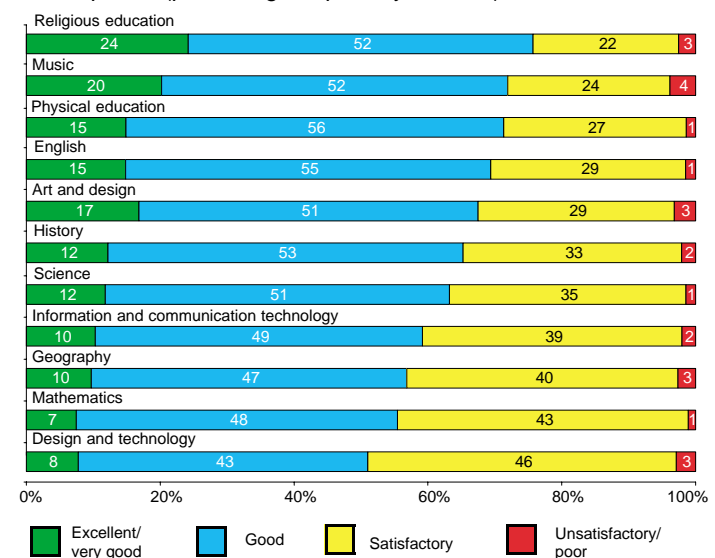


2002/03 inspection data based on full inspections only: not nationally representative (excludes schools where RE was inspected under section 23 inspections) These figures have been rounded and may not add up to 100%

Quality of aspects of teaching (percentage of primary schools)



Contribution to pupils' personal, including SMSC, development (percentage of primary schools)

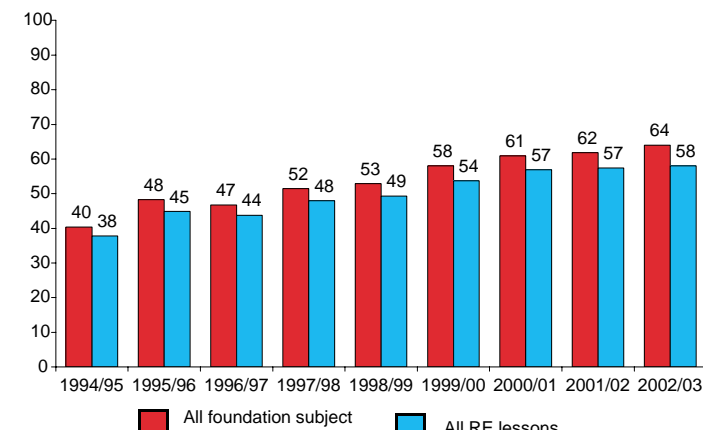


Main findings for primary schools – 2002/03

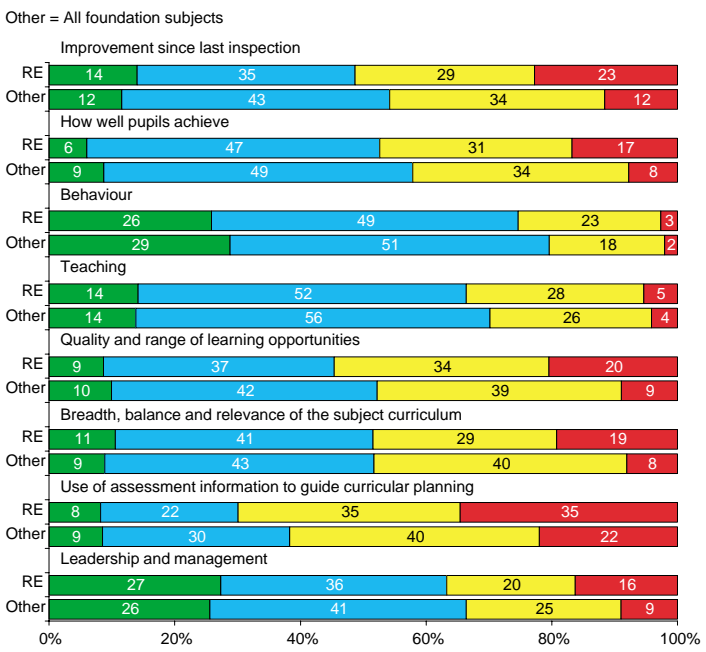
- Religious education (RE) has improved significantly in one in three schools since their previous inspection. Although improvement was at least satisfactory in the majority of schools, over one in eight failed to improve.
- Pupils' achievement is satisfactory in the majority of schools, and good overall in over one school in three at both Key Stages 1 and 2; however, at Key Stage 2 it is unsatisfactory in over one school in ten.
- Teaching is satisfactory in the majority of schools, and is good overall in over four schools in ten. Some teachers have made good links between RE and the development of literacy.
- Nearly all schools meet legal requirements in providing RE for all registered pupils in accordance with an agreed syllabus. However, good curricular breadth and balance are maintained in only one school in three.
- RE continues to make a greater contribution to pupils' spiritual, moral, social and cultural development than any other subject. In over half of all primary schools, RE reflects the aims and values of the school well and in eight schools in ten makes a good contribution to pupils' personal development and relationships.
- Assessment and the monitoring of pupils' progress remain key weaknesses. The quality and use of ongoing assessment are unsatisfactory in a quarter of schools, and are weaker than in all other subjects at Key Stage 2. The monitoring of pupils' performance in RE is good or better in only one school in six.
- The use of new technology is weaker in RE than almost any other subject, it is unsatisfactory in four schools in ten, only a very slight improvement on last year.

A full version of the 2002/03 report can be found on the Ofsted website (www.ofsted.gov.uk).

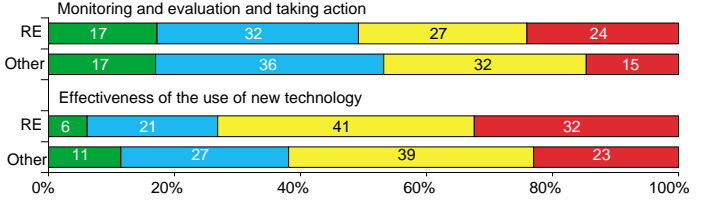
Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)



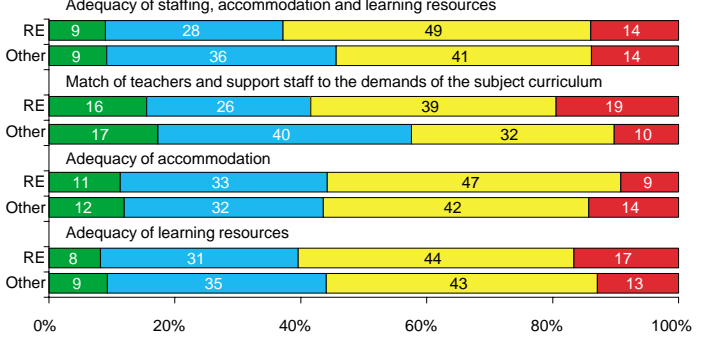
Overview of RE (percentage of secondary schools)



Aspects of leadership and management (percentage of secondary schools)

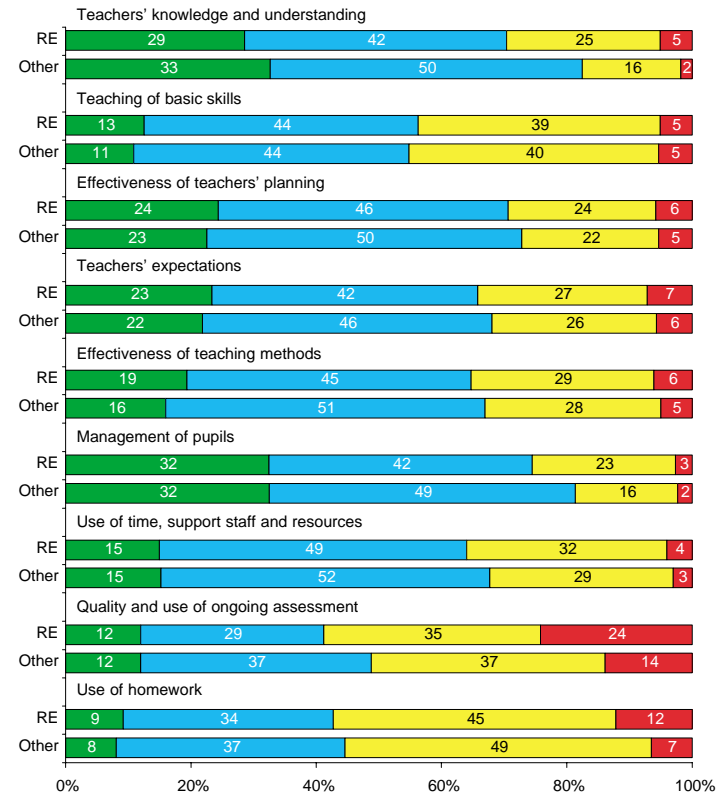


Staffing, accommodation and resources (percentage of secondary schools)

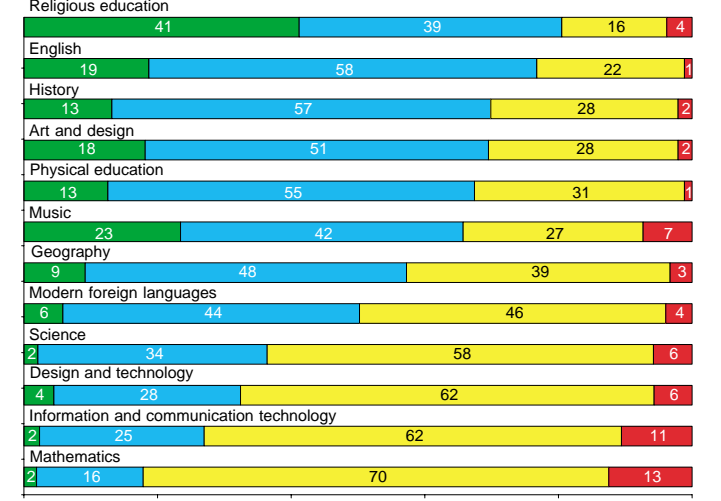


2002/03 inspection data based on full inspections only: not nationally representative (excludes schools where RE was inspected under section 23 inspections) These figures have been rounded and may not add up to 100%

Quality of aspects of teaching (percentage of secondary schools)

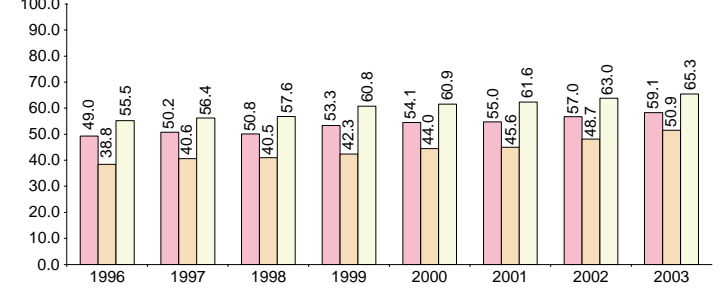


Contribution to pupils' personal, including SMSC, development (percentage of secondary schools)

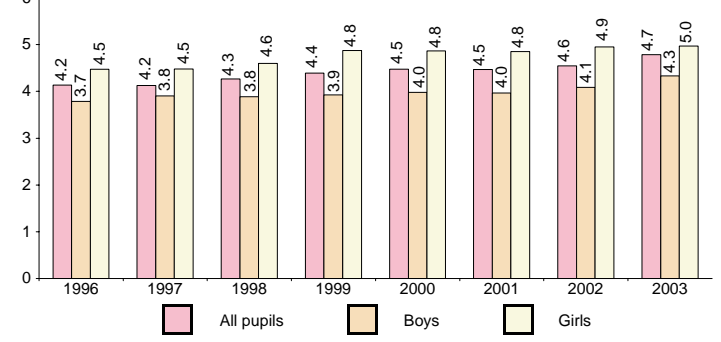


0% Excellent/very good 20% Good 40% Satisfactory 60% Unsatisfactory/poor 100%

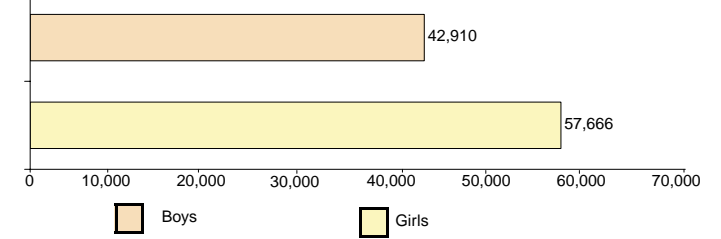
Percentage of pupils obtaining A*-C GCSE grades in RE: all maintained secondary schools



GCSE average points score in RE: all maintained secondary schools



Number of 15 year old pupils entered for GCSE RE: all maintained secondary schools – 2003



GCSE results for RE: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	6.5	14.3	19.0	19.4	14.2	10.3	7.0	4.4	3.7
Boys	4.0	10.7	16.8	19.4	15.3	12.0	8.9	6.1	5.4
Girls	8.4	17.0	20.6	19.2	13.2	9.0	5.6	3.2	2.4

GCSE results for all subjects: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	3.7	10.4	17.2	23.8	18.3	12.5	7.4	3.7	2.4
Boys	2.9	8.5	15.4	23.2	19.3	14.0	8.7	4.4	2.9
Girls	4.4	12.3	18.9	24.4	17.3	11.0	6.2	2.9	1.9

Main findings for secondary schools – 2002/03

- Religious education (RE) has improved significantly in nearly half of schools since their last inspection, but provision has deteriorated in one quarter.
- About a third of schools do not have an appropriate statutory curriculum in place.
- Entries for both the full and short General Certificate of Secondary Education (GCSE) courses increased again last year, with 59.1% and 47.5% respectively gaining grades A–C. The difference reflects both the wider ability range of the entry and the fact that some schools are entering the most able pupils for the full course, and significantly more girls than boys. Girls out-performed boys by 15% in the full course and 8% in the short course.
- Over 6,500 students took A Level religious studies, with girls outnumbering boys by nearly three to one. Grades A–C were gained by 73.2% of students, with girls attaining slightly higher than boys.
- Teaching is good or very good in over six schools in ten at Key Stage 3 and seven in ten at Key Stage 4, a significant improvement over several years. However, staffing problems and non-specialist teaching are having a negative impact in some schools.
- At both Key Stages 3 and 4 pupils achieve well in relation to their capabilities in over half of schools. But achievement is unsatisfactory in one fifth of schools at Key Stage 3 and over one in ten at Key Stage 4.
- The contribution of RE to pupils' spiritual, moral, social and cultural development continues to improve and is now good or better in nearly eight in ten schools.
- In spite of improvements, weaknesses identified in previous years persist, including assessment in a quarter of schools, and leadership and management in one school in six.
- There continues to be considerable non-compliance with statutory requirements, in particular the failure of some schools to provide RE at all at Key Stage 4.
- Information and communication technology is not used effectively in RE in a third of schools.

A full version of the 2002/03 report can be found on the Ofsted website (www.ofsted.gov.uk).

Quality of teaching in lessons over time (percentage of good or better lessons in secondary schools)

