



County Offices
Newland
Lincoln
LN1 1YL

25 March 2015

Standing Advisory Council on Religious Education

A meeting of the Standing Advisory Council on Religious Education will be held on **Thursday, 2 April 2015** in **Committee Room One, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Tony McArdle', written over a horizontal line.

Tony McArdle
Chief Executive

Membership of the Standing Advisory Council on Religious Education

Christian and Other Religious Denominations (Group A)

Councillor C Burke, Roman Catholic Church
Mrs C Dring, Baptist Church
Mrs L Gaylard, Ground Level Network of Churches in Lincolnshire
Mr A Hornsby, Methodist Church
Mr N McFarlane BEM, Salvation Army
Mr F Sperring, Society of Friends
Mrs S Sreenivasan, Hindu Community
Professor B Winston, Lincolnshire Jewish Community
Dr T Ahmed MBA, Islamic Association of Lincoln
1 Vacancy (United Reformed Church)

Church of England (Group B)

Mr D Clements, Church of England
Mr D R Scofield, Church of England
Mrs J Sheldrake, Church of England

The Teachers Panel (Group C)

Mrs C A Williamson, Secondary Schools
Mrs E Moore, Primary Schools
Ms S Thornton, Primary Schools

1 Vacancy (National Association of Head Teachers)

Lincolnshire County Council (Group D)

Councillors Mrs J Brockway, Mrs E J Sneath and C L Strange

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA
THURSDAY, 2 APRIL 2015**

Item	Title	Report Reference
1	Opening Reflections to be delivered by Professor B Winston	
2	Apologies for Absence	
3	Declarations of Members' Interests	
4	Minutes from the previous meeting held on the 11 November 2014	(Pages 5 - 12)
5	Matters Arising from the Minutes of the Meeting held on the 11 November 2014 <ul style="list-style-type: none"> • <i>Religious Education Quality Mark – (Wendy Harrison to update SACRE)</i> • <i>Continued Professional Development – (Wendy Harrison to update SACRE)</i> 	
6	Chairman's Correspondence/Report <i>(To receive a verbal update from the Chairman on information received since the last meeting of SACRE)</i>	
7	Gillian Georgiou, Diocesan and Cathedral Religious Education Adviser <ul style="list-style-type: none"> • Diversity Day, Swineshead • Conference Arrangements – 18 November 2015 	
8	Summary of Ofsted Inspections of Lincolnshire Schools with reference to the provision for Pupils' Spiritual, Moral, Social and Cultural Development <i>(SACRE to receive and comment upon an analysis of pupils' spiritual, moral, social and cultural developments in schools)</i>	(Pages 13 - 28)
9	Agreed Syllabus <i>(SACRE to receive an update on the Agreed Syllabus Review)</i>	
10	National Local Updates <i>(To receive an update regarding training for SACRE members)</i>	
11	Diocese of Lincoln - Statutory Inspection of Anglican and Methodist Schools (Section 48) <i>(SACRE to receive and comment upon the Statutory Inspection of Anglican and Methodist Schools, Section 48, if available)</i>	
12	Date of next Meeting - Tuesday 23 June 2015 - 2 pm	

Democratic Services Officer Contact Details

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Please Note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

All papers for council meetings are available on:
www.lincolnshire.gov.uk/committeerecords



**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
11 NOVEMBER 2014**

PRESENT:

Christian Denominations and Other Religions in the Area (Group A)

Mr N McFarlane BEM (Salvation Army) Chairman
Mr C Burke MBA (Roman Catholic) Vice-Chairman
Dr Tanweer Ahmed (Islamic Association of Lincoln)
Mrs C Dring (Baptist Church)
Mrs L Gaylard (Ground Level Network)
Mr A Hornsby (Methodist Church)
Mrs S Sreenivasan (Hindu Community)
Mr F Sperring (Society of Friends)
Professor B Winston (Lincolnshire Jewish Community)

Church of England

Mr D Scoffield
Mrs J Sheldrake

The Teachers Panel

Mrs E Moore (Primary Schools)
Mrs S Thornton (Primary Schools)
Mrs C A Williamson (Secondary Schools)

Lincolnshire County Council

Councillor Mrs J Brockway
Councillor Mrs E J Sneath
Councillor C L Strange

Officers/Advisers

Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council); Wendy Harrison (RE Adviser); Gillian Georgiou (Diocesan RE Adviser and Lincoln Cathedral Schools Officer); Judith Gilbert (Democratic Services Officer) and Mark Plater (Bishop Grosseteste University College).

1 **OPENING REFLECTIONS**

Opening reflections were delivered by Mrs C Dring.

2

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
11 NOVEMBER 2014**

2 ELECTION OF CHAIRMAN

On the nomination of Councillor C Burke, seconded by David Scoffield and there being no other nominations, it was

RESOLVED

That Mr N McFarlane BEM (Salvation Army) be elected as Chair to SACRE for 2014/2015.

3 ELECTION OF VICE-CHAIRMAN

On the nomination of David Scoffield, seconded by Dr Tanweer Ahmed and there being no other nominations, it was

RESOLVED

That Councillor Chris Burke, (Roman Catholic), be elected as Vice-Chairman to SACRE for 2014/2015.

4 APOLOGIES FOR ABSENCE

Apologies for absence were received from David Clements.

5 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of Members' interests received.

6 MINUTES OF THE MEETING HELD ON THE 12 NOVEMBER 2013

RESOLVED

That the Minutes of the Meeting held on the 12 November 2013 were agreed as a correct record subject to the following amendment:

Minute No 1 – *the word "alleviating" to be replaced with the word "removing".*

(Professor B Winston (Lincolnshire Jewish Community) and Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council) joined the meeting at 2.10 pm)

7 CHAIRMAN'S CORRESPONDENCE/REPORT

The Chairman reported that the last two meetings of SACRE held had been inquorate. Informal notes had been produced of the inquorate meetings and circulated to SACRE members.

It was noted that an invitation had been extended to the Chairman and Wendy Harrison, Religious Education Adviser, to attend the SIKH Seminar in Leicester but unfortunately the date was inconvenient and neither were able to attend. It was expected that any future invitations would be extended to them.

Letters of commendation had been sent to schools in Lincolnshire who had received positive Ofsted comments with regard to SMSC and Religious Education. It was reported that following the letters sent to schools, Bishop King CE Primary School in Lincoln had replied stating that representatives from the school would be willing to meet with members of SACRE. It was noted that Bishop King CE Primary School in Lincoln was a very well respected school within the local community.

An information leaflet had been received from The Farmington Institute whose aim was to support and encourage teachers of Religious Education in schools. The Farmington Institute was financed by the Farmington Trust. The Institute awards fellowships to teachers of Religious Education in schools and publishes discussion papers as well as arranging conferences. It was reported that this leaflet had been circulated to schools in Lincolnshire.

Information had also been received which had asked for a school who had excelled in Religious Education to be nominated for an award and consideration was being given to this.

(Mrs C Williamson joined the meeting at 2.20 pm)

The Chairman reported that there was currently a vacancy for a member of the United Reform Church to join SACRE and it was noted that this matter would be discussed at their Autumn Regional Meeting.

The Chairman stated that he had received a request to contact the Lincolnshire Echo to discuss the different faith groups in Lincolnshire. It was suggested that in future assistance could be provided from Lincolnshire County Council's Communications Team when dealing with any issues relating to the press.

RESOLVED

That the Chairman's verbal report be noted and the Clerk to SACRE contact the Bishop King CE Primary School to arrange for a representative to attend the next SACRE meeting.

8 MEMBERSHIP AND VACANCIES

The Committee received an up-to-date copy of the attendance list for SACRE. The Chairman welcomed Dr Tanweer Ahmed representing the Islamic Association of Lincoln in the Christian and other Religious Denominations Group as well as Sarah Thornton and Elizabeth Moore who represented Primary Schools in The Teachers' Panel Group.

RESOLVED

That the current membership be noted.

9 SACRE ACTION PLAN

Wendy Harrison, presented the SACRE Action Plan and the Archived Version for approval to SACRE. Thanks were given to Wendy for all her work on finalising these documents.

A suggestion was received that SACRE should encourage the celebration of festivals from different religions in order that all children had a good understanding of diversity. Wendy Harrison reported that a linked project was currently being developed between schools in Leicester and Lincolnshire which would enable pupils to share their cultures and life experiences. It was noted that this project needed further development which would be undertaken over the next year.

It was suggested that SACRE members from Leicester visited Lincolnshire's SACRE meeting (and vice versa) sometime during the next year in order to gain a better understanding of the different local authorities and schools. It was commented that so much good work was being undertaken in isolated areas and the information needed to be collated and shared with all schools and communities.

It was noted that a Conference would be taking place in November at the Lincoln Diocese and their theme would be "Christmas in Different Countries".

It was confirmed that the Diocese kept a record of which Church of England schools achieved the Religious Education Quality Mark. Further work was to be undertaken extending the Religious Education Quality Mark to maintained schools in the New Year.

It was reported that there had been a meeting of Secondary School Religious Education Teachers at Bishop Grosseteste University to discuss issues which related to Religious Education and SMSC. It was expected that this group would meet termly, under the guidance of Mark Plater. Assisted by members of the group, Mark had secured money from the Religious Education Council to develop a hub which would promote SMSC development in schools.

It was reported that Bishop Grosseteste University College, through the Farmington Institute, now held funding for teachers to undertake a Masters' Degree in Religious Education. Funding (up to 60%) was provided for schools to be able to employ supply teachers in order that their staff could attain a Masters' Degree. It was noted that there were five placements available each year.

The Chairman reported that he and Wendy Harrison had recently visited the Lincoln mosque and met with Dr Tanweer Ahmed. Dr Ahmed explained that work would shortly be undertaken on the construction of a new mosque on Boutham Park Road in Lincoln. The mosque would take approximately one year to complete and thanks were given to the people in Lincoln for supporting this venture. It was hoped that the

new mosque would raise awareness about Islam. Teachers of Religious Education who wished to visit the mosque would be welcomed.

RESOLVED

That the Action Plan and Archived version be approved.

10 APPROVAL OF ANNUAL REPORT 2012/2013

The Chairman reported that although the Annual Report had been presented at the last two meetings of SACRE the meetings were inquorate therefore, approval could not be given. Thanks were given to Wendy Harrison for the work undertaken on this report.

RESOLVED

That the report presented be approved.

11 LINCOLNSHIRE SACRE CONFERENCE 2015

Wendy Harrison reported that no definite date had yet been determined for the SACRE Conference in November 2015. It was hoped that there would be more information available at the next SACRE meeting and it was felt that some of the themes discussed at today's SACRE meeting could be incorporated as a theme for the Conference.

RESOLVED

That the verbal report be noted.

12 DIOCESE OF LINCOLN - STATUTORY INSPECTION OF ANGLICAN AND
METHODIST SCHOOLS (SECTION 48) - JANUARY 2014 TO OCTOBER
2014

SACRE received Section 48 Inspections for 2014. This was a statutory inspection which all Church schools had around the time of their Ofsted inspection. The inspectors considered the character of the school, which included leadership and management, religious education, collective worship, spiritual, moral, social and cultural development together with links with the local community.

RESOLVED

That the report be noted.

13 SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS
WITH REFERENCE TO THE PROVISION FOR PUPILS' SPIRITUAL,
MORAL, SOCIAL AND CULTURAL DEVELOPMENT

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

11 NOVEMBER 2014

SACRE received a summary of Ofsted Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.

It was noted that Wendy Harrison had recently attended an Ofsted update training and would be attending a NASACRE Conference in Birmingham on the 27 November 2014 which would focus on the "Trojan Horse" situation in Birmingham. SACRE would receive an update on this course at their next meeting.

It was confirmed that accreditation letters be sent to the following schools who had performed well over the last term:

Bourne, Westfield Primary Academy, Bourne
 Mablethorpe Primary Academy
 The Holbeach William Stukeley School, Spalding
 Whaplode CE, Spalding
 Mercer Wood Academy, Gainsborough
 King Edward VI, Spilsby
 Aegir Community School, Gainsborough

RESOLVED

That the report be noted and letters sent to the schools listed above.

14 SUMMARY OF MONITORING VISITS TO LINCOLNSHIRE SCHOOLS

SACRE received a summary of monitoring visits to Lincolnshire schools. Wendy Harrison reported that her visits had been welcomed by schools and there had been many Religious Education teachers who had been keen to glean more information on the subject which they taught. Schools had been well prepared for Wendy's visit and on one occasion the Vice-Chair of Governors also attended.

The following points were also noted:

- Clearer guidance should be provided to teachers on how lessons should be recorded;
- Religious Education was most effective where Head teachers offered strong support;
- Teachers needed more opportunities for continual professional development;
- Religious Education was outstanding in most special schools;
- Children needed first-hand experience of all faiths where possible;
- Teachers to be encouraged to try different teaching methods in the classroom to ascertain what works well and what works less well; and
- Schools who provided very effective Religious Education could help to support schools who showed signs of difficulty.

Opening Reflections

It was noted that there was an increasing reluctance for SACRE members to volunteer to provide "Opening Reflections" at the start of each meeting and it was suggested that prayers from different faiths could also be incorporated.

There was a suggestion that the Council's Christian Prayers before the commencement of meetings should incorporate prayers from different faiths.

RESOLVED

That the report be noted.

15 OFSTED FRAMEWORK

This item was covered and discussed in Item No 14 – Summary of Monitoring Visits to Lincolnshire Schools.

16 NEWSLETTER FROM DIOCESE

SACRE received the Diocesan Education Update and the Crosslincs newsletters which were circulated to the meeting.

It was reported that the National Society (the education wing of the Church of England) had published a report entitled "Making a Difference" which was a review of Religious Education in Church of England schools. The report stated that teaching of religious education in secondary schools was good or outstanding but that teaching of this subject in primary schools was poor. It was noted, however, that all schools valued the subject very highly.

The Committee observed that one Church of England primary school in Lincolnshire had been rated as having teaching of a poor standard. The Committee expressed their concern at this and questioned the inspection criteria. It was felt that all teachers worked hard, often under much pressure, to instil good values, manners, morals and respect into the children they taught and it was the consensus of opinion that the majority of children would grow into being responsible caring adults. The Committee was informed that it was the remit of the Diocese to ensure that teaching standards in all Lincolnshire Church of England schools were of a good standard. It was felt that there was not a clear understanding of what "good" Religious Education teaching was and this would be an area which the Diocese needed to do further work on.

Gillian Georgiou, Diocese, provided a brief update on the recent review into Religious Studies at GCSE and A level examinations.

The Chairman thanked Gillian Georgiou at the Diocese for her continued support.

RESOLVED

That the newsletters be noted.

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
11 NOVEMBER 2014**

17 PROPOSED DATES OF FUTURE MEETINGS

SACRE considered proposed dates of future meetings of:

Thursday 2 April 2015
Thursday 25 June 2015 and
Tuesday 24 November 2015

It was noted that the date of the 25 June 2015 would coincide with the date of the Lincolnshire Show and it was asked that this date be changed. *(Following this meeting, the date of Tuesday 23 June 2015 at 2 pm had been confirmed to SACRE members).*

Opening Reflections would be delivered by Professor B Winston at the meeting on the 2 April 2015.

RESOLVED

That the dates of the 2 April 2015 and the 24 November 2015 be confirmed and the Clerk to SACRE rearrange the proposed meeting date of the 25 June 2015 and circulate the revised meeting date to members of SACRE as soon as possible.

The meeting closed at 3.50 pm

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	2nd April 2015
SUBJECT:	Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.
REPORT BY:	Religious Education Adviser
NAME OF CONTACT OFFICER:	Wendy Harrison
CONTACT OFFICER TEL NO:	07540 604842
CONTACT OFFICER EMAIL ADDRESS:	wendyanneh@aol.com
IS THE REPORT EXEMPT?	No
IS THE REPORT CONFIDENTIAL?	No

SUMMARY: The report summarises inspectors' judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED since the last report presented to SACRE on 11th November 2014

DISCUSSION: The present inspection framework (Section 5) does not require inspectors to grade SMSC but asks for it to be embedded throughout the report. SMSC now includes judgements about the way schools promote British values and prepares pupils for life in modern Britain.

RECOMMENDATION: That the report be noted and any comments made 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.
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PAPER TYPE	TITLE	DATE	ACCESSIBILITY
OFSTED Inspection Reports		Various	School Improvement Service County Offices

Analysis of SMSC in Ofsted reports for Lincolnshire: SACRE meeting 02.04.15

School	NOR	Date inspected	Overall Effectiveness	SMSC
PRIMARY				
The Lincoln St Peter at Gowts CE PS	234	1-2 October 2014	Requires improvement	The teaching includes topics on different religious beliefs, festivals, cultures, and civilisations, on which the pupils reflect sensibly and show interest.
The Spalding Parish CE Day School Spalding	426	1-2 Oct 2014	Good	The curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils have a strong sense of right and wrong and are prepared well for life in modern Britain. Tolerance and respect for people of all faiths is a feature throughout the school and this is seen by the array of activities, visitors and celebrations throughout the year.
The Donnington-on-Bain School Louth	71	7-8 Oct 2014	Good	The school promotes pupils' spiritual, moral, social and cultural development very effectively. The school has links with schools overseas and pupils have also visited places of worship, sampled Indian food and tried on clothes from other countries. They are well prepared to participate as citizens in modern Britain.
Church Lane PS Sleaford	190	7-8 Oct 2014	Outstanding	School leaders promote spiritual, moral, social and cultural development throughout the curriculum and the ethos of the school. The school has won an international award through UNICEF for being a 'Rights Respecting School'. There is an elected school council that has weekly opportunities to express views about school improvements and to plan national and global charitable collections and school festivals. The high level of harmony within the school illustrates the tolerance and respect pupils show to each other.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Skegness Infant Academy	304	7-8 Oct 2014	Good	Pupils' spiritual, moral, social and cultural development is well promoted. The academy prepares pupils well for the next stage of their education. The school promotes acceptance of people from different backgrounds or with different beliefs and is well aware of the importance of pupils being well prepared for life in modern Britain.
Waddington All Saints PS Lincoln	362	7-8 Oct 2014	Outstanding	Pupils are very well equipped with excellent basic skills and have a keen awareness of spiritual, moral, social and cultural issues. Consequently, they are superbly prepared for the next stage of their education and for their future lives in modern Britain. Interesting visitors to the school from other cultures all add greatly to pupils' enjoyment of learning.
Malcolm Sargent PS Stamford	550	8-9 Oct 2014	Good	The school promotes British values well through its curriculum. Pupils' spiritual, moral, social and cultural development is very well promoted through doing things 'The Malcolm Sargent way'. The curriculum is broad and balanced and helps pupils to prepare for the next stage of their education and for life in modern Britain.
The Gainsborough Hillcrest Early Years Academy	220	8-9 Oct 2014	Outstanding	The lively range of subjects taught, and some activities in the local area, promote pupils' spiritual, moral, social and cultural development exceptionally well. The academy needs to extend the range of cultural experience for children by making even better use of local resources. The academy prepares pupils well for life in modern Britain. However, the curriculum does not always fully reflect the various cultures and faiths represented or what they have in common, or use the local area as fully as possible for this purpose.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Friskney All Saints C of E (Aided) PS Boston	152	15-16 Oct 2014	Good	The curriculum is broad and well balanced. There is an excellent focus on provision for pupils' spiritual, moral, social and cultural development and good preparation for life in modern Britain by, for example, an exceptional range of opportunities for older pupils to take on responsibilities and learning about democracy and the importance of the rule of law.
The Gainsborough Charles Bain Community PS	207	15-16 Oct 2014	Good	Pupils' spiritual, moral, social and cultural development is good and this makes an important contribution to their good behaviour. The curriculum is well planned, most topics have a linked trip or visit and a good range of activities and clubs enriches the curriculum. These activities contribute strongly to pupils' spiritual, moral, social and cultural development and their enjoyment of learning. The promotion of tolerance and respect for all is a high priority in order for pupils to be prepared for life in modern Britain. Pupils are reflective and can offer reasoned views about moral, social and ethical issues.
Nocton Community PS Lincoln	55	21-22 Oct 2014	Good	The school has a rich curriculum which prepares pupils very well for the next stage of their education and for their responsibilities as citizens in modern British democratic society. The curriculum prioritises pupils' basic skills well and successfully promotes their spiritual, moral, social and cultural development. The school has good thought –provoking assemblies and sessions where pupils are encouraged to listen to each other and express their thoughts and feelings. An 'Indian Day ' involving singing and dancing greatly helped their understandings of another culture.

School	NOR	Date inspected	Overall Effectiveness	SMSC
The Middle Rasen PS Market Rasen	104	21-22 Oct 2014	Good	Provision for pupils' spiritual, moral, social and cultural development is good. They become more mature and responsible in preparation for their role as adult citizens in British democratic society. Pupils' cultural development is limited by a lack of first-hand experience of the diverse make up of modern British society. The school needs to extend pupils' opportunities to have first-hand interaction with their counterparts from different backgrounds beyond the immediate locality. Provision for pupils' personal development gives them understanding of their future responsibilities as adult citizens within the context of their own social and cultural development. Governors are aware of the importance of pupils being well prepared for life in modern Britain. They make sure that the school promotes acceptance of people from different backgrounds or with different beliefs.
Gipsey Bridge Academy Boston	103	22-23 Oct 2014	Good	The academy promotes pupils' spiritual, moral, social and cultural development well. Pupils are well prepared for life in modern Britain. The curriculum and the ethos within the academy helps pupils to develop skills in being resourceful and reflective, and work very well together. Religious education lessons help them to respect the feelings and beliefs of different faiths in preparation for life in modern Britain. Teachers make good links between subjects to promote pupils' confidence and enjoyment, as well as their spiritual and cultural development.
St Anne's CE PS Grantham	205	22-23 Oct 2014	Good	Pupils' spiritual, moral, social and cultural development is strengthened through well-established community links and vibrant work in religious education, art, music and sport. Close links with the local community, especially with the church also

				make a positive contribution. Pupils' enjoyment and skills in singing resonate in the collective worship sessions. Pupils are being prepared adequately for life in modern multi-cultural Britain, for example through work to ensure that they understand and tolerate different beliefs and cultures.
School	NOR	Date inspected	Overall Effectiveness	SMSC
Benjamin Adlard Community School Gainsborough		5-6 Nov 2014	Inadequate	Aspects of pupils' spiritual, moral, social and cultural development are promoted well in certain subjects, such as English, art and religious education. Core values of care, kindness, respect and tolerance are effectively promoted so pupils understand about life in modern Britain.
Fishtoft Academy Boston	73	5-6 Nov 2014	Good	All staff and governors make sure activities promote pupils' spiritual, moral, social and cultural development well. Pupils are interested in those from different cultures, faiths and backgrounds because staff celebrate the school's cultural diversity, which prepares pupils well for life in modern Britain. Pupils show tolerance and respect and this is reflected in their positive attitudes to each other and good behaviour.
Osournby PS Sleaford	97	5-6 Nov 2014	Requires improvement	Opportunities to promote pupils' spiritual, moral, social and cultural development are woven through all aspects of school life. These activities promote pupils' growing sense of responsibility, understanding and tolerance of difference, preparing them well for life in modern Britain.
Halton Hologate CE PS Spilsby	59	11-12 Nov 2014	Good	Pupils' spiritual, moral, social and cultural development is promoted well. Governors make sure that pupils are well prepared to take their places as citizens in modern Britain, and are aware of the need for tolerance and understanding towards people whose beliefs or backgrounds may be different from their own. Although

				all current pupils are White British they show a good awareness of the diversity of modern British society. They speak knowledgeably about other people's backgrounds and beliefs.
School	NOR	Date inspected	Overall Effectiveness	SMSC
St Bartholomews CE PS Spalding	92	25-26 Nov 2014	Good	Strong Christian values and a sense of moral purpose drive all aspects of leadership and management in school. The spiritual, moral, social and cultural development of all pupils at the school is outstanding. The combination of positive attitudes and values is equipping pupils well for later life and learning in modern Britain. The Christian ethos of the school underpins an exceptionally high level of care and respect. The pupils are confident and caring young people who want to make a difference in their school and wider community.
Lincoln Monks Abbey PS	455	4-5 Dec 2014	Good	The school is rightly pleased with its effective teaching and the well-organised curriculum that contribute fully to pupil's spiritual, moral, social and cultural development. Extra activities, such as the work of the school council and visits to the local council, promote pupils' awareness of British values of democracy at work.
Grimoldby PS Louth	227	9-10 Dec 2014	Requires improvement	The school promotes pupils' spiritual, moral, social and cultural development well and the pupils have a good range of opportunities, which serve to develop this. The school emphasises its values, and pupils have a strong sense of fairness and of what is right and wrong. This serves to re-enforce their understanding of being British and prepares them well for life in modern Britain.
Alford PS Alford	341	10-11 Dec.2014	Requires improvement	There is good provision for pupils' spiritual, moral, social and cultural development. Pupils are prepared effectively for life in modern Britain. Senior leaders ensure pupils' development helps to create a harmonious community. Core values, such as honesty,

				respect and tolerance are fostered throughout the school and so pupils are well prepared for life in modern Britain.
School	NOR	Date inspected	Overall Effectiveness	SMSC
Weston Hills C E PS Spalding	144	15-16 Jan 2015	Good	Close links with the church and local community mean that pupils' spiritual, moral, social and cultural awareness is well developed, through the subjects they study and through assemblies. They learn about other cultures and beliefs, for example, through a link with a school in Gambia. Pupils' overall learning experiences prepare them well for life in modern Britain.
Hawthorn Tree School Boston	355	14-15 Jan 2015	Requires improvement	Pupils from a range of different backgrounds and ethnicities show respect and tolerance towards each other and towards adults. Pupils develop their spiritual, moral, social and cultural awareness through a wide and varied curriculum. Leaders have ensured that behaviour is good and that pupils have a clear sense of right and wrong. The school prepares pupils well for life in modern Britain.
Sutton Bridge Westmere Community PS Spalding	236	21-22 Jan 2015	Good	The broad curriculum ensures that pupils develop both good literacy and numeracy skills and good support for their spiritual, moral, social and cultural development. Pupils learn about key values and concepts, such as democracy and tolerance. This, and their regular opportunities to study other countries, which their classes are named after, promotes pupils' understanding of other cultures and prepares them well for life in modern Britain.
The Holbeach St Mark's CE PS Spalding	47	21-22 Jan 2015	Good	Pupils' spiritual, moral, social and cultural development is good and makes an important contribution to their positive attitudes to each other and their work. As a result, pupils are well prepared for their next stage of education and for life in modern Britain. Pupils have a very good understanding of key British values, including tolerance and mutual respect. During the inspection Year 5 and 6

				pupils led an assembly on thinking about the needs of others and encouraged all the pupils to reflect on what they could do to help people in the wider society.
School	NOR	Date inspected	Overall Effectiveness	SMSC
Gedney Drove End PS Spalding	44	21-22 Jan 2015	Good	The school promotes good spiritual, moral, social and cultural development. Pupils are taught key values, which are emphasised throughout the school, such as tolerance and respect for others, and are given frequent opportunities to learn about other faiths and cultures. In this way, leaders ensure there is no discrimination and that pupils are well prepared for life in modern Britain.
St Paul's Community Primary and Nursery School Spalding	244	4-5 Feb 2015	Requires improvement	Pupils' spiritual, moral, social and cultural understanding is promoted appropriately throughout the school. Books and displays show the school gives pupils regular chances to find out about other faiths and cultures. Although pupils can remember the activities, they find it harder to explain what they stand for and the religion or culture they represent. The school is working on this. Pupils help to put together class charters, which are displayed in each classroom and help them to think carefully about how they should act. These develop the pupils' understanding of the democratic system in which we live and their respect for the rules we have. They are a constant reminder that they should treat other pupils as they want to be treated and are just one of the ways in which pupils demonstrate British values.
Digby CE School Lincoln	93	4-5 Feb 2015	Good	The rich, vibrant range of subjects and opportunities the school provides makes an outstanding contribution to pupils' spiritual, moral, social and cultural development. Pupils in all year groups can explain what the three core values of the school, 'Friendship, Respect and Honesty' mean to them. The police cadet work in

				particular helps all pupils learn about the rule of law, democracy, and the right to individual liberty and respect. The range of experiences offered equips all pupils well for their future life in modern Britain.
SECONDARY				
School	NOR	Date inspected	Overall Effectiveness	SMSC
The Gainsborough Academy Gainsborough	802	1-20ct 2014	Requires improvement	Students' spiritual, moral, social and cultural development is now a strength of the school. They are reflective about their beliefs and thoughtful about the importance of democracy. This is because many of them are in elected posts of responsibility and have contributed to the academy's improvement. They understand the value of personal freedoms, tolerate different opinions and know the dangers posed by political extremism and behaviour, which is unlawful.
Cherry Willingham community School Lincoln	346	6-7 Nov 2014	Requires improvement	There are many opportunities to develop and broaden students' thinking and to reflect what it means to live in modern Britain. The school prepares them well to live in a diverse society. This makes a strong contribution to students' personal, spiritual, moral, social and cultural development.
Boston High School Boston	718	13-14 th Nov.2014	Good	Teaching does not always consistently challenge the most-able students to ensure they achieve the highest GCSE grades in all subjects, especially in art and religious education. Equality of opportunity is at the heart of the school's work to prepare students for life in modern Britain. Student's spiritual, moral, social and cultural development is outstanding because it is at the centre of the schools' aims to develop fully rounded students not only in their academic results, but also through opportunities to

				perform, play sport and take on leadership roles. Students quickly develop fundamental values, such as tolerance and understanding of the challenges facing others, as well as skills they need to contribute fully to life in modern democratic Britain.
School	NOR	Date inspected	Overall Effectiveness	SMSC
Branston Community Academy Lincoln	192	19-20 Nov 2014	Requires improvement	Assemblies are used to encourage students to discuss and learn about a wide variety of subjects, particularly those with a moral aspect, such as the rights of the individual, or crime and punishment. This supports students' social and moral, spiritual and cultural development well. Students' understanding of democracy is promoted well. They learn other key values such as tolerance and are well prepared for life in modern Britain. Issues relating to extremism are included in the academy's curriculum; students demonstrate good understanding of this and other issues.
Cordeaux Academy Louth	577	9-10 Dec 2014	Requires improvement	An extensive programme of educational visits, residential trips including overseas experiences, sporting events and other activities help promote students' well being and their spiritual, moral, social and cultural development. On 'Drop down days' the timetable is suspended and students participate in activities that raise their aspirations for the future and promote their spiritual, moral, social and cultural development. They are prepared well for life in diverse modern British society.
Stamford Welland Academy	352	21-22 Jan 2015	Requires improvement	Students' spiritual, moral, social, moral and cultural development is well catered for. British values are embedded in the curriculum and ethos of the academy so students are well prepared for life in modern Britain. Governors are committed to ensuring that the academy promotes British values.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Caistor Yarborough Academy	399	28-29 Jan 2015	Requires improvement	The curriculum contributes well to students' social and moral development. The 'Every One Matters' programme of study, which details how social, moral, spiritual and cultural issues should be taught, promotes British values as well as ensuring that students learn about other cultures and have the opportunity to discuss ideas that encourage equal opportunities and tackle discrimination.
Charles Read Academy Grantham	159	4-5 Feb 2015	Requires improvement	The broad range of clubs and activities, including assemblies, provided during the school day and after school in the enrichment programme promotes students' spiritual, moral, social and cultural development well. Students develop a respect for and understanding of different faiths, cultures and lifestyles. Consequently, students are well prepared for life in modern Britain.
SPECIAL SCHOOLS				
The Horncastle St Lawrence School	138	16-17 Oct 2014	Good	The school needs to ensure that pupils' understanding of life in modern Britain and of other cultures is promoted as well as other aspects of the spiritual, moral and social aspects of their development. For example, they have only limited awareness of other faiths and cultures and traditions. Spiritual, moral and social education is well integrated into the curriculum. Assemblies and a strong personal, social and emotional development curriculum help support mutual tolerance and understanding of others' points of view.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Fortuna School Lincoln	63	4-5 Dec.2014	Outstanding	School leaders promote pupils' spiritual, moral, social and cultural development extremely well. Pupils have numerous opportunities for reflection in assemblies and in lesson activities. Their moral development is extremely well promoted through well-chosen topics to foster their personal development, and although the consistent implementation of the system of rewards and sanctions. Pupils learn about diversity through theme days where they sample different foods, through assemblies, where, for example, a member of the traveller community comes in to talk to pupils and through religious education where pupils learn about different religions. Pupil's preparation for life in modern Britain is promoted well through, for example, the celebration of world religions and Christian festivals. Pupils also learn about democracy, applying this to the election of school council representatives. The governors are effectively overseeing how well the school promotes pupils spiritual, moral, social and cultural development and are considering further how British values are promoted. Pupils outstanding behaviour impacts very strongly on their spiritual, moral, social and cultural development as they build self esteem, develop excellent relationships with others and become very reflective of how well they are doing and how they can improve further.
The Phoenix School	41	5-6 Feb 2015	Good	Opportunities to go on educational visits and to take part in special events make an outstanding contribution to students' spiritual, moral, social and cultural development. The academy does a great deal to promote British values and to prepare students for life in modern British society. The academy works in

				<p>partnership with a national television company and has had many national sporting figures working with students, providing inspirational assemblies, workshops and lessons. The academy promotes students' spiritual, social, moral and cultural development in all its work and has highly effective systems for teaching them about British values. It has full International School status and holds the UNICEF Respecting Rights award. Students explore their own and other people's beliefs and feelings, and learn about the importance of tolerance and respect. Students are taught about their responsibilities as a citizen in British society. They learn the differences between right and wrong, both in terms of their actions and the actions of others. The school takes students to the Somme and to the Holocaust Centre, as well as giving them access to direct experiences of other cultures in modern Britain.</p>
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