

**Analysis of SMSC in Ofsted reports**

**28<sup>th</sup> May 2012 – 3<sup>rd</sup> October 2012**

*New framework introduced in September 2012*

**Grade descriptions from 2012:**

- 1-Outstanding
- 2-Good
- 3-Requires improvement
- 4-Inadequate

School	Date inspected	Outcome/ Overall Effectiveness	Provision for pupils' spiritual, moral, social and cultural development.
<b>PRIMARY</b>			
North Somercotes CE PS	13/14 June	3	Teachers weave opportunities for the development of pupils' spiritual, moral, social and cultural development into lessons effectively. Good behaviour can be attributed to the school's effective curriculum planning for SMSC development.
<b>Keelby PS</b>	14/15 June	3	Although pupils show a good understanding of multi-cultural society their cultural development lacks breadth because they have little first-hand interaction with people from contrasting social backgrounds or ethnic heritages within the UK or abroad. Overall, their SMSC development is promoted well and supported through the curriculum. Pupils have many opportunities for reflection and they make thoughtful and sensitive responses, showing courtesy and respect for the views of other people.
<b>The Saint Thomas' CE PS, Boston</b> <i>[School brought</i>	20/21 June	2	The school's core values underpin everything. The worship group leads assemblies and works with staff to promote the school ethos. Pupils are taught important moral and social values and given regular opportunities for reflection. The curriculum provides for pupils' wider

<i>out of Special measures]</i>			spiritual and cultural development.
<b>Kirkby-on-Bain CE PS</b>	25/26 June	2	The curriculum and teaching contribute well and actively support the pupils' spiritual, moral, social and cultural development. For example, the teaching about different cultures, beliefs and ways of life is good and includes visits to a mosque and gurdwara in Peterborough as well as a visit to Lincoln Cathedral. Assemblies and Circle Time are used well to encourage pupils to think about spiritual and moral issues as well as developing their confidence and self esteem.
<b>Billingborough PS</b>	26/27 June	1	Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. It is promoted exceptionally well through everyday teaching and the wider curriculum. An exchange with pupils from a multi-cultural city school in Peterborough, for example, was a wholly positive experience.
<b>St George's CE Community PS, Gainsborough</b>	27/28 June	2	Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have many opportunities to reflect, for example during assemblies or lessons which deal with personal and social development. They learn about different beliefs and cultures through the curriculum but the school needs to 'strengthen pupils' cultural awareness by creating opportunities for pupils to have first hand interaction with people from communities beyond the immediate locality'.
<b>Dunstan St Peters CE PS</b>	28/29 June	2	High quality relationships, challenging questions and opportunities to work independently make a strong contribution to pupils' spiritual, moral, social and cultural development. SMSC is also promoted through the broad and rich curriculum. The school seeks to broaden horizons and enable pupils to become citizens of the world.
<b>Linchfield Community</b>	03/04 July	3	Spiritual, moral, social and cultural development is promoted satisfactorily but planning is not specific enough to ensure

<b>School</b>			comprehensive and progressive coverage.
<b>Sir Francis Hill Community PS</b>	04/04 July	2	While pupils' spiritual, moral, social and cultural development is good overall, including across the curriculum, links with communities beyond the local area are not fully developed to support pupils' wider understanding. The school needs to develop these to support pupils' understanding of other faiths and cultures.
<b>Leadenham CE PS</b>	04/05 July	2	The curriculum and the strong emphasis on care for the individual promote pupils' achievement and their social, moral and spiritual development, but there are too few planned opportunities to ensure they gain understanding of the cultures of the UK. Assemblies strongly reinforce pupils' sense of belonging. Awe and wonder was seen during the inspection during science.
<b>Eagle Community PS</b>	05/06 July	2	Teaching and the curriculum effectively promote pupils' spiritual, moral, social and cultural development. Topics that enable pupils to confront global issues, to experience at first hand the religious and cultural diversity of modern Britain, or to participate in local community events, strengthen these areas.
<b>Partney CE PS</b>	13/14 September	2	Pupils' spiritual, moral, social and cultural development is promoted effectively and they develop excellent social skills through planned opportunities to work, eat and play together. They have excellent opportunities to participate in thoughtful school assemblies when they sing, pray and celebrate the achievements of individuals and groups of children. Pupils benefit from a curriculum which is well designed to provide them with a range of cultural and religious experiences.
<b>St Lawrence CE PS</b>	19/20 September	2	The school encourages pupils to develop their creative instincts well through art and music. It also helps them to develop their spiritual, moral, social and cultural understanding. Classrooms are colourful and well resourced, and raise pupils' awareness of the world around them. Topic work gives pupils-from this relatively isolated rural

			community-opportunities to learn about the lives and cultures of people from different parts of the world. Overall, pupils' spiritual, moral, social and cultural development is well provided for.
<b>Spalding PS</b>	26/27 September	3	The curriculum promotes pupils' personal development well and they have a good understanding of right and wrong.
<b>The Spalding Parish CE Day School</b>	04/04 October	3	Pupils' spiritual, moral, social and cultural development is good and supported well by the curriculum. For example, pupils write their own prayers and confidently lead the school's act of collective worship.
<b>SPECIAL</b>			
The Garth School	28/29 May	2	Excellent spiritual, moral, social and cultural development as the school helps pupils to become much more self aware, independent and responsive. Teachers promote this development extremely well through the curriculum and the many opportunities they provide for pupils to listen to and learn from each other and the interesting themes they explore. Pupils develop a keen sense of right and wrong. An air of celebration and determination is tangible in every classroom as is the enjoyment of the different multi-cultural experiences provided.

### **RE subject inspections**

Since the last SACRE meeting only one school (Holbeach Bank Primary School) has received a subject inspection for RE. The overall effectiveness of RE is judged to be satisfactory. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development. Areas for development:

- Raise standards by providing more challenge for pupils, including developing their enquiry and investigative skills.
- Increase opportunities for pupils to demonstrate their reflective skills in relation to the agreed syllabus aim of 'learning from' religion and human experience.

**Wendy Harrison**  
**October 2012**