

**OFSTED INSPECTIONS  
BETWEEN 17th January and 25th March 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 these. Only one 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 this, grades are shown for the school's overall effectiveness, SMSC overall and community cohesion. The situation will change yet again in January 2012 when the new Ofsted framework is introduced.

**Inspections in chronological order**

<b>SCHOOL</b>	<b>Overall Effective- ness</b>	<b>SMSC</b>	<b>Community Cohesion</b>
<b>PRIMARY, INFANT, JUNIOR AND NURSERY SCHOOLS</b>			
North Cockerington CE Primary School	2	2	3
Langtoft Primary School	3	2	3
New York Primary School	3	2	3
The Wainfleet Magdalen CE/Methodist School	3	2	2
Lutton St Nicholas Primary School	3	3	3
Spilsby Primary School	3	3	3
Welton St Mary's CE Primary School (VC)	3	2	3
Quadring Cowley & Brown's Primary School (VC)	4	2	3
Park Community Primary School	3	1	1
Branston Junior School	3	2	3
The Harlaxton CE Primary School (VC)	3	2	2
Huttoft Primary School	3	2	2
Scampton CE Primary School (VC)	2	2	2
Fulstow Community Primary School	3	3	3
The St Nicholas CE Primary School, Boston (VC)	3	2	3
North Somercotes CE Primary School	4	3	3
The Tydd St Mary CE Primary School (VA)	2	1	2
Belton Lane Community Primary School	2	2	2
Ruskington Chestnut Street CE Primary School	3	3	3
The North Cotes CE Primary School	3	2	2
<b>SECONDARY SCHOOLS</b>			
The Glead Girls' CAL & Technology College	2	2	2
The Thomas Cowley High School	3	2	3
St Peter and Paul, Lincoln's Catholic High School, A Science College (VA)	2	1	2
<b>SPECIAL SCHOOLS</b>			
The Lincoln St Christopher's School	2	2	2
Aegir Community School	2	2	2
Warren Wood Community School	2	2	2

## INFANT, JUNIOR AND PRIMARY SCHOOLS

**School:** North Cockerington CE Primary School

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

### Good features

- The curriculum and the ethos of the school promote tolerance and respect for everyone. A multi-faith day for Year 5 was held during the inspection.
- The school is using a range of partnerships with other schools to promote pupils' greater understanding of the cultural and multicultural diversity of the world.
- The school makes a good contribution to community cohesion locally and has achieved the foundation level for its international involvement, national links and coverage.

### Areas for development

- Evaluation of the socio-economic, religious and ethnic strands are at an early stage of development.

**School:** Langtoft Primary School

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

### Good features

- Pupils make a strong and positive contribution to the school and local community through their school council, which links with other schools, and through their good links with local businesses.
- Pupils' spiritual, moral, social and cultural development is also good overall.
- The school's promotion of community cohesion is satisfactory. It plays a key role in the school and local community, especially through informal partnerships with other schools and this makes a strong impact on pupils' contribution to the community and their personal development. In an almost totally White British community, the school helps its pupils understand diversity and the range of ethnicities that is the UK today by linking with another local school.

### Areas for development

- Pupils' understanding of children in other circumstances and locations is underdeveloped. There is a lack of meaningful links with families from more diverse and global communities.

**School:** New York Primary School

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

### Good features

- Pupils enjoy school and this has a positive impact on their spiritual, moral, social and cultural development. Visits are made to local churches.
- They are active contributors in school through their work on the school council, their help in re-cycling the community's waste materials and raising money for charities at home and abroad.

- Pupils express interest in, and have positive regard for, people of different race, religion and culture.
- The school's provision has a positive impact on promoting community cohesion in terms of pupils' spiritual, moral, social and cultural development, their contribution to the local community and to good causes worldwide.

#### **Areas for development**

- A systematic promotion of all aspects of community cohesion is not yet in place.

**School:** The Wainfleet Magdalen CE & Methodist School

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

#### **Good features**

- Pupils' spiritual, moral and social development is good and supported well by the ethos of the school. Pupils accept responsibility readily and contribute well to the local community.
- Their experience of a multicultural society is broadened through trips to cities such as Leicester. They also visit local churches.
- Pupils show an open approach to the care and welfare of those who may be different from themselves. Throughout the school, pupils show a generous spirit.
- Good partnership with families, and the co-operative way the school works with others, are reflected in its positive and successful approach to community cohesion. The school's context has ensured that its approach to community cohesion and its promotion of equality are inextricably linked. It analyses well the needs of the community and takes concerted action to overcome inequality; in this it serves its stakeholders well. The school also reaches beyond national borders through its links with a number of European schools.

#### **Areas for development**

None specified.

**School:** Lutton St Nicholas Primary School

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

#### **Good features**

- Pupils have regular chances to discuss their feelings and to consider their views about moral and ethical situations. The school is starting to build up a structured programme to extend pupils' understanding of the world.
- The newly formed school council and house system are providing a wider range of opportunities for pupils to be involved in improving the school, including working with the community.
- The school is promoting community cohesion effectively.

#### **Areas for development**

- Pupils' understanding of the lifestyles and practices of other people are less well developed than their spiritual, moral and social understanding.
- Regarding community cohesion, there is unevenness in provision between the socio-economic, religious and ethnic strands.

**School:** **Spilsby Primary School**

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

**Good features**

- Pupils have some awareness of different religions and cultures. They take part in local activities and understand their immediate community.
- There is no discernable bias or discrimination at the school because pupils openly recognise and celebrate diversity.
- The school's provision for community cohesion is satisfactory. Its internal and local dimensions are strong. The school is seeking ways to extend pupils' appreciation and understanding of other communities both nationally and globally.

**Areas for development:**

- Pupils' understanding of the wider community is more limited.

**School:** **Welton St Mary's CE Primary School**

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

**Good features**

- Pupils' spiritual, moral, social and cultural development is good overall.
- They make a good contribution to the school as a community and value opportunities to help to shape the future of their immediate communities.
- The schools' promotion of community cohesion is satisfactory.

**Areas for development**

- The cultural strand of SMSC is weaker than the others. Pupils have little understanding of the richness and diversity of cultures and faiths that are part of modern society. This detracts from the school's promotion of community cohesion. The school has yet to formulate a plan to ensure that pupils' learning and the school's actions constitute a systematic approach to promoting community cohesion.

**Key issue for improvement**

- Improve pupils' cultural development and the extent to which the school promotes community cohesion by ensuring that pupils learn about more communities in the UK whose lifestyles are different from their own; strengthening the multi-faith component of the RE curriculum.

**School:** **Quadring Cowley & Brown's Primary School**

**[School requires significant improvement]**

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

**Good features**

- Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in their moral and social development.

- Community cohesion is satisfactorily promoted because the headteacher has provided an action plan and action is underway to extend pupils' experience of children of other backgrounds, ethnicities and faiths.

#### **Areas for development**

- Pupils' cultural development is not as strong as the other strands of SMSC as they have limited opportunities to engage with others from communities different from their own.

**School:** Park Community Primary School

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

#### **Good features**

- The effectiveness of the school's promotion of community cohesion and the extent to which pupils contribute to the school and wider community are outstanding. The promotion of community cohesion is a real strength of the school. There are not only very effective links within the local community, including good partnership working, but also nationally and internationally. All classes are twinned with a school in another country, which provides pupils with a first rate understanding of the international community. The school successfully monitors its work and is able to demonstrate the very positive impact it has on pupils' understanding and personal development.
- The school council takes an active role in promoting the school within the local community.
- This is a very harmonious community where pupils' social, moral and cultural development is outstanding. Pupils have an excellent understanding of similarities and differences between their own and other cultures, and have a strong sense of right and wrong.
- Pupils demonstrate empathy, high levels of compassion and look after each other well. They regularly raise funds for those more disadvantaged.

#### **Areas for development**

- None specified.

**School:** Branston Junior School

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

#### **Good features**

- Pupils' spiritual, moral, social and cultural development is good.
- The school is an important presence at many of the traditional village events and festivals. Pupils are becoming more influential in issues that affect the wider local area.
- The school's promotion of community cohesion is satisfactory. A thorough audit of community cohesion provision has been completed and the school is aware of the need to engage better with groups outside the school and the immediate community.

#### **Areas for development**

- Opportunities for pupils to engage with others outside the school who are from backgrounds different from their own are in their infancy.

**Key issue for improvement**

- Develop the curriculum in order to raise pupils' awareness of cultures other than their own, in Britain and around the world.

**School:** The Harlaxton CE Primary School

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

**Good features**

- Pupils' contributions to the community and their spiritual, moral, social and cultural development are good. This is in part due to the strengthening of the school's contribution to community cohesion that is now good. Good improvements in community cohesion result in pupils demonstrating a much greater understanding of the diversity of society. Effective links have been established with schools in contrasting localities in this country and abroad so that the school promotes community cohesion well. This is the result of leaders following a clear policy and driving forward improvements supported by an effective action plan.
- Regular participation in fund raising for charity and local community activities enable pupils to make a good contribution to the community.
- Pupils' cultural understanding is much better developed than at the time of the last inspection. This can be seen in lessons and also in assemblies where they show good insight into the feelings of others and respond to reflection and prayer with respect and reverence.

**Areas for development**

None specified.

**School:** Huttoft Primary School

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

**Good features**

- Pupils enthuse about the opportunities that have helped them to learn about and contribute well to the local and wider community. An 'Around the World' event formed part of the school's good promotion of community cohesion.
- Pupils are involved in charitable activities and have strong links in the local community. Their regular reading in church, singing in local rest homes, instrumental concerts in the locality, contribution to local flower festivals and help with harvest-giving confirm the strength of their contribution in the area.
- Pupils' spiritual, moral and social development is good.
- The school has a good understanding of the social, ethnic and religious community it serves. Within the school, the promotion of community cohesion is strong.

**Areas for development**

- Pupils' appreciation of the ethnic diversity that makes up the UK is more limited.

**School:** **Scampton CE Primary School**

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

**Good features**

- Pupils learn values and respect for each other.
- They contribute well to the school and local community as well as gaining experiences about life more globally through their charitable interests. Pupils suggest charities which they should support and raise money through their own efforts. These activities help their understanding of other's needs.
- Community cohesion is good. The school has links with a school in Leicester, which pupils visit so that they can learn about another culture. They also gain from studying similarities and difference between English and specific locations in Africa. Pupils sponsor a child in Ghana.

**Areas for development**

None specified.

**School:** **Fulstow Community Primary School**

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

**Good features**

- The school's 'values' curriculum encourages the children to develop a sense of self worth and respect for others.
- Good morale and good relationships between pupils and adults help create a lively community.
- RE lessons make a positive contribution to pupils' understanding of a range of faiths.
- Community cohesion is satisfactory. Work with the local community is strong.

**Areas for development**

- Pupils have few opportunities to mix with pupils from different religious, ethnic and socio-economic backgrounds. The school has only just started to implement its action plan to develop links in the UK and in other countries.

**School:** **The St Nicholas CE Primary School, Boston**

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

**Good features**

- Several aspects of pupils' personal development, including their moral and social and development, are good.
- Pupils' spiritual, moral and social development is strong, as seen in their courteous and respectful behaviour.
- Pupils' contribution to the community is satisfactory.
- The school's work to promote community cohesion is satisfactorily.

**Areas for development**

- Pupils' cultural understanding is less developed because the curriculum does not provide enough opportunities to develop understanding of the diversity of faiths and cultures within national and international contexts.

**Key issue for improvement**

- Provide pupils with opportunities to make a greater contribution to the local, national and global community.

**School:** North Somercotes CE Primary School

**[School requires significant improvement]**

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

**Good features**

- Pupils' spiritual, moral, social and cultural development is satisfactory.
- The school's links with the local community are based on a firm understanding of its context. As a result, community cohesion is promoted satisfactorily on a local level.

**Areas for development**

- The curriculum is less effective in promoting pupils' knowledge and understanding of different cultures within and beyond the UK.

**Key issue for improvement**

- Improve the curriculum by providing more opportunities for pupils to gain an understanding of cultural diversity.

**School:** The Tydd St Mary CE Primary School

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

**Good features**

- The development of pupils' spiritual, moral, social and cultural understanding is at the forefront of the school's work. Its impact on their approach to each other, and their attitudes, is outstanding.
- Through the curriculum, which incorporates regular discussions about moral and ethical issues, pupils demonstrate their ability to make considered judgements, such as our rights and responsibilities in society. This is one example that leads to pupils' excellent overall spiritual, moral, social and cultural development.
- Pupils show concern for those in less favourable circumstances than themselves, and act upon their feelings, for example, through regular fund raising.
- The school promotes community cohesion well, especially in the local community.

**Areas for development**

None specified.

**School:** Belton Lane Community Primary School

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

**Good features**

- Pupils' are developing a greater understanding of spirituality and this is promoted effectively in the older classes where pupils respond well to opportunities for reflection.



- Pupils have a good sense of right and wrong and understand the consequences of their actions.
- The school is a cohesive school community. Pupils are active within their local community. They raise funds for a range of charities.
- The school has a growing number of pupils of different nationalities and has established links with a school in another part of the country; this has given pupils an insight into cultural diversity which is broadening their understanding of peoples' differences.
- The school has carried out an audit of its social, ethnic and religious context and understands this well. As a result, it has devised and implemented an action plan to improve the way it promotes community cohesion and this is regularly reviewed.

### Areas for development

None specified.

**School:** Ruskington Chestnut Street CE Primary School

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

### Good features

- Pupils are often involved in local community projects and fund raising activities.
- Strong links with the local church increase pupils' awareness of religious concepts and reinforce the school's values. They reflect maturely on their own feelings and those of others, for example, during assemblies. These opportunities contribute effectively to pupils' good overall spiritual, moral, social and cultural development. Pupils show outstanding spiritual and moral awareness. Their sense of right and wrong is very strong, and guides their good behaviour.
- The school's contribution to community cohesion is satisfactory. It is actively promoted in the local community and there are some useful links established internationally.

### Areas for development

- Although pupils are aware of different cultures within the school, local and international communities, their understanding of the diversity of cultures within the UK is not sufficiently well developed. As yet, leaders do not evaluate the effect of the school's work on pupils' understanding of the make-up of British society.

### Key area for improvement

- Develop pupils' understanding of the diversity in British society by providing pupils with more opportunities to interact with others from different ethnic, religious and socio economic backgrounds that are representative of the different groups within the UK; regularly monitoring and evaluating the impact of these opportunities on pupils' understanding of cultural diversity.

**School:** The North Cotes CE Primary School

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

### Good features

- Pupils work well together in this closely knit school where they are valued for what they are, and their contribution.

- Through the school's ethos, pupils develop a strong awareness of the importance of caring and respecting each other, and celebrating their similarities and differences. This has been the starting point for the school's international status.
- As part of learning and daily routines, pupils develop a good spiritual, moral, social and cultural understanding.
- Community cohesion is promoted effectively because the school is providing opportunities across socio-economic, religious and ethnic aspects to promote pupils' understanding of society in the UK and abroad.

## SECONDARY SCHOOLS

**School:** The Gleed Girls' CAL & Technology College

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

### Good features

- Students are clear about the differences between right and wrong and understand their rights and responsibilities.
- The school's contribution to community cohesion is good and it has evaluated the impact of this work. Close links with the local community are extended by links with institutions overseas. Links with different communities further afield in the UK are developing well.

### Areas for development

None specified.

**School:** The Thomas Cowley High School

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

### Good features

- Students are effective members of the school, local and wider community. They work enthusiastically to protect the environment and to raise money for international charities.
- The school is in the process of developing community cohesion and is planning to review the impact of its provision, which is satisfactory.

**School:** St Peter and St Paul, Lincoln's Catholic High School, A Science College

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

### Good features

- The spiritual, moral, social and cultural development of the students is outstanding. They are respectful towards each other and every student feels valued as an individual. Students have been particularly supportive in welcoming and supporting newcomers from minority ethnic backgrounds.
- Students take part in assemblies and show respect and empathy towards each other as well as demonstrating an excellent appreciation of the multicultural diversity of our society.
- The school makes a good contribution to community cohesion and works very closely with families from minority ethnic communities to welcome them into the community.

of the school and the church. A Polish Community School uses the school facilities on a Saturday morning to help young people maintain their cultural heritage.

### **Areas for development**

- Work on the school's action plan for community cohesion is only recently underway and it has yet to evaluate the impact of its work on community cohesion.

## **SPECIAL SCHOOLS**

**School:** **The Lincoln St Christopher's School**

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

### **Good features**

- Pupils are well disposed to being helpful around the school and in actively supporting many good causes in the wider community.
- Pupils' enjoyment of school, the confidence they gain and the enthusiastic engagement in school and the wider community, through cultural events in particular, leads to good spiritual, moral, social and cultural development. Pupils learn about cultural diversity in Britain, especially from visitors representing different cultural heritages.
- The school community is very cohesive and particular emphasis is placed on actively engaging with the wider community through the contributions pupils make through music and dance festivals. The school also responds well to the needs of others in different parts of the world through fundraising events.

**School:** **Aegir Community School**

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

### **Good features**

- Students show considerable empathy for those less fortunate than themselves, select charities to support and generate ideas for fundraising. They contribute to the local community in many different ways.
- In RE lessons and assemblies on a wide range of topics, students acquire a sound understanding of diversity in the UK.
- The governing body ensures that community cohesion is promoted well. There is a detailed plan for developing community cohesion, based on the school's audit.

### **Areas for development**

- Students have limited opportunities to meet those from a range of ethnic and religious groups.
- The plan for promoting community cohesion is not explicit about how the school will evaluate its impact on the local community.

### **Key issues for improvement**

- Strengthen the school's self-evaluation by showing in the community cohesion action plan how actions are intended to benefit the local community.

**School:** **Warren Wood Community School**

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

**Good features**

- Pupils gain insights, maturity and confidence from working with the local communities and through links with schools abroad. They benefit from a wealth of visitors and visits involving the community and the school is well regarded in the community.
- Pupils have benefited enormously from the school's energetic promotion of community cohesion. A thorough analysis of the school's religious, ethnic and socio economic context has led to good plans for community cohesion and rich experiences for pupils.

**Areas for development**

- The school has not measured the impact of its initiatives regarding community cohesion on the community.

**Key issue for improvement**

- Strengthen the school's self evaluation by showing in the community cohesion plan how actions are intended to enhance the local community.

**Wendy Harrison**  
**May 2011**