

OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOL

From 1st January 2012 – 1st June 2012

In January 2012 Ofsted introduced a new, slimmed down framework for inspection. There are now only four key judgements:

1. The achievement of pupils at the school.
2. The quality of teaching in the school.
3. The behaviour and safety of pupils at the school.
4. The quality of the leadership and management of the school.

Judgements about SMSC are now linked to the provision the school makes to promote pupils' development. All aspects should be referred to throughout the report but no grades are given. There is no longer any explicit reference made to community cohesion and Every Child Matters.

Inspections in chronological order

Primary schools

Moulton Chapel Primary School

The headteacher's audit has led to improved planning to promote pupils' wider development, such as growing opportunities to develop their cultural understanding. Their spiritual, moral and social development is also good.

Holton-le-Clay Junior School

Planning ensures that all topics contribute to pupils' spiritual, moral, social and cultural development because teachers understand the need to broaden pupils' horizons and expand their thinking and experiences in these areas.

The Holbeach St Mark's Church of England Primary School

The school offers a broad and balanced curriculum which promotes their spiritual, moral, social and cultural development well, as seen by pupils' outstanding behaviour and extremely positive attitudes. Joint federation projects provide a range of additional curriculum experiences, visits and visitors, which expand pupils' horizons and facilitate greater interaction with pupils from a range of different backgrounds.

Holton Le Clay Infant School

The pupils' spiritual, moral, social and cultural development is promoted well, and links with other schools are a strong feature of the school's philosophy.

The Skegness Seathorne Primary School

Pupils' spiritual, moral, social and cultural development is promoted effectively in lessons; thought-provoking assemblies; personal, social, and health education lessons and a variety of extracurricular activities. 'Studies of faith through art' by older pupils indicate pupils' developing awareness of other faiths and cultures.

The Mareham-le-Fen Church of England Primary School

The curriculum promotes pupils' spiritual, moral and social development well through activities such as the Sculpture Garden project, which involved pupils in design, construction and aftercare of a corner of the school playground.

North Scarle Primary School

The curriculum fully supports all aspects of pupils' spiritual, moral, social and cultural development. Teaching also has a good impact as teachers are good role models and use curriculum content well to teach about other faiths and cultures.

Morton Trentside Primary School

Pupils' spiritual, moral, social, and cultural development is good, aided by well-resourced classrooms which motivate their curiosity about the world around them and also because of the school's insistence on high standards of politeness, tolerance and respect. The good relationships pupils develop are extended as they move through the school and underpin their good spiritual, moral, social, and cultural development.

Quadring Cowley & Brown's Primary School

Pupils' spiritual, moral, social and cultural development is a strength. It contributes effectively to building pupils' resilience and 'can do' attitudes to learning. Assemblies often reinforce these attitudes and provide opportunities to reflect on an acceptable moral code. Further contributions are made by the varied activities form part of the pupils' wider curriculum.

The Leasingham St Andrew's Church of England Primary School

Teachers implement their planned broad, balanced curriculum well and successfully use this to promote pupils' social, moral, spiritual and cultural development. Pupils are given good opportunities to explore other cultures and religions.

Skegness Junior School

[Special measures]

The planned provision for social and emotional aspects of learning (SEAL) promotes reflection and contributes to pupils' spiritual, moral and social development. The school's curriculum also offers a broad range of experiences to promote all four aspects. Opportunities are provided for frequent reflection on the pupils' own or others' experiences.. Pupils' awareness of cultural diversity is limited and the leaders are aware of the need to extend it.

Chapel St Leonards Primary School

The school's promotion of pupils' spiritual, moral, social and cultural development is a strength. Pupils have a clear sense of right and wrong and think carefully about how their actions affect others. Teachers use the planned curriculum well to enhance pupils' spiritual, moral, social and cultural awareness. Visitors representing different religions and links with children overseas provide good opportunities to learn first-hand about the diverse faiths and cultures in the world.

Coleby Church of England (Controlled) Primary School

The school's intimate, warm and caring atmosphere and distinctive ethos provide exceptionally well for pupils' outstanding spiritual, moral, social and cultural development and their outstanding conduct. Teachers' depth of understanding also has a significant impact. As a mark of this, pupils are very conscious of what constitutes good behaviour and have a strong sense of personal responsibility and purpose. School assemblies.....develop pupils' spiritual understanding, enabling them to experience existence as creative, meaningful and rewarding.

Boston St Mary's RC Primary School

The good working relationships established between staff and pupils build confidence and contribute to pupils' positive attitudes to learning and good progress in their spiritual, moral, social and cultural development. The curriculum promotes all four aspects well, especially in the first two elements.

Boston West Primary School

The development of pupils' interest in the world around them and the natural environment makes a strong contribution to their excellent spiritual, moral, social and cultural development. Excellent relationships are apparent throughout, with staff acting as very positive role models. This also has a clear impact on pupils' spiritual, moral, social and cultural development, along with effective assemblies.

Kelsey Primary School

Co-operation in groups is promoted well by adults and this, along with planned visits and visitors that fit in with classroom learning, encourages pupils' spiritual, moral, social and cultural development. Overall, this development is promoted satisfactorily and demonstrated, for instance, by the warm relationships in school and the social development afforded by the extra-curricular activities and visits that help to make school more enjoyable.

The Chad Varah Primary School

Teachers promote pupils' spiritual, moral, social and cultural development appropriately. Consequently, most pupils' increased self-esteem and confidence, and their understanding of and respect for the school's strong moral code, are contributing to their improved and positive attitudes to learning. Pupils gain an increasing awareness of their own cultures, although the steps taken to promote multi-cultural awareness are less well developed.

The Isaac Newton Primary School

Teachers develop warm relationships with pupils and this leads to successful behaviour management within the classroom. This helps promote pupils' spiritual, moral, social and cultural development. This is further assisted in curricular planning that includes art, music, religious education and personal, social and health education.

Waddingham Primary School

Though still very much work in progress, an emerging strength of the school's new curriculum is the extent to which it promotes spiritual, moral, social and cultural development. Planning ensures that all topics make a contribution because teachers understand the need to broaden pupils' horizons and expand their thinking and experiences in these areas. Topics that enable pupils to confront global issues or to experience at first-hand the religious and cultural diversity of modern Britain, or to participate in local community events, strengthen these areas of pupils' development.

St Andrew's CofE Primary School

The school provides a broad and balanced curriculum that meets the needs of all in a satisfactory manner, and supports their spiritual, moral, social and cultural development well.

The Fishtoft School

[School requires significant improvement]

A key strength is the way that teachers promote a positive and supportive atmosphere and there is now a satisfactory impact on pupils' spiritual, moral, social and cultural development. The curriculum now promotes all four aspects satisfactorily.

The Grasby All Saints Church of England Primary School

Provision to promote pupils' spiritual, moral, social and cultural development is good. Religious education lessons effectively engage pupils and offer them good opportunities to discuss moral dilemmas while teaching them about different faiths and religions. There are strengths in the provision for pupils' cultural development, particularly in music. The daily act of worship makes an important contribution to the school values and to its social, moral and spiritual teaching.

Blyton Cum Laughton Church of England School

The range of experiences within the curriculum contribute well to their spiritual, moral, social and cultural development.

Osgodby Primary School

Effective promotion of pupils' spiritual, moral, social and cultural development through teaching and the curriculum provides an excellent understanding of the circumstances surrounding different kinds of bullying.

Scamblesby Church of England Primary School

The school's accurate understanding of its performance and effective strategies to strengthen the quality of teaching and leadership result in pupils' good academic achievement and their good spiritual, moral, social and cultural development. All aspects are also promoted through regular routines and assemblies, and incorporated into the good curriculum. For example, pupils show understanding and respect for those of different beliefs and cultures and understand some similarities and differences between them.

The Lincoln Manor Leas Junior School

The pupils' spiritual, moral, social and cultural development and behaviour are outstanding. Teachers' very good rapport with pupils engages them and ensures they constantly experience and adopt the school's positive values. This manifests itself in pupils constantly demonstrating a positive regard and respect for each other and expressing this clearly. The school is a cohesive community which looks well beyond itself and widens pupils' perspectives on the world.

The St Faith's Church of England Infant School, Lincoln

The personal development parts of the school's curriculum, which are founded on its six highly visible core values, lead directly to pupils' excellent spiritual, moral, social and cultural development and in turn pupils' excellent attitudes to learning.

Deeping St Nicholas Primary School

The high quality of teaching and the ethos of the school result in strong spiritual and moral development. Pupils have a clear understanding of what is right and wrong and demonstrate a mature tolerance of each other's differences. The curriculum develops an understanding of different cultures through art, music and literature, as well as through visitors to the school.

Tattershall Primary School

Planning for pupils' spiritual, moral, social and cultural development has had a positive impact on their personal development and behaviour. Their cultural development has taken a little longer to emerge but is now being well planned for. The school has fully considered pupils' spiritual, moral, social and cultural development as part of its core and wider provision.

Holbeach Primary School

The good provision for pupils' spiritual, moral, social and cultural development can be seen through the curriculum the ways in which they reflect on issues such as the importance of taking care of the environment. Pupils, including the youngest ones, reflect deeply on moral issues. They have a good awareness of the diversity of faiths and cultures in the world enhanced by regular opportunities to meet people from different religions and backgrounds.

The Market Rasen Church of England Primary School

There is a clear focus on pupils' spiritual, moral, social and cultural development. This is epitomised in very successful acts of collective worship. The school is a cohesive community that looks outwards to learn from other cultures within Britain and globally. The curriculum engages pupils' interests and promotes their spiritual, moral, social and cultural development well, while reflecting the school's key values.

The Metheringham Primary School

The curriculum makes a positive impact on teaching, and teachers make good use of opportunities to promote pupils' social, moral, spiritual and cultural development. All four aspects of development are good and well supported outside the curriculum by assemblies.

The Kirkby-la-Thorpe Church of England Primary School

Pupils' spiritual, moral, social and cultural development is outstanding and promoted by teachers who help pupils to be curious, independent learners with good powers of empathy. The outstanding impact of the curriculum on pupils' spiritual, moral, social and cultural development is evident in pupils' awareness of other people's lives, their appreciation of music and the arts, their interest in science and the natural world and their awareness of the power of language.

Theddlethorpe Primary School

Opportunities for pupils' spiritual, moral, social and cultural development are satisfactorily promoted through assemblies and visits. Leaders promote pupils' multicultural awareness through strong links with a school in Gambia, and pupils regularly raise money to support the learning of a Gambian child. Pupils develop a strong moral code.

The Billingham Church of England Primary School

The good provision for pupils' spiritual, moral, social and cultural development shows in the way they think deeply about the world around them and develop a clear sense of right and wrong. In all classes, teachers do much to enhance all four aspects. The curriculum promotes development well. For example, pupils' cultural awareness is enhanced further by extensive work on other countries in the topics they study, visits to churches representing different faiths and links with a French community.

The Claypole Church of England Primary School

The richness and breadth of the school's provision promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to express their views on current ethical issues.

The Welbourn Church of England Primary School

The promotion of pupils' spiritual, moral, social and cultural development is outstanding. Pupils respond exceptionally well to opportunities for thought and reflection. Despite the absence of pupils from other ethnic backgrounds, pupils are very well aware of the diversity of modern society, and the school prepares them exceptionally well to take their places in it. All aspects of development are promoted very well through the broad and balanced curriculum as well as through assemblies and church visits.

Waddington Redwood Primary School

The curriculum provides effective support for pupils' good spiritual, moral, cultural development, leading to pupils acquiring mature and sensitive attitudes. This is evidenced throughout the school through the harmonious relationships and the thoughtful and understanding attitudes that pupils show to each other.

Secondary schools

St George's Academy

A focus on developing students' life-skills adds significantly to their spiritual, moral, social and cultural education.

The Gartree Community School

[Special measures]

Students' spiritual, moral, social and cultural development is inadequate because it is held back by some teachers' lack of expectations and effective interaction with them. Students have too few opportunities in lessons to reflect, discuss and debate issues, as well as too little time to work together handling arguments and solving problems. The school's contribution to students' moral development is generally strong, and what it is doing to support cultural development is improving. Spiritual development is restricted because few teachers can confidently develop a discussion.

Monks' Dyke Technology College

A range of actions is taken to ensure that the students' spiritual, moral, social and cultural development is embedded in subjects and promoted, particularly through its vertical tutoring arrangements. This has resulted in a cohesive learning community.

The Peele Community College

Students' spiritual, moral, social and cultural development is satisfactory.

Special schools

Fortuna School

All staff are very good at providing successful opportunities to promote pupils' spiritual, moral, social and cultural development, for example, in consistently reinforcing what is right or wrong, and in the importance of working co-operatively. Development is also promoted extremely well through the curriculum.

Gosberton House School

Leaders ensure that an excellent range of experiences promote pupils' spiritual, moral, social and cultural development and their personal development exceptionally well. A range of activities, alongside excellent thematic work, musical, personal social and health education programmes and assemblies, provide outstanding opportunities.

Queen's Park School, Lincoln

Spiritual, moral, social and cultural development is outstanding. Pupils develop curiosity, are increasingly interested in what happens around them, and act to influence events. Self-awareness and regard for others are quickly established, and pupils form friendships they value. Their very positive attitudes and behaviour show they know right from wrong. Through work in lessons and the visits they make, pupils experience different cultures.

Wendy Harrison

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