

OFSTED INSPECTIONS
BETWEEN September 14th 2009 and 11th January 2010

Pupils' spiritual, moral, social and cultural development

Inspections in chronological order

SCHOOL	Spiritual	Moral	Social	Cultural	Overall
PRIMARY SCHOOLS					
South View Community Primary School	2	2	2	2	2
St Norbert's Catholic Primary School	2	2	2	[3]	2
Skegness Infant School	2	2	2	2	2
Leslie Manser Primary School	3	3	3	3	3
Great Steeping Primary School	2	2	2	2	2
Hillcrest Infant and Nursery School	2	2	2	2	2
Washingborough Primary School	2	2	2	2	2
Woodlands Infant and Nursery School	2	2	2	2	2
Gipsey Bridge Primary School	1	1	1	1	1
Hawthorn Tree School	2	2	2	2	2
Lincoln Monks Abbey Primary School	2	2	2	2	2
Long Sutton Primary School	3	[2]	[2]	3	3
Kirton Primary School	2	2	2	2	2
Spalding Primary School	3	3	3	3	3
Westgate Junior School	2	2	2	2	2
Marshchapel Primary School	2	2	2	2	2
The St Peter & St Paul CE Primary School	2	2	2	2	2
Sutton Bridge Westmere Community Primary School	2	2	2	2	2
SECONDARY SCHOOLS					
Gleed Boys' School	2	2	2	2	2
The Charles Read High School	3	3	3	3	3
The Deepings School	2	[1]	[1]	2	2
Market Rasen De Aston School	2	2	2	2	2
Stamford Queen Eleanor School	2	2	2	2	2
SPECIAL SCHOOLS					
The Horncastle St Lawrence	2	2	2	2	2
Lincoln the Sincil School	2	2	2	2	2
St Bernard's School, Louth	3	3	3	3	3

[] - shows where grade differs from the rest

PRIMARY, INFANT AND JUNIOR SCHOOLS

School: **South View Community Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Pupils develop an understanding of different faiths and cultures through links with different places of worship and schools in Germany and Estonia. This enhances their cultural awareness and contributes effectively to community cohesion.

Areas for development

None specified.

School: **St Norbert's Catholic Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- Pupils' behaviour is excellent and a credit to the school and reflects their very good spiritual, moral and social development.
- Pupils contribute well to school and local communities....through regular collections for a number of charities. They value their school community.
- The school makes a satisfactory contribution to community cohesion.

Areas for development:

- Pupils' understanding of and empathy with other cultures and religions is only satisfactory.
- Although the school has strong and developing links with Catholic schools and organisations nationally and overseas, it realises there is a need to develop further the local, wider and global dimensions.

Key issue for improvement

The school should strengthen efforts to develop better links within the local community beyond the school.

School: **Skegness Infant School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Pupils' understanding of other beliefs and cultures is developing well, supported by the successful integration of a rising number of pupils from other parts of the world into school.
- Governors and staff are effective in tackling any form of discrimination and in promoting community cohesion at all levels. The headteacher and governors have also evaluated the school's contribution to community cohesion.

Areas for development

None specified.

School: **Leslie Manser Primary School**

Overall Grade for SMSC: 3 Community Cohesion: 3

Good features:

- Members of the school council...show a good awareness of the needs of others in the local community.

Areas for development:

- Pupils' knowledge and understanding of the wide range of cultures in Britain is limited, although they have reasonable knowledge of the main global religions.
- The school is at the early stages of developing community cohesion beyond the strong community that exists within the school. It also has plans to develop further its other local links.

School: **Great Steeping Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- The contributions made by pupils to the school and the local community are good.
- Within the school they have many responsibilities and in the local community they visit and entertain local residents.
- Senior leaders have developed a good evaluation of the school's work with the local community and identified what needs to be done to increase pupils' understanding of the world.

Areas for development:

- Although the pupils are part of a harmonious community within school, they have limited opportunities to experience the diversity of British society beyond the local community.
- Curriculum content has not yet been revised to compensate for the lack of cultural diversity within the school. Governors have not yet become sufficiently involved in promoting community cohesion with more distant communities.

School: **Hillcrest Infant and Nursery School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- Governors are very good at involving the community in school events, both in school and in the surrounding community.
- The school has innumerable partner organisations including several churches.

Areas for development

- Pupils learn much about the local area and join in with many local events and trips out, but their awareness of multi-cultural aspects of Britain is weak.

Key issue for improvement

Improve pupils' awareness of Britain and the wider world as a multi-cultural entity.

School: **Washingborough Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- The introduction of a 'values curriculum' is helping pupils to think deeply about others.
- Pupils participate in a wide range of charitable activities.
- The school's contribution to community cohesion includes good links with the local community and effective planning to make pupils aware of different cultures and backgrounds.

Areas for development:

- The school has yet to evaluate the effectiveness of its work in community cohesion.

School: **Woodlands Infant & Nursery School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Pupils' spiritual, moral, social and cultural development of pupils is good overall.
- There are particular strengths in cultural aspects through art and music, and spiritual aspects through assembly and an excellent 'spirituality week'.
- Pupils make a good contribution to the school community through a range of activities.

Areas for development:

- Pupils do not have sufficient awareness of the characteristics of multicultural Britain.

Key issue for improvement

- Provide pupils with a better introduction to the nature of multicultural Britain by using topic and themed approaches and by introducing visual links to other schools through the use of computers or photography.

School: **Gipsey Bridge Primary School**

Overall Grade for SMSC: 1 Community cohesion: 2

Good features:

- Pupils' spiritual, moral, social and cultural development is outstanding, including their understanding of others who come from backgrounds and cultures with whom they would not normally have contact.
- Pupils make an excellent contribution to their community, e.g. through the harvest festival. Their singing and music making during this event is outstanding.
- Their excellent spiritual development is supported by many activities, such as the daily assemblies, to which pupils make an excellent contribution in terms of reflection, prayer and the thoughtful sharing of their views.

Areas for development

None specified.

School: Hawthorn Tree School

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- The curriculum is enhanced by numerous partnerships which extend well some aspects of provision, opportunities for personal development and pupils' cultural development.
- Pupils' good spiritual, moral, social and cultural development means that they behave well and respectfully towards each other, valuing others for who they are. They also feel valued by the staff.
- The work of the school council has now extended into the community, through its partnership work.
- The school's community cohesion programme is broadening links with the wider community, all of which provide additional opportunities for pupils to extend their academic development and personal well-being.

Areas for development

None specified.

School: Lincoln Monks Abbey Primary School

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Pupils' spiritual, moral, social and cultural development is good.
- The school promotes harmonious relations between its diverse social and cultural groups; pupils respect and support each other sensitively and kindly. Pupils are very aware of the needs of people from different backgrounds and welcome new arrivals to their classes sensitively.
- The school integrates pupils effectively by promoting a strong sense of community so that pupils of all backgrounds and ability achieve well.
- The school has good links with the local community and other local schools and pupils feel very happy and secure in this setting.
- The curriculum promotes community cohesion well by celebrating pupils' cultures. They are encouraged to be part of their heritage and they establish links with diverse communities around the globe, for example, by sending a 'message in a bottle.'
- Pupils are respectful of people whose lives are different to their own and good links with the local community enable pupils to feel secure within the area in which they live. They talk enthusiastically about their involvement in the local community.

Areas for development:

- While global links are extensive and strong, pupils' knowledge of communities in other parts of the country is more limited. They have too few opportunities to explore and experience communities in other parts of Britain.

School: Long Sutton Primary School

Overall Grade for SMSC: 3 Community Cohesion: 3**Good features:**

- The school promotes community cohesion within its own community satisfactorily. Pupils contribute well to the local community.
- Their understanding of the world of work is enhanced by their involvement in fund raising for charities.
- Pupils' moral and social development is good and reflects the school's values well. Their spiritual and cultural development is satisfactory.

Areas for development

- There are too few opportunities for pupils to gain an understanding of life in a different kind of community. Their understanding of life in different communities within the UK and in the wider world is not secure. Pupils' knowledge and understanding of wider, multicultural aspects are targeted for further development through a World Cultural Festival planned for later in the year.
- The school does not evaluate the effectiveness of its provision for community cohesion.

Key issue for improvement

Improve pupils' knowledge and understanding of living in increasingly diverse communities in the UK and the wider world.

School: Kirton Primary School

Overall Grade for SMSC: 2 Community Cohesion: 3**Good features:**

- Pupils' moral and social development is good. A strong moral code is implicit within the school's ethos.
- The school makes a satisfactory contribution to community cohesion.

Areas for development

- The school recognises it could do more to develop pupils' understanding of life in cultures outside their village community and that there is a need to develop further the wider national and global dimensions.

School: Spalding Primary School

Overall Grade for SMSC: 3 Community Cohesion: 3**Good features:**

- Pupils have a sound understanding of the school and local community, and the annual international weeks and international links are developing their global awareness and understanding of different cultures across the world.
- They make a satisfactory contribution to the school and wider community, for example, through raising money for different charities.
- Pupils know about cultures in their own school and have a working knowledge of the major world religions.
- Pupils from different backgrounds, including those from overseas, generally get on well together.

Areas for development

- Pupils' understanding of cultural diversity in British society is underdeveloped.
- There are significant gaps in pupils' knowledge of different faiths and cultures in the UK.
- Their least favourite lessons are religious education, 'Because we mainly listen to stories.'
- Their understanding of cultural diversity in the UK is limited mainly to what they learn in RE about different world faiths.

Key issue for improvement

Raise pupils' awareness of the diversity of cultures in the UK.

School: Westgate Junior School

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Pupils' develop good spiritual, moral, social and cultural understanding and this shines through in their mature and sensible attitudes, especially those of older pupils, towards each other and their community
- Pupils from a wide range of social and ethnic backgrounds and of differing abilities are very proud of their school and make an excellent contribution to it and to the wider community. A recent school check showed that three quarters of the pupils have some local community involvement, for example, through musical performances....and charitable work.
- The school's response to community cohesion is good. It has a clear action plan and evaluates success in terms of the impact on pupils and the community. Its work to promote equality is good.

Areas for development

None specified

School: Marshchapel Primary School

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- Pupils' spiritual, moral and social development is good and built into lessons well and is reflected in the family ethos which permeates all that the school does.
- The federation has enabled the school to strengthen its work in promoting community cohesion within the local and wider community.

Areas for development

- Subject leaders do not monitor sufficiently to ensure that pupils learn about those from ethnic, religious or social backgrounds not represented in the school or local community.
- Pupils' understanding of other cultures and religions is at an early stage of development. The school is aware, through self review, that its pupils do not have enough opportunities, for example, to learn about the wider make-up of the population in the UK.

Key issue for improvement

- Check all the ways that the school is promoting community cohesion, locally, nationally and internationally, and build into it a programme of learning that is regularly evaluated for its impact on pupils' knowledge and understanding of different ethnic, social and religious groups.

School: The St Peter & St Paul CE Primary School

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- Pupils' excellent spiritual development is evident in the way they think deeply about issues such as the tragedy of war and the death of a loved one, and how sensitively they write moving poems to express their thoughts. Their cultural development is satisfactory.
- Community cohesion is promoted adequately through teaching pupils about different faiths and cultures in religious education lessons and inviting visitors representing different cultures to school.

Areas for development:

- Pupils have too few first hand opportunities to gain a thorough grasp of the rich diversity of faiths and cultures outside their local area. The school is only just beginning to establish links outside the local area that would give pupils a better understanding of the diversity of faiths and cultures in the wider world.

Key issue for improvement

Develop provision for community cohesion by giving more opportunities for pupils to experience different faiths and cultures at first hand.

School: Sutton Bridge Westmere Community Primary School

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Pupils have a strong sense of right and wrong. They are very willing to reflect on their own and other's actions. Their understanding of cultures other than their own is becoming more secure as a result of the school's conscious actions. This was evident in a lesson on Sikhism where pupils showed good knowledge of the subject and sensitivity.
- Pupils have a strong awareness of the need to help others in the community and do so by willingly taking part in local events and national charities.
- The school has consciously followed up the findings of its thorough audit of its provision to promote community cohesion. It reaches out to its own community well and has increased considerably pupils' awareness of diversity in the wider community.

Areas for development

- The school knows that there is a need to strengthen the reach to communities further afield.

SECONDARY SCHOOLS

School: **Gleed Boys' School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Students' good moral and social development are illustrated by the excellent relationships in the school.
- The school has carefully assessed the work it does to promote community cohesion.
- Cultural development weeks are becoming regular and are focused on cultures found within the school.
- The school has good contact with the international community and promotes community cohesion well. Proud of its International School Award, the school cultivates an atmosphere of tolerance and harmony.

Areas for development

None specified.

School: **The Charles Read High School**

Overall Grade for SMSC: 3 Community Cohesion: 4

Good features:

- The students' behaviour and their social and moral development are particular strengths.

Areas for development:

- Students' spiritual and cultural development is a notable weakness. The school offers too few opportunities for cultural enrichment or reflection and has no strategies for promoting community cohesion, including the key aspects of culture and faith.
- Students rarely reflect on their wider attitudes or responsibilities within a multicultural society.

Key issues for improvement

Develop the students' understanding of their place in the wider world by:

- promoting a whole school understanding of community cohesion;
- extending enrichment opportunities that promote cultural and spiritual development.

School: **The Deepings School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Students' moral and social development is outstanding. Opportunities for students to extend their spiritual and cultural development are occasionally missed, for example, in some assemblies. As a result, these aspects of students' development are good.

Areas for development

None specified

School: Market Rasen De Aston School

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features:

- Students have a well developed understanding of right and wrong and respect for diversity, including cultural and religious diversity.
- They make a good contribution to the community through a wide range of initiatives.
- There is a very good understanding of the community's needs and careful auditing of what the school does to promote community cohesion has led to a detailed plan of action which is implemented well. The extended school provision also helps to promote good community cohesion.

Areas for development

None specified

School: Stamford Queen Eleanor School

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- Students' spiritual, moral, social and cultural development is good overall, with clear strengths in social and moral development and regular opportunities through learning for spiritual enrichment.

Areas for development:

- Students' cultural understanding is less well planned for and thus less well developed.
- Planning for community cohesion is at an early stage of development.

Areas for development

None specified.

Key issue for improvement

Establish a formal strategy to promote community cohesion, including the promotion of greater cultural awareness for students.

SPECIAL SCHOOLS

School: The Horncastle St Lawrence School

Overall Grade for SMSC: 2 Community Cohesion: 3

[Notice To Improve]

Good features:

- Pupils' personal development is good, in particular their behaviour and their spiritual, social, moral and cultural development.
- The school promotes community cohesion satisfactorily.

Areas for development

None specified.

School: Lincoln the Sincil School

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features:

- Students' spiritual, social, moral and cultural development is good. They can talk about their feelings and understand the need for good behaviour. They show a good understanding of what constitutes racist behaviour and why racism is wrong.
- Students learn about other cultures.
- Leaders and managers have a clear understanding of the needs of the local community informed through analysis of data and direct contact with neighbourhood groups.
- Students are reaching out through community service to improve the quality of life for elderly residents and developing orienteering trails to improve local facilities for young people.

Areas for development:

- Students have little experience of engaging with people from other cultures.
- Evidence of community contributions outside the school is limited.

School: St Bernard's School, Louth

Overall Grade for SMSC: 3 Community Cohesion: 3

Good features:

- A particular strength of the school is the outstanding work on pupils' contribution to the community. The strength of this area is founded upon the impressive sense of community within the school and the positive work which is done in developing an ethos of responsibility to others.
- Pupils choose the charities for which they raise money.
- There is healthy debate in the school council about the decisions which need to be made and pupils are very passionate about being involved in the decisions which affect the school community.
- Further external links are continuing to develop and the pupils are very welcome within the wider community.
- The school's work in spiritual, moral and social development is good as the pupils develop a good understanding of right and wrong and their responsibilities to others. They are also increasingly able to reflect on their own work and behaviour during their time in school.

Areas for development:

- Students have little experience of engaging with people from other cultures.
- Evidence of community contributions outside the school is limited.
- Cultural development is satisfactory, as despite there being opportunities to learn about other cultures through the curriculum, visitors and themed days, there are few other times when pupils can meet people from cultures different to their own.
- Although the school promotes community cohesion to a satisfactory level but does not evaluate the impact of this work on the school and pupil outcomes.

Academies

Newly opened academies will normally be visited by Ofsted during the first two years after opening. These visits will be led by HMI and will last 2 days. In line with all other schools, when an academy extends the age range of pupils it teaches into a new key stage, it should be inspected after one year after the implementation of the extended provision and within the second year after the change. This inspection will normally be a monitoring visit.

[Protocol: DCSF Academies Group/Ofsted protocol for working with academies]

Monitoring visits to Lincolnshire Priory Academies

Priory Witham Academy

No specific reference to RE, SMSC or community cohesion.

Priory Academy LSST

- Students mature as reflective and positive young adults who take a keen interest in social and ethical issues.
- The academy needs to develop the contribution that the students themselves are able to make to their learning and personal development, including their wider contribution to the community.

Priory City of Lincoln Academy

No specific reference to RE, SMSC or community cohesion.

Wendy Harrison

February 2010