

**OFSTED INSPECTIONS**  
**BETWEEN 19<sup>th</sup> January and 6<sup>th</sup> May 2010**

**Pupils' spiritual, moral, social and cultural development**

**Inspections in chronological order, most recent first**

<b>SCHOOL</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>	<b>Overall</b>
<b>PRIMARY, INFANT, JUNIOR AND NURSERY SCHOOLS</b>					
The Marston Thorold's Charity CE (VA) School	1	1	1	1	1
Great Ponton CE (VA) School	2	2	2	2	2
The Gainsborough Charles Baines Community Primary School	2	2	2	2	2
Morton Trentside Primary School	2	2	2	2	2
Coningsby St Michael's CE (VC) Primary School	2	2	2	2	2
Frances Olive Anderson CE (VA) Primary School	2	2	2	2	2
Sutton-on-Sea Community Primary School	3	3	3	3	3
Hemswell Cliff Primary School	2	2	2	2	2
Heckington St Andrews CE (VC) School	2	2	2	2	2
Willoughton Primary School	3	3	3	3	3
Friskney All Saints CE (VA) Primary School	1	1	1	1	1
The St Sebastian CE (VA) Primary School, Great Gonerby	2	2	2	2	2
The Utterby Primary School	2	2	2	2	2
Weston Hills CE (VC) Primary School	2	2	2	2	2
Bourne Abbey CE Primary School	1	1	1	1	1
St Lawrence CE (VC) Primary School	2	2	2	2	2
Brocklesby Park Primary School	2	2	2	2	2
St Paul's Community Primary Primary and Nursery School, Spalding	3	3	3	3	3
The Spalding Parish CE (VA) Day School	[2]	3	3	3	3
Walcott Primary School	2	2	2	2	2
Wyndham Park Nursery School	1	1	1	1	1
Digby CE (VC) School	2	2	2	2	2
<b>SECONDARY SCHOOLS</b>					
The Grantham Church (VA) High School	3	3	3	3	3
St Hugh's CE Mathematics and Computing College	1	1	1	1	1
John Spendluffe Foundation Technology College	2	2	2	2	2
The Banovallum School, Horncastle	2	2	2	2	2
King Edward VI Humanities College, Spilsby	3	3	3	3	3
St Clement's College	3	3	3	3	3

<b>SPECIAL SCHOOLS</b>					
The Eresby School, Spilsby	1	1	1	1	1
The Priory School	2	2	2	2	2
Ambergate Sports College	1	1	1	1	1
The Grantham Sandon School	2	2	2	2	2
The Willoughby School	2	2	2	2	2

[ ] - shows where grade differs from the rest

## INFANT, JUNIOR AND PRIMARY SCHOOLS

School: **The Marston Thorold's Charity CE School**

Overall Grade for SMSC: 1 Community Cohesion: 1

### Good features:

- The school has a very strong community spirit and is a most cohesive community.
- High levels of esteem for and awareness of others are to be found throughout the school.
- There is an international dimension to pupils' community development through direct links with a school in Uganda and support for a project to enable access to safe drinking water.
- The school has undertaken an analysis of its role within, and responsibility towards, its community. Its consequent action plan has been incorporated successfully into whole school development planning. The school is now looking to fine tune the pupils' appreciation of difference and diversity by extending further its international links.

### Areas for development

None specified.

School: **Great Ponton CE School**

Overall Grade for SMSC: 2 Community Cohesion: 2

### Good features:

- Great care is taken to ensure that all forms of inequality are tackled and in developing the pupils' understanding of cultural diversity, such as the visit to the Peterborough mosque.
- The school provides a cohesive community and plays an important part in the life of the village by becoming involved in a wide range of community events and festivals.
- Pupils have a good understanding of life beyond the village and the UK to include global awareness. They have gained an International Schools Award. There are good links with a school in Uganda as well as email links with a school in the USA.

### Areas for development:

None specified

**School:** **The Gainsborough Charles Baines Community Primary School**

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

**Good features:**

- Pupils have a strong presence in the local community and make a good contribution to the school community.
- They participate in activities with local churches.
- They raise money for international charities. This contributes both to their awareness of cultural diversity worldwide and the need to help the disadvantaged.
- There is a strong focus on learning about religious education, historical life and conditions in other countries.
- Pupils enjoy welcoming cultural groups and business leaders to school and visit places such as Lincoln Cathedral.
- The sense of community in the school generates a strong ethos and there are good links with the local community. There is developing awareness of life in other countries and an emerging understanding of Britain as a diverse, multi-cultural society.

**Areas for development**

None specified.

**School:** **Morton Trentside Primary School**

[School brought out of special measures]

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

**Good features:**

- The school itself is a very cohesive and harmonious community.
- Pupils' spiritual, moral and cultural development is good overall.

**Areas for development:**

- The school has not yet developed and implemented strategies to promote fully community cohesion at local, national and global levels.
- Pupils do not have enough opportunities to have direct contact with people from a diverse range of ethnic or social backgrounds.

**Key issue for improvement**

Develop and implement strategies to promote community cohesion, and evaluate their impact, by the end of the current school year.

**School:** **Coningsby St Michael's CE Primary School**

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

**Good features:**

- Pupils' spiritual, moral, social and cultural awareness is developed well by the school.
- The school is a cohesive community.
- Pupils make a useful contribution to school life through involvement in the school council and the collective worship council.

- Aspects of the curriculum contribute well to pupils' awareness of other cultures, such as the arts festival on the theme of Africa.
- Positive links are being developed with schools and organisations at national and international levels although this is at an early stage.

**Areas for development:**

None specified.

**School:** Frances Olive Anderson CE (VA) Primary School

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

**Good features:**

- The warm, Christian ethos is evident from the moment you walk into the school. This underpins pupils' good personal development, especially their spiritual, moral, social and cultural understanding.
- Pupils not only have a good understanding of the values which underpin the Christian faith but know a great deal about common values which underpin other religions.
- Their contribution to the school and the local community is good. They are fully involved in village activities as well as the annual Church Schools festival in Lincoln Cathedral.
- There is a sound plan to further develop community cohesion. There are established links with schools abroad but the school is at an early stage of providing pupils with first hand experiences of contrasting communities within the UK.

**Areas for development**

None specified

**School:** Sutton-on-Sea Community Primary School

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

**Good features:**

- The school is an inclusive community.
- Pupils' spiritual, moral, social and cultural awareness is satisfactory. They are taught about different religions and cultures in lessons and assemblies.
- The school's effectiveness in promoting community cohesion is satisfactory.

**Areas for development:**

- There is a clear awareness of the local community but broader links and understanding are at an early stage.

**School:** Hemswell Cliff Primary School

**Overall Grade for SMSC: 2    Community Cohesion: 2**

**Good features:**

- Pupils' understanding of cultures other than their own has grown as a result of the numerous opportunities they receive at school to learn about them.
- They help others in the community by raising funds for good causes.

- The school makes a good contribution to community cohesion through a range of initiatives aimed at helping families within its own and the extended community. Links made abroad and with local providers are used to broaden pupils' cultural horizons, and these helped the school gain an International School Award.

**Areas for development:**

None specified.

**School:** **Heckington St Andrews CE School**

**Overall Grade for SMSC: 2    Community cohesion: 3**

**Good features:**

- Pupils are keen to contribute to the school community.
- Their spiritual, moral, social and cultural development are undoubted strengths.

**Areas for development**

- The school's promotion of community cohesion, though satisfactory overall, does not yet focus sufficiently on diversity within a national context. Pupils have few opportunities to engage with children whose cultural backgrounds are different from their own.

**Key issue for improvement**

Improve the school's promotion of community cohesion by providing more opportunities for pupils to gain an understanding of the cultural diversity within the national context.

**School:** **Willoughton Primary School**

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

**Good features:**

- Through fundraising internationally and locally, pupils develop a good understanding of service to the community and to each other.
- There are good links with a school in Uganda.
- The governors rightly recognise the importance of evaluating the school's plan for promoting community cohesion to determine its impact.

**Areas for development**

- Pupils' awareness of other cultures and backgrounds is only satisfactory.

**Key issue for improvement**

Plan carefully the opportunities for pupils to develop their understanding of other cultures, religions and backgrounds.

**School:** **Friskney All Saints CE (VA) Primary School**

**Overall Grade for SMSC: 1    Community Cohesion: 2**

**Good features:**

- Pupils make excellent progress in their spiritual, moral, social and cultural development. This is underpinned by a strong Christian ethic.

- Pupils are very respectful of each others' views and listen intently when others speak and have a sound understanding of other cultures.
- The school operates as a cohesive community. Leaders have a good understanding of the school's impact on local community cohesion, particularly through strong links with the church, although steps to evaluate its impact further afield are at an early stage.

**Areas for development:**

None specified.

**School:** The St Sebastian's CE Primary School, Great Gonerby

**Overall Grade for SMSC: 2    Community Cohesion: 2**

**Good features:**

- Older pupils have a good grasp of the multi-cultural nature of Britain.
- Arrangements for the promotion of community cohesion are good. There are plenty of opportunities for pupils to take responsibility within the school community and beyond.

**Areas for development**

- Pupils have a good understanding of the multi-cultural nature of Britain but the direct links they have to people from other cultures is limited.

**Key issue for improvement**

Increase the amount of access that pupils have to people from other cultures by using video and internet links; linking with schools with more ethnic minority pupils.

**School:** The Utterby Primary School

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

**Good features:**

- Creative curriculum planning and meaningful links between subjects enable pupils to develop a satisfactory and improving understanding of the cultural diversity of the world, particularly internationally, with closer links being sought.
- The school's carefully thought out provision and its ethos results in pupils' good spiritual, moral, social and cultural development.
- Despite the cultural similarity of the area, the school has shown imagination in promoting community cohesion, particularly internationally.

**Areas for development**

None specified.

**School:** Weston Hills CE Primary School

**Overall Grade for SMSC: 2    Community Cohesion: 2**

**Good features:**

- The good promotion of community cohesion through the curriculum, daily school life and school partnerships has broadened pupils' learning and developed their

understanding of the social, religious and ethnic context of the local, nation and international community.

- Their moral, social and cultural development is fostered well in an environment where all pupils are valued and are able to develop a good understanding of the different lifestyles and cultures of other people.

#### **Areas for development**

None specified.

**School:** Bourne Abbey CE Primary School

**Overall Grade for SMSC: 1    Community Cohesion: 1**

#### **Good features:**

- The school provides an exceptional range of trips, events, activities and competitions which enrich pupils' experience and allow them to develop confidence and talents as well as learning about different faiths and cultures.
- Pupils visit a very wide range of places of worship during their time at the school.
- Within the school's very harmonious community pupils show excellent understanding of other cultures and respect for others, including those of different faiths and backgrounds.
- The school has audited extensively its contribution to community cohesion and has a detailed development plan. There are strong links with the local community. The global context is also strong, especially the pupils' efforts to raise funds to support schools and projects in Kenya and India.

#### **Areas for development**

None specified.

**School:** St Lawrence CE Primary School

**Overall Grade for SMSC: 2    Community Cohesion: 2**

#### **Good features:**

- The school's strength lies in its nurturing and Christian ethos which is recognised and valued by parents and carers.
- Pupils' spiritual, moral and social development is well developed as a direct result of the ethos of care and consideration in the school.
- Successful links are made with the wider and global community.

#### **Areas for development**

None specified.

**School:** Brocklesby Park Primary School

**Overall Grade for SMSC: 2    Community Cohesion: 2**

#### **Good features:**

- The school is successful in encouraging pupils to: respect and celebrate diversity and equality; be tolerant and considerate.

- The school ensures that pupils' spiritual, moral, social and cultural development is good. Pupils quickly adapt the school's strong values.
- Provision for community cohesion is good. It begins with good links with parents and is sustained and extended through the curriculum to include a national and global perspective.
- The school works diligently to ensure that all types of inequality are addressed, including visits to schools with a different population profile.

**Areas for development:**

None specified.

**School:** **St Paul's Community Primary and Nursery School, Spalding**

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

**Good features:**

- Pupils' understanding of spiritual, moral, social and cultural issues is satisfactorily developed through various curriculum activities, visitors and assemblies, and pupils show curiosity about the world around them.
- The school's work to promote community cohesion is satisfactory.

**Areas for development**

None specified.

**School:** **The Spalding Parish CE Day School**

[School brought out of Notice to Improve]

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

**Good features:**

- Pupils respect cultural diversity.
- Close links exist with the church that promote pupils' good spiritual development.
- The school's work to promote community cohesion is satisfactory.
- The views of parents and carers are used to inform plans to develop community cohesion.

**Areas for development**

- Pupils have limited understanding of contrasting communities beyond Spalding. The school knows that there is more work to do in engaging with community groups beyond Spalding and abroad with plans securely in place to achieve this.

**School:** **Walcott Primary School**

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

**Good features:**

- To give pupils a greater understanding of the world beyond their rural location the school organises a good range of trips and visits, e.g. to a Hindu temple in Leicester.
- Good spiritual, moral, social and cultural development.



**Areas for development**

- The school is at a relatively early stage of developing links with other communities nationally and internationally in order to foster greater community cohesion.

**Key issue for improvement**

Extend developments in community cohesion by creating more opportunities for pupils to gain a greater understanding of other communities nationally and internationally.

**School:** Wyndham Park Nursery School

**Overall Grade for SMSC: 1 Community Cohesion: 1**

**Good features:**

- Very positive relationships and exemplary behaviour are clearly visible signs of the school's success in promoting a strong moral and social code.
- The celebration of a wide range of festivals, such as Chinese New Year, adds to their cultural awareness.
- The school has audited their impact upon community cohesion.

**Areas for development**

None specified.

**School:** Digby CE School

**Overall Grade for SMSC: 2 Community Cohesion: 2**

**Good features:**

- Pupils' social, moral and spiritual development is good. The cohesiveness of the school community contributes to their good social and moral development.
- Spiritual development is also good, supported by the strong values system that underpins its ethos.
- Pupils respect the values and beliefs of other people and enjoy learning about other customs and cultures.
- Their excellent contribution to the school and to the local community takes a wide variety of forms.
- Community cohesion is promoted effectively, particularly at local level, with the school being increasingly at the heart of the village and the local community. The school has audited their impact upon community cohesion.

**Areas for development**

None specified.

**SECONDARY SCHOOLS**

**School:** The Grantham Church (VA) High School

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

[School given a Notice to Improve]

**Good features:**

- Students' develop spiritual, moral, social and cultural awareness satisfactorily, and some aspects of their moral and social development are good.
- The work to promote community cohesion is satisfactory. A number of appropriate initiatives are underway and the impact on students' personal development is just beginning to be assessed.

**Areas for development**

None specified.

**School:** St Hugh's CE Mathematics & Computing College

**Overall Grade for SMSC: 1    Community Cohesion: 1**

**Good features:**

- Pupils' spiritual, moral, social and cultural development is impressive. They learn to be very good citizens and to deal sensibly with the difficult decisions they face in everyday life. Moral guidance is strong.
- Pupils make an outstanding contribution to the school and the local community, developing a real sense of responsibility for themselves, for the school and the locality.
- The school's specialist status is being used extremely well, particularly in the way that the school reaches out to the local community and helps to ensure that the promotion of community cohesion is outstanding, e.g. by working with older people to improve their access to the internet and to challenge rural isolation and also by providing support for those of Portuguese heritage.
- International links are very strong, e.g. some pupils have been able to have the valuable experience of spending some time living abroad. As a result, pupils know their place in the world.

**Areas for development:**

None specified.

**School:** John Spendluffe Foundation Technology College

**Overall Grade for SMSC: 2    Community Cohesion: 1**

**Good features:**

- Students' spiritual, moral, social and cultural development is good, although opportunities for them to reflect on significant issues during events such as assemblies are sometimes missed.
- The college makes a valuable contribution to its community at all levels, including its outreach work to other schools based on the technology specialism. It has recently gained the International Schools Award.
- Students and staff are involved exceptionally well in developing links with schools in Montpellier, Guadalupe and Tanzania, which significantly enrich students' appreciation of the wider world.

**Areas for development**

None specified.

**School:** The Banovallum 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:** King Edward VI Humanities College

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

**Good features:**

- This is a highly inclusive school where many students benefit from a diverse range of opportunities available to them to make a positive contribution to the school and wider community.
- The curriculum extends students' sound spiritual development by stimulating their cultural understanding through links with local, national and international schools. Their moral and social development is stronger, with students able to describe the decisions and difficult issues that they face in life.
- The school's contribution to community cohesion is good and has been developed well to broaden students' horizons and support the promotion of diversity. Given the very rural nature of the school, helpful links have been set up with local, national and international schools, including one in Katmandu. In addition, links with a Turkish school have contributed to widening students' understanding of Islamic culture.

**Areas for development:**

- The school acknowledges that the evaluation of its community cohesion is uneven.

**School:** St Clements College

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

**Good features:**

- Students demonstrate considerable maturity when given opportunities to reflect more widely on social or moral issues despite, in many cases, having a narrow experience of wider cultural contexts.
- The college makes every effort to create a cohesive community, but also seeks to develop students' wider understanding of different communities beyond the immediate locality. The promotion of community cohesion is soundly based on a clear understanding of the needs of the students and the wider community. Effective plans are in place to promote students' understanding of different communities and

their develop engagement with a range of community groups beyond the school and the immediate community.

**Areas for development:**

- Some students lack the confidence to make a wider contribution to their community.

**Key issue for improvement**

Improve the effectiveness of teaching by inspiring students' curiosity, and encouraging them to reflect on wider social, moral or spiritual issues.

**SPECIAL SCHOOLS**

**School:** The Eresby School, Spilsby

**Overall Grade for SMSC: 1 Community Cohesion: 1**

**Good features:**

- The school has received the International Schools Gold Award which reflects the outstanding quality of the school's work to promote community cohesion. This has included residential excursions to France, Ghana and the USA as well as more locally to Boston and London.
- Pupils show their concern for others by raising money for several good causes at home and abroad.
- Along with the staff, governors promote community cohesion outstandingly well. The school's contribution is carefully assessed, is constantly under review and expansion, feeding into the development plan. Exceptionally strong partnerships embed the school in its community and it actively contributes locally, nationally and globally, by taking part in many community events and supporting global projects.

**Areas for development**

None specified.

**School:** The Priory School

**Overall Grade for SMSC: 2 Community Cohesion: 2**

**Good features:**

- Pupils make a good contribution to the community.
- They are considerate of each other's views and beliefs, have a well tuned sense of what is right and what is wrong and care for each other.
- Community cohesion is good, particularly through an exciting link with special schools in France and Spain. The school has conducted a thorough audit and much is done to promote community cohesion locally, nationally and globally.

**Areas for development:**

- There is no coherent plan for community cohesion and the benefit of the strategy in respect of pupil outcomes has not been evaluated.

**School:** Ambergate Sports College

**Overall Grade for SMSC: 1 Community Cohesion: 1****Good features:**

- Pupils have a dynamic involvement in local community events and their fund raising for causes across the world are regular and involve virtually all the pupils.
- Their spiritual, moral, social and cultural development is outstanding because of the whole welcoming family ethos of the school. This includes circle times and 'diversity days'.
- School leaders actively promote the concept of the school as a community, through the school council. They also promote purposeful and wide ranging involvement in the wider community, creating a great sense of togetherness.

**Areas for development:**

None specified.

**School:** The Grantham Sandon School

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

- Pupils' spiritual, moral, social and cultural development is good.
- They understand the difference between right and wrong and show concern and consideration for those less fortunate than themselves, e.g. by fund raising for charities.
- Pupils' cultural development is supported through curricular and enrichment activities such as the school's celebrations for Diwali and Chinese New Year.
- An equality and diversity policy underpins the school's work to broaden pupils' horizons and develop inclusive practice. Pupils' differences are valued and celebrated.

**Areas for development:**

- Improve the curriculum to offer a wider range of accreditation and opportunities to learn collaboratively within the community.

**School:** The Willoughby School

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

- Pupils' spiritual, moral, social and cultural development is good. Pupils have a clear moral code. They learn effectively about their own cultures through subjects such as art, history and music. Opportunities to learn about others' beliefs and customs are satisfactory.
- They contribute widely both at school and in the local community. They are prolific fund raisers for charities at home and abroad.

**Areas for development:**

- The school has considered ways in which it can better promote community cohesion and has drawn up a suitable plan. However, evaluation of activities is at an early stage.

**Key issue for improvement**

Provide further opportunities for pupils to develop their multi-cultural awareness.

**Wendy Harrison**  
**June 2010**