

**OFSTED INSPECTIONS  
BETWEEN 6<sup>th</sup> May and 5<sup>th</sup> July 2010**

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

Unfortunately it is no longer possible to give 4 grades for spiritual, moral, social and cultural (SMSC) development. This is because inspectors are no longer required to provide separate grades. Only an overall grade is needed and the Ofsted evaluation schedule (which inspectors keep to rigidly) makes little explicit reference to the four areas. In the light of that, grades are shown for the school's overall effectiveness, SMSC overall and community cohesion.

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

<b>SCHOOL</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>	<b>Community Cohesion</b>
<b>PRIMARY, INFANT, JUNIOR AND NURSERY SCHOOLS</b>			
St Anne's CE (VC) Primary School, Grantham	2	2	3
Toynton All Saints Primary School	3	3	3
Halton Hologate CE (VC) Primary School	2	2	3
Bucknall Primary School	3	2	3
The Earl of Dysart Primary School, Grantham	2	2	1
The Colsterworth CE (VC) Primary School	3	2	3
Ermine Primary School	3	3	3
Boston Carlton Road Primary School	2	2	3
The John Harrox Primary School	2	2	2
Grimoldby Primary School	2	3	3
Waddington All Saints Primary School	2	2	3
Sutton St James Community Primary School	3	3	3
Fleet Wood Lane Primary School, Spalding	2	2	2
Nettleton Community Primary School	3	2	2
The Fourfields CE (VC) Primary School, Sutterton	2	2	3
Shepeau Stow Primary School	3	3	3
Denton CE (VC) Primary School	1	1	2
Saxilby CE (VC) Primary School	3	2	3
Partney CE (VA) Primary School	3	2	3
Lacey Gardens Junior School	3	2	2
Fosse Way Primary School	1	1	1
Deeping St James Community Primary School	2	2	3
The Boston Nursery School	1	1	2
<b>SECONDARY SCHOOLS</b>			
The Sir William Robertson High School, Welbourn	3	2	2
Haven High Technology College	2	2	2
<b>SPECIAL SCHOOLS</b>			
The Ash Villa South Rauceby	2	1	2

## INFANT, JUNIOR AND PRIMARY SCHOOLS

**School:** St Anne's CE Primary School

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

### 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.
- Pupils participate in church events, support charities and are developing links with schools abroad.

### Areas for development

- Pupils' contribution to the local community is less well developed.
- Pupils' recall of other cultures is relatively weak.
- Although there is a clear plan in place for community cohesion governors have not yet evaluated its impact on pupils' understanding of other cultures and backgrounds.

### Key issue for improvement

Enable pupils to gain a better understanding of the backgrounds and cultures of other people by fully evaluating the school's provision for community cohesion, and then drawing up and implementing plans to address identified shortcomings.

**School:** Toynton All Saints Primary School

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

### Good features

- Pupils' social development is generally good.
- Pupils make a good contribution to the school and the wider community. The school is well integrated into the local community and pupils' involvement in community projects promotes community cohesion satisfactorily.
- Levels of spiritual, moral, social and cultural development are satisfactory overall, although spiritual and social development are stronger.

### Areas for development

- The current curriculum gives pupils too little understanding of the wider world.
- The school has yet to complete its strategic plan for furthering community cohesion.

### Key issue for improvement

**School:** Halton Holegate CE School

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

### Good features

- The warm and friendly Christian ethos underpins pupils' good spiritual, moral, social and cultural development.

- The promotion of community cohesion is satisfactory and effective in the local area. The school regularly checks and improves the impact of this aspect of its work.

### Areas for development

- Pupils are less clear about the rich diversity of ethnicities and beliefs that are features of today's Britain, or in the wider world.

### Key issue for improvement

Strengthen community cohesion by:

- developing stronger links with the wider UK community to help pupils learn more about its ethnic diversity
- developing global links to help pupils learn more about the world, its religions, ethnicities and different economies.

**School:** Bucknall Primary School

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

### Good features

- Pupils' spiritual, moral, social and cultural development is good overall.
- The school is well integrated into the local community. Pupils' participation in events such as community celebrations, charity fundraising, etc. mean that they are well regarded in the locality.

### Areas for development

- The school's remote location and gaps in the current curriculum mean that cultural development remains a weaker area.
- These gaps in provision mean that pupils do not learn enough about the richness and diversity of modern society or about issues that affect the wider world. However, clearly stated intentions to strengthen pupils' cultural development, to broaden their horizons by strengthening the global dimension of their learning and to build in meaningful first-hand experiences indicate that initial planning is sound. This now needs to be implemented.

### Key issue for improvement

Strengthen the curriculum by:

- ensuring that pupils have more opportunities to learn about cultural and ethnic diversity in modern Britain
- introducing a global dimension into pupils' learning.

**School:** The Earl of Dysart Primary School

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

### Good features

- Pupils make a good contribution to the local community.
- Links with the local church and work on different religions and traditions, for example, Diwali, help pupils to have a good awareness of others from different cultures and faiths.

- The promotion of community cohesion is a real strength of the school. There are not only very effective links with the local community but also nationally and internationally.
- The school successfully monitors its work and is able to demonstrate the positive impact it has on pupils' learning and personal development.

#### **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:** The Colsterworth CE Primary School

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

#### **Good features**

- The school's Christian ethos is reflected in pupils' care and concern for others which is demonstrated through their keen sense of right and wrong and in their actions to help those less fortunate than themselves.
- Pupils enthusiastically raise money for charities as well as promoting their enterprise skills in the school and the village and their knowledge of what is morally right.
- From the time they join the school, pupils' spiritual and moral development is promoted well. They have a growing understanding of the cultural diversity of the world in which we live, though this is not as well developed.
- The school has audited the quality of its promotion of community cohesion and is developing its approach to national and global diversity, e.g. through work related to the International Schools Award.

#### **Areas for development:**

None specified.

**School:** Ermine Primary School

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

#### **Good features**

- Pupils' spiritual, moral, social and cultural development is satisfactory and this is reflected in the respectful and courteous way they treat each other. They are thoughtful about the needs of others, for example, through charitable giving.
- Pupils contribute well to the school community and the local area through links with nearby schools and the church.
- A number of projects promote community cohesion.

#### **Areas for development:**

- The above projects are mainly localised rather than reaching out to other communities in the UK or cultivating international contacts.

**School:** Boston Carlton Road Primary School

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

**Good features**

- Pupils' spiritual, moral, social and cultural development is good. Pupils demonstrate high levels of empathy, tolerance and understanding. Consequently, pupils from different cultural backgrounds work and play together harmoniously.
- Pupils are involved in the school and the local community.
- The school makes a satisfactory contribution to community cohesion. It is promoted well within its own community and engages with a wide variety of local partners, e.g. work with a Polish artist to raise awareness of the local Polish community.
- The school's planning identifies provision for engaging with the wider community and there are developing links with a school in Gambia.

**Areas for development**

None specified

**School:** The John Harrox Primary School

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

**Good features**

- Parts of the curriculum such as the 'passport around the world' activity enable pupils to learn about aspects of another country, its culture, traditions and how people live, broaden cultural understanding well and demonstrate a curriculum that promotes pupils' good spiritual, moral, social and cultural understanding.
- Good links with community groups give the school a high profile locally and pupils also build up knowledge of different faiths and cultures at national and global level. For example, a current project on India builds awareness of ethnic and social characteristics.

**Areas for development**

None specified.

**School:** Grimoldby Primary School

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

**Good features**

None specified.

**Areas for development**

- The promotion of community cohesion is satisfactory but only at the early stages of development.

- Leaders realise there is more to be done to extend community cohesion beyond the school and into the wider national and global community. There has only been a limited evaluation of work in this area. As a result, pupils' understanding and appreciation of cultural diversity is not as good as it could be.

### **Key issue for improvement**

Improve the promotion of community cohesion in the school by:

- ensuring that the school's actions are evaluated for impact
- ensuring that pupils' understanding and appreciation of cultural diversity is enhanced.

**School:** **Waddington All Saints Primary School**

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

### **Good features**

- Pupils take leading roles in assemblies, raise money for charities and become involved in local community issues.
- Arrangements for the promotion of community cohesion meet requirements. Pupils have plenty of opportunity to become actively involved in the school community and in the locality.

### **Areas for development**

- Pupils' direct links with people from other countries and cultures, including major cultures in the UK, although developing according to plan, are still relatively limited.

### **Key issue for improvement**

Increase the number and quality of direct community links that pupils have with people from other countries and cultures.

**School:** **Sutton St James Community Primary School**

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

### **Good features**

- Pupils' spiritual, moral, social and cultural understanding is satisfactory overall, with the school identifying pupils' cultural development as a developing aspect of its work.
- Opportunities for reflection are increasingly built into learning.
- Community cohesion is work in progress. While local links are established, a programme of learning to promote cohesion further afield is being developed.

### **Areas for development**

None specified.

**School:** **Fleet Wood Lane Primary School**

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

### **Good features**

- Pupils are developing well in their understanding of national and global issues.
- The school understands well its responsibility to the community. Consequently, its approach to enabling and extending community cohesion beyond the school is good.

School development planning is focused well on extending and developing further pupils' concept of community, particularly on a more global level.

#### **Areas for development**

- Pupils' appreciation of a contemporary, multi-cultural British society is more limited.

**School:** **Nettleton Primary School**

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

#### **Good features**

- Pupils' spiritual, moral, social and cultural development is good overall, with regular opportunities within the curriculum to reflect, to learn about the faiths and lifestyles of others and to empathise with the actions and feelings of others.
- The school's developing links with other countries, which broaden pupils' understanding of the world in which they live, has been recognised by its achievement of the Intermediate level of the International Schools Award.
- Community cohesion is promoted well within the school and locally and nationally, resulting in pupils' improved cultural development, an area highlighted at the last inspection.

#### **Areas for development**

None specified.

**School:** **The Fourfields CE Primary School**

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

#### **Good features**

- Pupils' spiritual, moral, social and cultural development is good, pupils having a keen understanding of their own beliefs as well as those of others. There are trips to different places of worship, including the Peterborough mosque.
- They readily apply their interest in moral and ethical issues to their work through discussion and express their ideas maturely.
- Pupils make some important contributions to the school community which is very cohesive.

#### **Areas for development**

- Pupils have less involvement in the local community, though there are some good examples such as the local federation.
- The school's planning recognises the need to forge links with other schools in more ethnically diverse areas in England and globally.

**School:** **Shepeau Stow Primary School**

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

#### **Good features**

- Pupils' spiritual, moral, social and cultural development is satisfactory. There are good relationships throughout the school and pupils are given opportunities for quiet reflection and prayer.
- The school's promotion of community cohesion is satisfactory. The school has a good appreciation of its context and an appropriate action plan to develop links with a culturally different school in another part of the country.

#### **Areas for development**

- Pupils have not had enough opportunities to learn about the different cultures and faiths that exist in modern Britain.

**School:** Denton CE Primary School

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

#### **Good features**

- Pupils have many opportunities to develop excellent spiritual, moral, social and cultural understanding.
- Pupils are an integral part of the local community, e.g. they help organise the May Day village fair, they maintain links with the adjacent church and have a developing knowledge of the wider ethnic community through, for example, their visits to Peterborough. They also sponsor and write to a Ugandan child.
- Their outstanding spiritual, moral, social and cultural development is seen in their respect for the feelings of others, their curiosity to learn new things and their willingness to reflect deeply on what they have learned. The school actively promotes its status as a church school to help the pupils develop the concepts of faith and community awareness. Their social development is excellent.
- The school's work to promote community cohesion is effective. The school and its pupils have a good understanding of the local community context, and of the school itself. Pupils are making good progress in their appreciation of the diversity of British society and the lives of children in other countries.

#### **Areas for development**

None specified.

**School:** Saxilby CE Primary School

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

#### **Good features**

- Pupils benefit from a good range of opportunity to take responsibility within school and to participate in activities in the community.
- Visits take place to Lincoln Cathedral, enhancing pupils' personal development.
- Satisfactory community cohesion enables pupils to take leading roles in the school community and in the locality. It provides them with a good understanding of how people from other countries and cultures live.

#### **Areas for development**

- The school's links with direct links overseas are limited.



**School:** **Partney CE Aided Primary School**

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

**Good features**

- The school is welcoming, based on a strong Christian ethos. This provides the opportunity for prayer and quiet reflection.
- A range of opportunities develop pupils' good spiritual, moral and cultural development.
- Pupils have good involvement in the life of the school and the wider community. They regularly take part in local church services and raise money for local and international charities.
- Visitors to the school from different backgrounds help develop pupils' understanding of other faiths and cultures, e.g. a visit from a Muslim teacher who talked about Islam.
- The school's promotion of community cohesion is satisfactory.

**Areas for development**

- While the school has a good appreciation of its context it lacks links with a culturally different community in another part of the country.

**School:** **Lacey Gardens Junior School**

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

**Good features**

- The spiritual, moral, social and cultural aspects of pupils' development are good because staff offer a caring and supportive environment and provide some captivating initiatives in the curriculum, such as the cultural development that has led to the school's Artsmark award.
- Pupils participate in the local community, e.g. serve lunches to a community group.
- The school emphasises the importance of being an inclusive community. School leaders promote community cohesion well and this is reflected in pupils' good contribution to their community. Actions planned and executed reflect local needs effectively and work has begun to promote national and international aspects.

**Areas for development**

None specified.

**School:** **Fosse Way Primary School**

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

**Good features**

- Pupils' spiritual, moral, social and cultural development is excellent, with particular strengths in the school's commitment to creative areas, which has a measurable impact on cultural awareness.
- The effectiveness with which the school promotes community cohesion is outstanding at the local, wider national and international levels. This is epitomised in many ways, including work with faith groups and local senior citizens which has led to groups visiting the school as part of several topics. The school is recognised for its

international work. Staff have taken part in study visits to several countries and links with schools in Ghana, for example, support different elements of the school's work.

### **Areas for development**

None specified.

**School:** **Deeping St James Community Primary School**

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

### **Good features**

- Pupils' contribution to the school as a community and to the community beyond the gates is outstanding. They have a good understanding of the needs and interests of the local community. This makes the school and its pupils a force for good locally.
- Spiritual, moral, social and cultural development is good.
- The school's promotion of community cohesion is satisfactory. The school plans to use an enquiry into the nature of the immediate and wider communities as a suitable platform from which to build provision across the curriculum and to launch community based initiatives. Pupils understanding of, and engagement with, different sections of the community has begun to increase as the school reaches out to groups who will benefit from its support.

### **Areas for development**

- Pupils' understanding of cultural traditions other than their own are less well developed. The school is rightly seeking ways to strengthen the global dimension of pupils' learning and understanding about the diversity of modern society and of how to be good citizens.

**School:** **The Boston Nursery School**

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

### **Good features**

- Opportunities to promote further the children's outstanding personal development are incorporated into all aspects of learning, resulting in their excellent spiritual, moral, social and cultural development. The school uses the cultural diversity of the children to develop their knowledge, understanding and empathy of the lifestyles and beliefs of others exceptionally well. The celebrations of religious festivals, for example, involve their families. This factor and the weaving of how we live into daily learning, ensure that the children gain a keen awareness, through first hand experiences, of the lifestyles, clothing, special foods and beliefs of the children that they learn and play with.
- The children's knowledge of the richness of the world is integral to the school's community cohesion programme, which promotes their strong understanding of its local and international context. National links are part of a developing programme.

### **Areas for development**

None specified.

## SECONDARY SCHOOLS

**School:** The Sir William Robertson High School

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

### Good features

- Most students have extremely good social skills and a strong moral code and show good understanding of other cultures. Students from different backgrounds get on well together.
- The school has good links with local community groups and works hard to make the school itself a socially cohesive community.
- There are many strong examples of how the school has been effective in promoting community cohesion, e.g. through the language college status. The International School Award has been used as a vehicle for introducing a predominantly white cohort of pupils to European and global cultures.

### Areas for development

None specified.

**School:** Haven High Technology College

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

### Good features

- Much work is done to ensure community cohesion.

### Areas for development

None specified.

## SPECIAL SCHOOLS

**School:** The Ash Villa South Rauceby

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

### Good features

- Pupils' spiritual, moral and social development is outstanding. They demonstrate high levels of empathy, tolerance and understanding. They develop an excellent cultural understanding and a good knowledge of their local communities.
- The school promotes community cohesion well. Students have a good understanding of the cohesiveness of the school and where possible the staff encourage the students to involve themselves in the local community. The school is actively seeking links with other schools around the world to develop further the students' understanding of other faiths and cultures.

### Areas for development

None specified.

**Wendy Harrison  
September 2010**