

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	8 March 2011
SUBJECT:	Summary of OFSTED Inspections of Lincolnshire Schools with reference to pupils' spiritual, moral, social and cultural development and the school's provision for community cohesion.
REPORT BY:	Religious Education Adviser
NAME OF CONTACT OFFICER:	Wendy Harrison
CONTACT OFFICER TEL NO:	01455 272979
CONTACT OFFICER EMAIL ADDRESS:	wendyanneh@aol.com
IS THE REPORT EXEMPT?	No
IS THE REPORT CONFIDENTIAL?	No

SUMMARY: The report summarises the positive features and areas for development in those schools inspected by OFSTED since the last report presented to SACRE on November 9th 2010.

DISCUSSION: The Office for Standards in Education (OFSTED) introduced a new Framework for inspections in September 2009, but still under Section 5. As with the previous framework there is still no separate paragraph for spiritual, moral, social and cultural development. These aspects are now covered in 'outcomes for individuals and groups of pupils' and one grade given for all four aspects. From September 2009 inspectors have also had to grade the effectiveness with which schools promote community cohesion.

RECOMMENDATION: That the report be noted and any comments made be included as necessary.

APPENDICES – None

BACKGROUND PAPERS: The following background papers, as defined in the Local Government Act 1972, were relied upon in writing this report.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
OFSTED Inspection Reports		Various	School Improvement Service County Offices

**OFSTED INSPECTIONS
BETWEEN 13th September 2010 and 17th January 2011**

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

A reminder that 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. The situation may change yet again in September 2011 when another new Ofsted framework is introduced.

Inspections in chronological order

SCHOOL	Overall Effective- ness	SMSC	Community Cohesion
PRIMARY, INFANT, JUNIOR AND NURSERY SCHOOLS			
Our Lady of Lincoln Catholic Primary School (VA)	3	2	3
The Richmond School, Skegness	3	3	4
Ancaster CE Primary School	3	2	3
Brant Broughton CE & Methodist Primary School	3	2	3
Alford Primary School (VC)	2	2	3
The North Hykeham All Saints CE Primary School (VC)	3	2	3
Sturton by Stow Primary School	3	2	3
Mount Street Infant & Nursery School	1	1	2
Whaplode CE Primary School (VC)	3	2	2
Church Lane Primary School	2	2	3
The Bluecoat School, Stamford	2	2	3
The Gedney Hill CE Primary School (VC)	2	2	
The Middle Rasen Primary School	3	2	3
Dunholme St Chad's CE Primary School (VC)	3	2	2
Helpringham School, Sleaford	2	2	3
Gainsborough Benjamin Adlard Community School	3	2	3
Boston Staniland Primary & Nursery School	3	2	2
The St Gilbert of Sempringham CE Primary School, Pointon (VA)	3	2	3
Ingoldmells Primary School	2	3	3
South Witham Community Primary School	2	2	2
The Old Leake Primary and Nursery School	3	2	3
Tattershall Primary School	4	3	3
Frithville Primary School, Boston	3	3	3
SECONDARY SCHOOLS			
Birkbeck School & Community Arts College	3	2	3
Cordeaux School	2	2	2
Boston Grammar School	3	2	3
George Farmer Technology & Language College	2	2	2

The St Guthlac School	3	3	3
SPECIAL SCHOOLS			
The Horncastle St Lawrence School	3	2	3
The Pilgrim School	2	2	3
The John Fielding Community Special School	3	2	2

INFANT, JUNIOR AND PRIMARY SCHOOLS

School: **Our Lady of Lincoln Catholic Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- The curriculum has a positive impact on pupils' spiritual, moral, social and cultural development.
- Pupils make good progress spiritually, morally and socially.
- The school has a good understanding of the community it serves.

Areas for development

- Pupils' knowledge and awareness of cultures other than their own is patchy.
- Evaluation of the school's impact on community cohesion is largely informal, though it has recently introduced a plan of action to put this on a more formal footing.

School: **The Richmond School**

Overall Grade for SMSC: 3 Community Cohesion: 4

Good features

- There are strengths in pupils' cultural development including a good awareness of their own local heritage.

Areas for development

- Pupils' understanding and experience of the ways of life of people from other religious and ethnic groups in the UK is limited.
- Leaders and managers are not doing enough to promote pupils' experience and understanding of diverse communities further afield in this country and abroad.

Key issue for improvement

Develop a strategy for promoting community cohesion by:

- carrying out an audit of the school's context including religious, ethnic and cultural and socio-economic factors, to inform an action plan which will develop pupils' understanding of community cohesion
- making links with communities within the UK and globally, that have communities that are different from those found within the school and local community.

School: **Ancaster CE Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils receive good help to understand their feelings and emotions, and reflect on these well during assemblies.
- Pupils are satisfactorily broadening their understanding of different cultures and communities through visits and visitors to the school.
- The school is a harmonious community where there is a developing understanding of difference, and of tolerance of different communities within the local community.

Areas for development

None specified.

School: **Brant Broughton CE & Methodist Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

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

Areas for development

- The school's promotion of community cohesion does not yet focus sufficiently on diversity within a national context. Pupils do not develop a broad enough understanding of the wider national community. They have few opportunities to engage with children, in other parts of the UK, whose cultural backgrounds are different from their own.

Key issue for improvement

Improve the school's promotion of community cohesion, by:

- developing a coherent action plan
- providing more opportunities for pupils to gain an understanding of cultural diversity within a national context.

School: **Alford Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils make an outstanding contribution to the school and wider community.
- Pupils work well together and are very accepting of other people and their views. They show respect for others by listening sensibly, as reflected during worship, a time pupils regard with reverence. Their eagerness to learn and their kindness towards others reflect their good spiritual development.
- Pupils are confident with each other and recognise that differences should be respected.
- The school promotes equal opportunities well and pupils actively value difference and diversity. It promotes community cohesion well locally and has plans to develop its national and international links.

Areas for development

- Pupils are less sure about what life is like for communities in other parts of this country and in the wider world.

School: **The North Hykeham All Saints CE Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils have a strong sense of right and wrong and bring it to bear on their engagement with different religious, ethnic and cultural groups.

Areas for development:

- Pupils' understanding of, and their contribution to, the wider community is not as strong.
- A clear action plan to promote community cohesion has been partially implemented but the impact of many of the actions the school has already taken is yet to be ascertained.

School: **Sturton by Stow Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils are keen to contribute to the school and wider community - the school engages well with its local community.
- Pupils' spiritual, moral and social development is an undoubted strength.

Areas for development:

- The school's promotion of community cohesion does not yet focus sufficiently on diversity within a national context. Pupils do not develop a broad enough understanding of the wider national community.

Key issue for improvement

Improve the school's promotion of community cohesion by:

- providing more opportunities for pupils to gain an understanding of cultural diversity within a national context.

School: **Mount Street Infant & Nursery School**

Overall Grade for SMSC: 1 Community Cohesion: 2

Good features

- Pupils' social and moral awareness is highly developed.
- Coupled with the school's very strong promotion of links with the local community and the developing links with schools with different faiths and cultures in the wider community, this fosters pupils' excellent spiritual and cultural development

Areas for development

- Strong local links benefit the pupils but work to develop the promotion of community cohesion in both a national and global context is not yet embedded.

Key issue for improvement

- Broaden the monitoring work of governors to include the comprehensive promotion of community cohesion.

School: **Whaplode Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- Pupils have a well developed moral and social sensibility with attitudes and approaches that will stand them in good stead for their future lives in a multi-cultural community. They gain good awareness of other countries and cultures through themed weeks.
- Pupils' direct links with the local community can be seen on display in the local church.
- The school has a good approach to community cohesion. It is held in high regard both within and beyond its immediate community. As a church school, there is also an important, additional outreach through its broader faith community.

Areas for development

None specified.

School: **Church Lane Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Community cohesion is good at school and local level. The school is a cohesive community in which pupils show tolerance and respect and good plans are in place to increase their understanding of the world around them – however, this is at an early stage of development.
- Pupils' social, moral and cultural development is good.

Areas for development

- While pupils have a good awareness of their own locality, their understanding of the diversity of life in the UK and in the wider world is underdeveloped.
- Cultural awareness is the weaker element because pupils have limited direct contact with pupils whose backgrounds are different from their own.

Key issue for improvement

Develop pupils' understanding of community cohesion by:

- making links with communities within the UK and globally, that have communities that are different from those found within the school and local community.

School: **The Bluecoat School, Stamford**

Overall Grade for SMSC: 2 Community cohesion: 3

Good features

- The curriculum provides good opportunities for pupils to develop an understanding and appreciation of different cultures within school.
- Pupils' spiritual development is outstanding for their age. Excellent assemblies contribute to this.
- Pupils make a good contribution to the community.
- Pupils demonstrate a growing appreciation of other cultures through various topics on the curriculum.

Areas for development

- There are too few opportunities provided by the school to promote community cohesion beyond its boundaries.

Key issue for improvement

Improve the promotion of community cohesion by providing more opportunities for pupils to meet people who represent a wider range of groups in British society.

School: **The Gedney Hill CE VC Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- Pupils reflect carefully on their contribution to the school and wider communities and demonstrate this through the considerate way they treat each other in school.
- Links with schools abroad effectively enrich pupils' knowledge and understanding of different religions and cultures.

Areas for development

None specified.

School: **The Middle Rasen Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils' spiritual, moral, social and cultural development is good overall.
- Pupils contribute well to the school and wider community in many ways and also raise money for worthwhile causes.
- The contribution the school makes to community cohesion is satisfactory. A plan and clear actions are in place that promote pupils' understanding from a local perspective well.

Areas for development

- Pupils' cultural understanding is a relative weakness. This is partly because the curriculum does not provide enough opportunities for teachers to develop pupils' understanding of the diversity of faiths and cultures in national and international contexts.

- The school's work in expanding its links to provide national and global perspectives, and open pupils' minds to the range and diversity of cultures in the UK and beyond, is at an early stage of development.

Key issue for improvement

Improve the curriculum and the promotion of community cohesion by providing more opportunities for pupils to gain an understanding of the diversity of faiths and cultures in national and international contexts.

School: **Dunholme St Chad's CE Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- Pupils make a valuable contribution to the school community.
- Pupils' spiritual, moral, social and cultural development is good.
- The school's work to promote community cohesion is good. It is further developing pupils' awareness of the customs and practices of other communities in the UK.

Areas for development

None specified.

School: **Helpringham School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils show good spiritual, moral, social and cultural understanding. They have a good understanding of right and wrong and show respect for themselves and others.
- The school's recent International Award is a testament to the pupils' improved understanding of other cultures. The school ensures that pupils understand their local community and international links are good.

Areas for development

- Links with pupils from backgrounds not represented in the immediate community have been limited. As a result pupils only have a limited understanding of values or beliefs that are different to their own.

School: **Gainsborough Benjamin Adlard Community School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils' spiritual, moral, social and cultural development is good.
- Pupils make a good contribution to the school as a community.
- The school promotes community cohesion satisfactorily.

Areas for development

- Pupils' spiritual understanding is less developed.

School: **Boston Staniland Primary & Nursery School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- Pupils have a good understanding of right and wrong. They show interest in the many cultures present in the school and reflect sensibly on important issues during assemblies and across the curriculum.
- The school's promotion of community cohesion is good. It knows its community well and maintains links with a range of groups. Good use is made of pupils' differing backgrounds to inform the curriculum and to develop an understanding of different cultures, aided by links with schools in Poland, India and the Gambia. A good audit process tracks the impact of specific activities such as visits and events.

Areas for development

None specified.

School: **The St Gilbert of Sempringham CE Primary School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils make a good contribution to the school community. In the wider community they take part in a range of events including church activities and raising funds for charities.
- Pupils have appropriate opportunities to learn about world faiths and cultures within the curriculum, and some links have been developed whereby pupils can send emails to children in a London school where children come from very different backgrounds.
- Leaders have developed the school as a cohesive community. They have a good knowledge and understanding of the community their pupils come from. There are purposeful partnerships with many local schools and the church.

Areas for development

- Leaders have good plans to develop meaningful and regular links further afield but these are at an early stage.

School: **Ingoldmells Primary School**

Overall Grade for SMSC: 3 Community Cohesion: 3

Good features

- Pupils' spiritual, moral, social and cultural development is satisfactory. They develop a good understanding of right and wrong and value the diversity within their school.
- Pupils make a positive contribution to their school community. Projects to enhance the environment in the local community have increased their understanding of local issues.
- Pupils are welcoming of the diversity within the school community and supportive of each other.

Areas for development

- Although the school itself is cohesive and harmonious, pupils' understanding of other communities in the UK and opportunities to engage with a range of people from different backgrounds is limited.

Key issue for improvement

Develop pupils' understanding of communities in this country that differ from their own by:

- implementing the school's plans to forge links with other schools in the UK
- incorporating activities to support this understanding more regularly into the curriculum.

School: South Witham Primary School

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- The school is a cohesive community. Pupils have a good understanding of lives and cultures other than those of their own white British heritage, both in Britain and around the world.
- The school has good links with the local community and is not afraid to become involved with issues that affect that community.
- Adults provide good guidance in helping pupils to learn about tolerance and acceptance of diversity as important elements of living together.
- Pupils' good spiritual, moral, social and cultural development is evident in their love of art, music and literature, the strong, harmonious relationships within the school and their growing first hand knowledge of minority ethnic culture, faith and beliefs through their links with a school in Leicester and their work with a school in India.

Areas for development

None specified.

School: The Old Leake Primary & Nursery School

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils engage enthusiastically in cultural opportunities on offer in the school. They have a strong sense of the consequences of their actions.
- A sound plan for community cohesion is being implemented to enhance pupils' understanding of communities and cultures in this country which are different from the rural area they live in.

Areas for development

- Pupils' knowledge and awareness of cultures other than their own is variable.

School: Tattershall Primary School

Overall Grade for SMSC: 3 Community Cohesion: 3

[School placed in special measures]

Good features

- Pupils willingly collect for charity.

- The spiritual, moral, social and cultural development of the vast majority of pupils is satisfactory.
- The school's promotion of community cohesion is satisfactory. Good links are evident with the local community.

Areas for development

- Pupils have a limited understanding of the wide range of cultures represented in the UK and the wider world.

School: Frithville Primary School

Overall Grade for SMSC: 3 Community Cohesion: 3

Good features

- Overall, pupils' spiritual, moral, social and cultural development is satisfactory.

Areas for development

- Opportunities for pupils to build on their multi-cultural understanding are not regularly planned. Strategies are not built into curriculum planning and the lack of structure means that there is unevenness in provision across socio-economic, religious and ethnic contexts.

SECONDARY SCHOOLS

School: Birkbeck School & Community Arts college

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Students are effective members of the school and wider community. They have a good awareness of the value of diverse cultures and moral, spiritual and social issues as a result of all age days when students take part in activities to develop their understanding of a multi-cultural world and links with a school in Kenya.
- The school's approach to community cohesion is satisfactory. It recognises that it is at an early stage in implementation of plans to fill gaps in provision identified in its audit to enhance students' opportunities to develop broader experiences, including an understanding and awareness of the different cultures that exist in the UK.

Areas for development

None specified.

School: Cordeaux School

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- Students are very proud of their school and the contributions they make to the school community. Students of all ages participate in many local community projects and national charities, provide care in the local hospice and organise fundraising activities.
- The school promotes community cohesion well. It has undertaken a thorough analysis of its community's needs. Good links with local churches and other

institutions in a wider national and global context build on students' good awareness of different cultures and faiths.

Areas for development

None specified.

School: The Boston Grammar School

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Many students are keen to make a positive contribution to the school and local community.
- Their spiritual, moral, social and cultural education is good.
- The promotion of community cohesion is satisfactory. There is some strong local community involvement and the school has established links with organisations abroad.

Areas for development

- Work done to help pupils understand UK diversity is less secure.

School: George Farmer Technology & Language College

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- Many students make a positive contribution to the school and local community and their knowledge of the national and international context in which they live is growing.
- Spiritual, moral, social and cultural development is now good.
- Students' understanding of cultural diversity in the UK is developing well alongside increasing international links and exceptionally strong work promoting school and local community collaboration.

Areas for development

- None specified.

School: The St Guthlac School

Overall Grade for SMSC: 3 Community Cohesion: 3

Good features

- Many students make a positive contribution to the school and local community and their knowledge of the national and international context in which they live is growing.
- Spiritual, moral, social and cultural development is now good.
- Students' understanding of cultural diversity in the UK is developing well alongside increasing international links and exceptionally strong work promoting school and local community collaboration.
- Leaders have a good understanding of the local context and the importance of community events in promoting community cohesion.

Areas for development

- The status of personal, social, health and citizenship education is not high enough to raise the aspirations of students, or to strengthen their cultural awareness.
- Opportunities are missed to appreciate and celebrate the cultures represented in the local community. There is recognition that a more proactive approach is required to expand this work to reflect contrasting and diverse communities in Britain and the wider world. These links are at an early stage.

Key issue for improvement

Provide experiences that develop students' awareness of cultural diversity.

SPECIAL SCHOOLS

School: **The Horncastle St Lawrence School**

Overall Grade for SMSC: 2 Community Cohesion: 3

[School brought out of notice to improve]

Good features

- Pupils take on many positive roles within their own school community.
- Community cohesion is promoted satisfactorily and there are many opportunities for pupils to go into the community.

Areas for development

- The school has not yet analysed and evaluated its further role in the community and has not developed effective plans for promoting community cohesion beyond the local area.

School: **The Pilgrim School**

Overall Grade for SMSC: 2 Community Cohesion: 3

Good features

- Pupils make great strides in their social development as they learn to tolerate and work alongside others. They know the difference between right and wrong as is apparent in their excellent behaviour. The quality of relationships at the school and the way in which pupils are encouraged to accept their own unique identities as they learn to cope with their disabilities has a tangible spiritual dimension.
- The school has given some thought to its contribution to the community in terms of cultural diversity.

Areas for development

- The school has not been proactive in terms of community cohesion by carrying out an audit of the impact of its work and implementing a plan of action to address any issues.

School: **The John Fielding Community Special School**

Overall Grade for SMSC: 2 Community Cohesion: 2

Good features

- The school works well with other schools and the community to extend opportunities for pupils.

Areas for development

None specified.

Wendy Harrison

February 2011