

County Offices  
Newland  
Lincoln  
LN1 1YL

5 March 2018

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 13 March 2018** 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



Richard Wills  
Interim Chief Executive

**Membership of the Standing Advisory Council on Religious Education**

**Christian and Other Religious Denominations (Committee "A" upto 10 members)**

Neville McFarlane BEM (Chairman), Salvation Army  
Chris Burke, Roman Catholic Church  
Peter Crosby, Baptist Church  
Lynette Gaylard, Ground Level Network of Churches in Lincolnshire  
Andrew Hornsby, Methodist Church  
Swathi Sreenivasan, Hindu Community  
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln  
Chris Rose, Society of Friends  
Robin Young, Jewish Community

**Church of England (Committee "B" upto 4 members)**

David Clements  
Cherry Edwards OBE  
Mark Plater  
David Scoffield

**Associations Representing Teachers (Committee "C" upto 4 members)**

Catherine Williamson, NASUWT  
Elizabeth Moore, NASUWT  
Kay Sutherland, NAHT  
Sarah Thornton, NUT

**Lincolnshire County Council (Committee "D" upto 4 members)**

Councillors B Adams, Mrs J Brockway and M A Whittington

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA  
TUESDAY, 13 MARCH 2018**

Item	Title	Report Reference
1	<b>Opening Reflections by Mark Plater</b>	
2	<b>Apologies for Absence</b>	
3	<b>Declarations of Members' Interests</b>	
4	<b>Minutes of the previous meeting of SACRE held on 14 November 2017</b>	(Pages 7 - 16)
5	<b>Chairman's Correspondence</b> <i>(The Chairman will report on correspondence he has received since the previous meeting of SACRE and the action he has taken)</i>	(Verbal Report)
6	<b>SACRE's Action Plan</b> <i>(Members are asked to consider SACRE's proposed Action Plan. At the meeting it is proposed to arrange members into groups to examine all aspects of the Plan. An A3 version of the Plan will be tabled at the meeting to enable each group to add its comments)</i>	(Pages 17 - 22)
7	<b>Provision for British Values at Hill Holt Wood, Norton Disney, Lincoln</b> <i>(Wendy Harrison and Gillian Georgiou will report on their recent work at Hill Holt Wood, where they provided teaching sessions for students on British Values. Hill Holt Wood provides a wide range of different services, including education and training for disaffected 14-19 year olds. This item arose at the previous meeting)</i>	(Verbal Report)
8	<b>Summary of Ofsted Inspections of Lincolnshire Schools with reference to the provision of Pupils' Spiritual, Moral, Social and Cultural Development (SMSC)</b> <i>(A report by Wendy Harrison, which summarises inspectors' judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED since the last report presented to SACRE)</i>	(Pages 23 - 34)
9	<b>Diocesan Advisor's Report</b> <i>(A report by Gillian Georgiou on the latest developments affecting schools under the control of the Diocese)</i>	(Pages 35 - 36)
10	<b>Agreed Syllabus Update</b> <i>(To receive an update from Wendy Harrison and Jill Chandar- Nair on the progress being made in producing the Agreed Syllabus and the arrangements for training)</i>	(Verbal Report)

- 11 Annual Report of SACRE's activities for 2016/17**  
*(To receive an update on the annual report for 2016/17 produced by Wendy Harrison. SACRE is required to publish an annual report on its work and actions, specifying any matters on which it has advised the local authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to the local authority)* (Verbal Report)
- 12 NASACRE AGM on 24 May 2018**  
*(To seek a volunteer from SACRE to attend the NASACRE AGM on 24 May 2018 at Merchant Taylor's Hall, City of London. There will be a requirement for whoever attends to write a report for SACRE)* (Verbal Report)
- 13 Appointment of Humanist Member**  
*(SACRE is requested to consider appointing a Humanist member as a co-opted member on SACRE. Jack Dryden, a member of Humanists UK has made a request to be co-opted onto Lincolnshire SACRE. Wendy Harrison will provide more details about this request at the meeting)* (Verbal Report)
- 14 Muslims in Britain**  
*(A presentation of Teachers' resources with film and lesson plan on Muslims in Britain. More information of the resources available can be obtained from the following website:- <https://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/secondary-schools/muslims-in-britain-teachers-resources-with-film-resources-and-lesson-plan/131718.article>)*
- 15 Date and Time of the next meeting and Opening Reflections**  
*(The next meeting has been arranged for 2.00pm on Tuesday 10 July 2018 at the County Offices, Lincoln and a volunteer is sought to do the opening reflections at this meeting)*

**Democratic Services Officer Contact Details**

Name: **Steve Blagg**  
 Direct Dial **01522 553788**  
 E Mail Address [steve.blagg@lincolnshire.gov.uk](mailto:steve.blagg@lincolnshire.gov.uk)

**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](http://www.lincolnshire.gov.uk/committeerecords)



**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
14 NOVEMBER 2017**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Committee A)

Neville McFarlane BEM (Chairman) (Salvation Army), Lynette Gaylard (Ground Level Network of Churches in Lincolnshire), Peter Crosby (Baptist Church), Andrew Hornsby (Methodist Church), Swathi Sreenivasan (Hindu Community) and Dr Tanweer Ahmed MBA (Islamic Association of Lincoln)

The Church of England (Committee B)

David Clements, Cherry Edwards OBE, David Scoffield and Mark Plater

Associations Representing Teachers (Committee C)

Elizabeth Moore (NASUWT) and Kay Sutherland (NAHT)

The Local Authority (Committee D)

Councillor Bob Adams, Councillor Mrs Jacqueline Brockway and Councillor Mark Anthony Whittington

Officer/Advisers

Steve Blagg (Democratic Services Officer), Wendy Harrison (RE Adviser) and Gillian Georgiou (Diocesan RE Adviser)

1 OPENING REFLECTIONS BY CHERRY EDWARDS

Cherry Edwards gave the opening reflections.

2 ELECTION OF CHAIRMAN

In accordance with the procedures for election of the Chairman detailed in SACRE's constitution it was moved and seconded and -

**RESOLVED**

That Neville McFarlane be elected Chairman of SACRE for the ensuing year 2017/18.

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(Note: The Chairman informed the meeting that he did not intend to stand for the post of Chairman in 2018/19)

3 ELECTION OF VICE-CHAIRMAN

In accordance with the procedures for the election of Vice-Chairman detailed in SACRE's constitution it was moved and seconded and -

RESOLVED

That Chris Burke be elected as Vice-Chairman for 2017/18.

4 WELCOME TO NEW MEMBERS

The Chairman welcomed Peter Crosby (Baptist Church), Kay Sutherland (representing teacher associations) and Councillor M A Whittington (Lincolnshire County Council), to their first meeting. The Chairman also welcomed Mark Plater as the newly appointed Church of England representative on SACRE.

5 DECLARATIONS OF MEMBERS' INTERESTS

Cherry Edwards requested that a note should be made in the minutes that she was the Chair of the Board of Directors of the West Grantham Academies Trust (minute 10).

6 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 11 JULY 2017

RESOLVED

That the minutes of the previous meeting held on 11 July 2017, be agreed as a correct record and signed by the Chairman, subject to "2018" in bullet point four being amended to "2017". (Minute 53a).

7 ANNUAL REVIEW OF MEMBERSHIP OF SACRE

In accordance with its Constitution, SACRE was required to review its membership on an annual basis.

The Chairman stated that in connection with Committee A (Christian and Other Denominations), the East Midlands Synod of the United Reformed Church had been approached to fill the one remaining vacancy on Committee A but had not responded and therefore a vacancy still existed on this Committee.

RESOLVED

That the review of the membership of SACRE be noted.

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8 ACTIONS ARISING FROM THE MINUTES (IF NOT ALREADY ON THE AGENDA)

8a Training for the New Agreed Syllabus

SACRE noted that training in connection with the introduction of the new Agreed Syllabus was still being examined by Gillian Georgiou and Wendy Harrison.

9 AGREED SYLLABUS

The Chairman stated that this matter was on the agenda for notification purposes only and he made the following comments:-

- He stated that a draft of the new Agreed Syllabus, which was required to be reviewed every five years, had been circulated to members and they had been requested to let Wendy Harrison have their comments on the accuracy of the document. He stated that SACRE had agreed to set up an Agreed Syllabus Conference, comprising members of SACRE, to prepare and approve the final draft before it was approved by the County Council's Executive and then sent to schools in the Spring Term 2018 to be followed by training.
- A copy of the new Agreed Syllabus would be sent to all schools and he hoped that a copy would be put on the www. He was examining publicity of the syllabus with the County Council's Communications section.
- He gave a brief outline of the purpose of the new syllabus.
- He appreciated that it had not been possible to satisfy everyone on the final outcome of the syllabus particularly the compulsory elements in Key Stage 1. He stated that the importance of Judaism in the development of Christianity was recognised and stated that Wendy Harrison had spoken to Robin Young, the newly appointed Jewish representative on SACRE who had some reservations about Judaism's omission from Key Stage 1 as a compulsory focus of study. He stated that it was not possible to reopen discussion on this matter as the responsibility for producing the new syllabus had been delegated to the Agreed Syllabus Conference which had a statutory duty to produce it. He stated that there would be an opportunity to add Appendices to the syllabus and that this would be the time to make reference to Judaism and other religions.

Comments by members included:-

- A member stated that she had taught very well six major religions during her teaching career as indeed so had many more teachers. She had not responded to the recent request for comments on the syllabus because she had made her views known at the previous meeting, i.e. that Judaism should also continue be one of the religions that remained compulsory within the new Agreed Syllabus. She added that while she appreciated that Judaism would be included in the Appendices that it was important that these were written and published as soon as possible after the main document was published and made available to schools. She also added that she thought that the content in the new Agreed Syllabus was very well written indeed.

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- A member was of the view that most schools would retain Judaism and that there would be a need review the effects of the new syllabus in the future.

Wendy Harrison reminded members that it was the Agreed Syllabus Conference that had a statutory duty to produce the Agreed Syllabus and stated that the inclusion of Islam at Key Stage 1 had not been based on census statistics but because of the need to ensure that pupils had a good understanding of Islam. Christianity remained central to the Agreed Syllabus. Hinduism was included as a third compulsory religion so that dharmic traditions were represented, not just the three Abrahamic religions.

Gillian Georgiou explained the opportunities available to schools to learn about other religions, that it was not proposed to minimise the opportunities to teach about other religions and stated that all schools would be supported.

The Chairman welcomed the new Agreed Syllabus and thanked the Agreed Syllabus Conference and the Teachers' Panel for the work they had put in to produce the new syllabus. He stated that there would be an opportunity to review syllabus a year after its implementation.

**RESOLVED**

That the report be noted.

**10 SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS WITH REFERENCE TO THE PROVISION FOR PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)**

SACRE received a report by Wendy Harrison, in connection with the summary of inspectors' judgements on schools' provision for pupils' development in those schools inspected since by OFSTED since the last report presented to SACRE on 11 July 2017.

Wendy Harrison stated that those schools which had received negative comments from the inspectors at the last meeting had been written to and most had taken up her offer of support.

Comments by SACRE and the responses of officers, where appropriate, included:-

- The comments made by inspectors in the provision for pupils' spiritual, moral, social and cultural development were inconsistent in quality. This needed to be brought to the attention of Ofsted. Officers stated that this had happened on numerous occasions in the past with little success and to date there had not been any standardisation in their reporting methods.
- The monitorin inspection of The West Grantham Academy St John's, Grantham, had taken place over two days. The inspectors recognised that the school was taking action to overcome the problems detailed in their first inspection and that the major safeguarding issues were being addressed. Councillor Mark Whittington stated that the school was in his electoral Division and that he was



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prepared to offer the school his help if required. Wendy Harrison to offer further support to the school, following her first visit.

- A query was made in relation to the teaching of RE in Secure Units? Officers stated that there was no statutory duty to provide for the teaching of RE in Secure Units but they were prepared to offer any support if it was required. Officers stated that they were working with students at Hill Holt Wood (which took young people not engaged in mainstream education) on British Values. The meeting agreed that the work with young people at Hill Holt Wood should be discussed at the next meeting. Councillor Jackie Brockway stated that she would speak to Debbie Barnes, Executive for Children's Services, about the provision of RE in Secure Units.

**RESOLVED**

(a) That the comments made by SACRE together with the responses of officers, be noted.

(b) That the following schools receive a letter from the Chairman congratulating them on the positive remarks made by the inspectors:-

Waddingham Primary School, Gainsborough; Morton Trentside Primary School, Gainsborough; Bourne Elsea Park CE Primary Academy, Bourne; Waddington Redwood Primary School, Lincoln; St Peter and St Paul Catholic Voluntary Academy, Lincoln; The Barnes Wallis Academy, Lincoln; Caistor Yarborough Academy, Market Rasen; Ambergate Sports College, Grantham; The Ash Villa, South Rauceby, Sleaford.

(c) That the following schools receive a letter from the Chairman, expressing concern about various weaknesses identified by OFSTED:-

South View Community Primary School, Peterborough; Weston St Mary CE Primary School, Spalding; Skegness Academy, Skegness.

(d) That the following schools be visited by officers to discuss specific concerns identified by OFSTED:-

Weston St Mary CE Primary School, Spalding and the West Grantham Academy St John's, Grantham.

(e) That the provision for pupils' spiritual, moral, social and cultural development at Hill Holt Wood be discussed at the next meeting.

**11 DIOCESAN RE ADVISOR REPORT**

SACRE received a report from Gillian Georgiou in connection with RE matters taking place in the Diocese and highlighted the following matters in her report:-

- The work being done to increase RE literacy in schools and academies in the Diocese on the nationally-accredited training for the Understanding Christianity

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resource and stated that approximately 65% of all church schools in the Diocese and a small number of non-church schools were now using the resource and that it was having a significant impact on pupils' religious literacy.

- The recently published book, "We Need to Talk about Religious Education" included a chapter co-written by Gillian. The book opened up a discussion about what was needed form a new model for RE and covered a range of current issues.
- She referred to the Commission on RE's interim report, "Religious Education for All", pointing out that it had a bias towards the secondary sector.

**RESOLVED**

That the report be noted.

**12      NATIONAL REPORTS**

**12a      The State of the Nation: A report on RE provision within secondary schools in England - REC/NATRE/RE Today**

SACRE received a power point presentation from Wendy Harrison on "The State of the Nation: A report on "RE provision within secondary schools in England – REC/NATRE/RE Today". It was agreed that the presentation should be emailed to members.

Wendy Harrison stated that the report showed differences in the provision of RE in different types of secondary schools. Overall, schools with a religious character provided more effective RE with academies performing worst. In many schools students were not receiving the education, in terms of RE, to which they were entitled. Members were asked about the implications for Lincolnshire schools and how the SACRE could respond to the findings. She stated that OFSTED used to report on individual subjects but this was no longer the case therefore it was difficult to know what provision was being made. Exam data would provide some information and needed to more carefully scrutinised.

Wendy Harrison stated that some of the recommendations were very generic and some impractical. There were no recommendations for local authorities. It remained to be seen how the findings of the report could be converted in actions.

Comments by members and the responses of officers, where appropriate, included:-

- The limited teaching of RE in some academies was acknowledged.
- Officers stated that the Diocese supported SACREs in North and North East Lincolnshire District Council areas and schools had been reminded of their statutory duty to teach RE. The schools had also been given an explanation of the role of SACREs and the Diocese and positive responses had been received from headteachers.
- Schools should be made aware that teaching about religion was fundamental to the teaching of British Values. Officers stated that this point had been made by

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schools in their submissions to the report. Gillian Georgiou stated she was prepared to share a letter on this matter subject to North East Lincolnshire giving their agreement to release the letter.

- In response to an enquiry about whether the County Council conducted an audit on the provision of RE in schools, officers stated that a general annual audit was undertaken. Councillor Jackie Brockway stated that the County Council gathered statistics from schools but obtaining data from academies was difficult because they reported direct to the Department for Education. Councillor Jackie Brockway stated that she would speak to Debbie Barnes, Executive Director for Children Services, about this matter.
- Gillian Georgiou stated that she had capacity issues in providing RE training courses to individual schools and stated that individual schools would be put on hold until it was possible to bring a number of schools together and then arrange training. Wendy Harrison stated that she now had more time to consider this matter following the completion of the new Agreed Syllabus.
- There was often little support from school leaders for RE to be taught and therefore it was sometimes a neglected subject.

12b Commission on RE: Interim Report

SACRE received a power point presentation by Wendy Harrison in connection with the "Commission on RE: Interim Report". It was agreed that the presentation should be emailed to members.

Wendy Harrison stated that there were four interim recommendations in the report covering a national entitlement for RE; holding schools to account for the provision of RE; the preparation of a national plan to improve the teaching and learning of RE and a new and expanded role for SACREs. She briefly explained what each recommendation meant, giving more details about the proposed new role for SACREs.

Wendy Harrison also referred to the right of withdrawal. It was a complex issue as it involved Human Rights legislation and a national entitlement that was not unduly influenced by particular faith groups.

Comments by members and the responses by officers, where appropriate, included:-

There was no reliable information on the withdrawal of pupils from RE in Lincolnshire but officers were aware of cases where parents had withdrawn their children from certain parts of the RE curriculum, e.g. visit to certain places of worship. Officers stated that the local authority was obliged to follow legislation on the withdrawal of pupils.

- Having bias was part of the human condition and was important in the teaching of RE. Children were switched on by passionate teaching and bias was not the same as intolerance.
- SACREs had a role in supporting schools to deliver the Agreed Syllabus.
- The funding of SACREs came from local authorities and resources were finite.
- Members were encouraged to engage with the Commission and the closing date for responses was 4.00pm on 4 December 2017.

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Gillian Georgiou stated that she could invite the Commission to visit this area and she noted that responses from teachers to the Commission's consultation had been few to date due to the relatively short consultation period.

RESOLVED

That the report be noted and that members be encouraged to respond to the Commission's consultation by 4 December 2017.

13 IMPLICATIONS FOR THE ACTION PLAN

SACRE received a report from Wendy Harrison in connection with SACRE's Action Plan. Wendy Harrison stated that as the Action Plan contained little detail at the moment, it was -

RESOLVED

(a) That consideration of the Action Plan be deferred to the next meeting of SACRE, when it will be the first item on the agenda.

(b) That, in the meantime, Wendy Harrison email all members to ask them for any suggestions for adding issues to the Action Plan.

14 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)  
NATIONAL QUALITY MARK

SACRE received a verbal report from Wendy Harrison in connection with the Spiritual, Moral, Social and Cultural Development (SMSC) National Quality Mark, which was being piloted in schools and they could apply for on line. She stated that the award had been developed by a working group comprised of educational consultants, staff from the Citizenship Foundation, Headteachers and teachers and cost of obtaining the award was approximately £600. She stated that if members were aware of any school which had received the National Quality Mark it would be nice for SACRE to receive a presentation from them.

RESOLVED

That the report be noted and that SACRE welcomed a presentation from any school that had participated in the SMSC National Quality Mark.

15 PRESENTATION OF DVD BY THE POLICE ON EXTREMISM IN  
SCHOOLS

RESOLVED

That the DVD by the Police on extremism in schools be deferred to the next meeting.

16     DATES AND TIMES OF FUTURE MEETINGS

RESOLVED

That dates and times of future meetings of SACRE be agreed as follows:-

Tuesday 13 March 2018  
Tuesday 10 July 2018  
Tuesday 6 November 2018

(all meetings to start at 2.00pm)

Mark Plater agreed to do reflections at the next meeting.

The meeting closed at 3.45 pm

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## **Lincolnshire SACRE Action Plan 2018 - 2020**

Purpose of the action plan: to identify areas of work for the RE Adviser and members that meets current and future requirements of the SACRE

Objectives:

- Promotion to schools and the role of SACRE members in supporting schools
- Teaching and Learning of RE including revision of Agreed Syllabus
- Recognising and Celebrating diversity of Faith in Lincolnshire schools

DRAFT

<b>Promotion to schools and the role of SACRE members in supporting schools</b>				
<b>Priority</b>	<b>Action</b>	<b>By When</b>	<b>Owner</b>	<b>Progress</b>
<b>1(i)</b>	Promotional material on SACRE and what it does and faith communities it represents – supporting material from NASACRE	Ongoing from	WH/GG	Flyer produced – GG  Distribution to schools?
<b>1(ii)</b>	Create an offer of visits to schools from SACRE members – related to different faiths.  Provide training/support for members a) visiting schools – for QA and b) In relation to local and national initiatives and the new AS.	Spring term 2018	WH/SACRE members	SACRE members asked to indicate interest.  Training not yet set up.
<b>1(iii)</b>	Awards and recognition of good practice from SACRE – SMSC analysis	Termly	WH	Well established.



1(v)	Develop website	Spring term 2018	?????	Not actioned
1(vi)				

<b>2. Support for teaching and learning in RE including revision of Agreed Syllabus</b>				
<b>Priority</b>	<b>Action</b>	<b>By When</b>	<b>Owner</b>	<b>Progress</b>
2(i)	Introduce new Agreed Syllabus. Involvement of SACRE members?	Summer term 2018	WH/GG	Launch through training in spring term 2018 – dates set up

<b>2(iii)</b>	Production of additional material to support the agreed syllabus.	Summer term 2018	WH/GG	Not actioned.
<b>2 (iv)</b>	Review of offer of visits from RE Adviser – focus on new AS.	Summer 2018- Spring 2019	WH/JCN	Details to be finalised.
<b>2 (v)</b>				

<b>3. Recognising and Celebrating Diversity of Faith in Lincolnshire Schools</b>				
<b>Priority</b>	<b>Action</b>	<b>By When</b>	<b>Owner</b>	<b>Progress</b>
<b>3(i)</b>	Good practice in Lincolnshire schools – identified by Ofsted reports, school visits, REQM, etc.	Termly	WH/GG/JCN	Well established
<b>3(ii)</b>	Celebrating inter-faith week (November)?	Autumn term 2017		Not actioned.
<b>3(iii)</b>	Engaging with Supplementary schools/communities of different faith (Islam, Hindu, Catholic)		JCN	Not actioned.
<b>3 (iv)</b>				
<b>3(v)</b>				

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# Agenda Item 8

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>13th March 2018</b>
<b>SUBJECT:</b>	<b>Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.</b>
<b>REPORT BY:</b>	<b>Religious Education Adviser</b>
<b>NAME OF CONTACT OFFICER:</b>	<b>Wendy Harrison</b>
<b>CONTACT OFFICER TEL NO:</b>	<b>07540 604842</b>
<b>CONTACT OFFICER EMAIL ADDRESS:</b>	<b><a href="mailto:wendyanne@aol.com">wendyanne@aol.com</a></b>
<b>IS THE REPORT EXEMPT?</b>	<b>No</b>
<b>IS THE REPORT CONFIDENTIAL?</b>	<b>No</b>

**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 14<sup>th</sup> November 2017

**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.

<b>PAPER TYPE</b>	<b>TITLE</b>	<b>DATE</b>	<b>ACCESSIBILITY</b>
OFSTED Inspection Reports		Various	School Improvement Service County Offices

## Lincolnshire SACRE meeting, 13.03.18

### Analysis of SMSC in Ofsted reports for Lincolnshire: July 2017 – January 2018

#### **Please note: Overall effectiveness (OE) grade**

**This grade is not specifically about RE, SMSC or British values**, though it includes these aspects. It is included in the above analysis to give SACRE members an idea of the overall context of the school and how the SMSC judgement sits alongside that. Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In making a judgement about a school's OE inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate. In judging OE inspectors first make judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils
- leadership and management.

Before making the final judgement on OE, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' SMSC development
- the extent to which the education provided by the school meets the needs of pupils with disabilities and special educational needs.

#### **Different types of inspections**

##### **Short inspections of schools judged good at their most recent section 5 inspection**

A short inspection determines whether the school continues to provide a good standard of education for the pupils and that safeguarding is effective. These arrangements will also apply to special schools, pupil referral units and maintained nursery schools that were judged outstanding at their previous section 5 inspection. A short inspection does not result in individual graded judgements. It will not change the overall effectiveness grade of the school. Once a school has received its first short inspection, further short inspections will be conducted at approximately three-year intervals.

##### Monitoring visits and support for schools that require improvement in order to become good or outstanding

Schools judged to require improvement or to be inadequate receive monitoring visits from Ofsted.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>PRIMARY</b>				
<b>Holbeach Bank PS Spalding</b>	65	4-5 <sup>th</sup> July 2017	Inadequate	Pupils are adequately prepared for life in modern Britain. They have a sound understanding of faiths different to their own and show a tolerance towards others regardless of their race, ethnic background or culture. Pupils have a good understanding of British values. The school's values of enquiry, tolerance, happiness, respect, uniqueness and confidence are displayed around the school and are referred to in weekly whole-school assemblies.
<b>The Isaac Newton PS Grantham</b>	403	13-14 <sup>th</sup> September 2017	Good	Pupils are prepared well for life in modern Britain. They have a good understanding of fundamental British values and are understanding of those who are different from them. The school is highly inclusive, and all feel valued and welcome. One child said 'It doesn't matter. Everyone gets on with everyone here.' Leaders ensure that pupils' spiritual, moral, social and cultural development is promoted well throughout the school.
<b>Ingoldsby Academy Grantham</b>	49	26-27 <sup>th</sup> September 2017	Good	There is a strong ethos of mutual respect and care for one another. Pupils' spiritual, moral, social and cultural education is developed well. Pupils say that they have good opportunities to develop their understanding of values and the importance of respect to help prepare them well for their life in modern Britain. School displays confirm this. To help pupils understand the importance of respecting the lives and beliefs of others, for example, a visitor spoke about the importance of challenging stereotypes associated with Islam. Another gave pupils insight into aspects of Asian cultures and beliefs.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The Potterhanworth CE PS Lincoln</b>		12 <sup>th</sup> September 2017	Short inspection	The visit was the first short inspection carried out since the school was judged to be good in October 2012. Pupils learn about democracy and respect through the school's own values. They talk maturely about people whose beliefs or lifestyles may be different from their own.
<b>Toynton All Saints PS Spilsby</b>		12 <sup>th</sup> September 2017	Short inspection	The visit was the first short inspection carried out since the school was judged to be good in October 2012. This year's curriculum focus, 'Around the world in 190 days', has been structured to expose pupils to the global community. By linking with other schools in contrasting localities, the school is helping pupils to understand different cultures. Cross-curricular links are designed to provide opportunities to learn about the wider world beyond the local area.
<b>Langtoft PS Peterborough</b>		19 <sup>th</sup> September 2017	Short inspection	The visit was the first short inspection carried out since the school was judged to be good in December 2012. The school has made links with schools in contrasting localities and is helping the pupils to understand different cultures.
<b>Market Deeping Community PS Peterborough</b>	254	3-4 <sup>th</sup> October 2017	Requires improvement	Staff promote pupils' spiritual, moral, social and cultural education well. Pupils have a very good understanding of British values and, overall, are prepared well for life in modern Britain. Their understanding of a range of different religions, however, is not as secure as it should be. Staff promote a culture and ethos of respect in the school, which is reflected in the attitudes of pupils. They relate ideas of democracy, the rule of law and respect to their school lives. They understand the importance of respecting others who have different backgrounds or beliefs to their own.



School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>St. Botolph's CE PS Sleaford</b>	409	3-4 <sup>th</sup> October 2017	Good	Pupils' spiritual, moral, social and cultural development is good. They respond very well to the opportunities for spiritual reflection in the daily worship and through the thought provoking displays in the main hall. Other display boards celebrate aspects of school life, such as British values and the school's work to be a 'Rights Respecting School'. The understanding of fundamental British values is well supported. During daily worship, pupils' behaviour was impeccable. The spiritual dimension to this daily activity held clear meaning for pupils.
<b>Cherry Willingham PS Lincoln</b>	271	10-11 <sup>th</sup> October 2017	Requires improvement	Pupils show a good understanding of British values. The curriculum helps promote pupils' spiritual, moral, social and cultural development well, and is a key part of the school's provision. Pupils demonstrate secure knowledge and experience of other ways of life and are well prepared for life in modern Britain.
<b>St. Giles Academy Lincoln</b>	446	17-18 <sup>th</sup> October 2017	Inadequate	The school needs to strengthen provision to develop pupils' understanding of British values and their knowledge of different faiths and cultures. The school is not promoting fundamental British values effectively. Pupils have very limited opportunities to learn about different faiths and cultures. Consequently, they are not as well prepared for life in modern Britain, as they should be. Pupils' social and moral development is inadequate.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Leslie Manser PS Lincoln</b>	265	1-2 <sup>nd</sup> November 2017	Requires Improvement	Leaders' work to promote pupils' spiritual, moral, social and cultural education is strength of the school. They carry out regular and careful reviews to ensure that all aspects of this work are incorporated into each class's topic themes. Pupils have access to a range of interesting and thought-provoking activities, such as diversity week and visits to places of worship. As a result, pupils are becoming thoughtful, well-rounded individuals who are well prepared for life in modern Britain. They experience a range of activities to prepare them for this.
<b>The Colsterworth CE PS Grantham</b>	160	1-2 <sup>nd</sup> November 2017	Inadequate	Much is done to teach pupils about life in modern Britain, including about those who have different faiths and cultures. Pupils have regular involvement in activities within their local community and with the church.
<b>Washingborough Academy Lincoln</b>	280	16-17 <sup>th</sup> November 2017	Good	The school's values are at the heart of its provision. They are the driving force behind the vibrant curriculum. Pupils are respectful, tolerant and thoughtful as a result. The school's interesting and interactive curriculum is effective in supporting pupils' spiritual, moral, social and cultural development. Pupils know the importance of the school's values to support them on their journey through life. Respect for everyone, tolerance, trust and understanding are just some of the values pupils are able to talk about and put into practice. Teachers use these values in their class teaching. The school's work to promote diversity is evident across the school.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Huttoft PS Alford</b>	222	21-22 <sup>nd</sup> November 2017	Requires improvement	Leaders promote pupils' spiritual, moral, social and cultural development well through the curriculum. Pupils have a good understanding of fundamental British values and different faiths and cultures. Overall pupils are well prepared for life in modern Britain.
<b>Park Academy Boston</b>	383	22-23 <sup>rd</sup> November 2017	Requires improvement	Pupils' spiritual, moral, social and cultural development is given appropriate attention in the curriculum. Pupils are also taught key British values and talk knowledgeably about them. They learn to respect other peoples' backgrounds and ways of life through lessons, assemblies and the schools' values.
<b>Ermine Primary Academy, Lincoln.</b>	439	28-29 <sup>th</sup> November 2017	Inadequate	Pupils' spiritual, moral, social and cultural education is developed appropriately through circle time and assemblies. Pupils are given opportunities to discuss fundamental British values, different cultures and religions. They are well prepared for life in modern Britain.
<b>The Richmond School skegness</b>	444	28-29 <sup>th</sup> November 2017	Requires improvement	The school promotes pupils' spiritual, moral, social and cultural education well. Pupils have a good understanding of fundamental British values and of different faiths and cultures. Pupils are well prepared for life in modern Britain.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Corringham CE PS Gainsborough</b>		23 <sup>rd</sup> November 2017	Short inspection	The visit was the first short inspection carried out since the school was judged to be good in February 2013. The school plans the curriculum well to enable the pupils to be well prepared for life in modern Britain. British values are taught and understood very well by pupils. They are tolerant of people who may have different lifestyles to their own. The school recently planned a multi-faith day, which had a big impact on the pupils. Pupils have a good knowledge of different cultures and faiths, as well as of their own.
<b>Corby Glen Community PS Grantham</b>	116	7-8 <sup>th</sup> December 2017	Requires improvement	Leaders have created a culture of tolerance and respect. Adults and pupils understand the importance of listening to other peoples' views. They work well together and staff promote the importance of British values well.
<b>The Harrowby CE Infant school, Grantham</b>	134	12-13 <sup>th</sup> December 2017	Good	Leaders and teachers ensure that the school's broad and balanced curriculum promotes pupils' spiritual, moral, social and cultural development very well. School displays and pupils' work reflect the opportunities pupils have to develop their understanding of British heritage and culture. The school prepares pupils well for life in modern Britain.
<b>Binbrook CE PS Market Rasen</b>		29 <sup>th</sup> November 2017	Short inspection	The visit was the first short inspection carried out since the school was judged to be good in February 2013. Pupils are taught about other faiths and religions, and show an understanding and acceptance of these. They understand and appreciate diversity. Pupils' spiritual, moral, social and cultural development is strength of the school. The school's ethos helps the pupils to become considerate and reflective.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The St Nicholas CE PS Boston</b>	228	21-22 <sup>nd</sup> November 2017	Inadequate	Collective worship is used effectively to develop pupils' spiritual, moral, social and cultural education. Teachers, through the personal, social, health and economic education curriculum and the promotion of the school's values, reinforce themes from collective worship. Current leaders have created a positive, welcoming and inclusive culture. There are more opportunities for pupils to learn about each other's cultures and languages, and to celebrate diversity and equality. They are well prepared for life in modern Britain. During collective worship, pupils translate prayers and poems to ensure that all pupils understand.
<b>St.Lawrence CE PS Lincoln</b>		5 <sup>th</sup> December 2017	Short inspection	The visit was the first short inspection carried out since the school was judged to be good in September 2012. The work with the charity, Salt Malawi, has been used very effectively to increase pupils' spiritual, moral, social and cultural awareness. This was demonstrated when the pupils learned about the lives of the African children and made collections for them. Many opportunities are provided to promote pupils' spiritual, moral, social and cultural development, such as 'Godly Play', making 'Sir Lawrence of Skellingthorpe' and the large-scale community artwork pupils have completed with local artists.

<b>SECONDARY</b>				
<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>The Peele Community College Spalding</b>	615	11-12 <sup>th</sup> July 2017	Inadequate	Despite a lack of support and strategic oversight from leaders, teachers do their best to promote pupils' spiritual, moral, social and cultural development and extend their experiences. Leaders have taken steps to prepare pupils for life in modern Britain.
<b>Skegness Grammar School</b>	472	26-27 <sup>th</sup> September 2017	Requires improvement	Pupils receive effective opportunities to develop their spiritual, moral, social and cultural understanding. Through external visits, the curriculum and assemblies, pupils are able to consider other cultures, religions and beliefs. Pupils have a secure understanding of fundamental British values. They understand the issues in the local area that may affect peoples' opinions. Pupils recognise the need to respect all people, including those who are different from them, including in the opinions that they hold.
<b>Thomas Middlecott Academy Grantham</b>	479	26-27 <sup>th</sup> September 2017	Inadequate	Pupils' spiritual, moral, social and cultural development and their understanding of fundamental British values are promoted through the curriculum and ethos of the school. The religious education curriculum, followed by all pupils, is particularly beneficial to pupils' understanding. Further provision, such as assemblies, contributes to this aspect of the school's work.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The Priory Ruskin Academy</b>	1,303	7-13 <sup>th</sup> November 2017	Outstanding	Pupils benefit from a wide range of opportunities to become secure in their spiritual, moral, social and cultural development. Pupils learn about different cultures and different religious beliefs. Through the weekly 'Wisdom Wednesday', pupils discuss topical events, considering fundamental British values. The school's 'Ruskin Respect' award ensures that pupils respect each other's opinions. Pupils respond well to leaders' focus on promoting mutual respect. Through the "Ruskin Respect' awards, and the PSHE programme, pupils develop a deep understanding of the need to respect all people.
<b>The Banovallum School Horncastle</b>	589	5-6 <sup>th</sup> December 2017	Good	The curriculum has been thoughtfully planned and contributes well to pupils' spiritual, moral, social and cultural development. Personal, social and health education taught in tutor time, drama lessons and drop-down days covers local, national and global issues. It helps pupils develop a good understanding of British values, including respect for and tolerance of others. Pupils demonstrate caring and welcoming attitudes to each other, to staff and to visitors. Teachers encourage pupils to debate and encourage others' viewpoints. Pupils listen respectfully to each other and show tolerance of different views.

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# Agenda Item 9

## Lincolnshire SACRE Meeting – 13 March 2018

### Report of the Diocesan RE Adviser on matters taking place in the Diocese

In recent weeks, I have been working closely with Wendy Harrison to prepare for the launch of the Lincolnshire locally agreed syllabus. This has involved planning the training and ensuring that the information about the launch is disseminated as widely as possible. It has been particularly pleasing that several academies in North and North East Lincolnshire have expressed interest in using the Lincolnshire syllabus.

I am also involved in providing guidance and support for the implementation of the new Section 48 SIAMS framework for church school inspections. This will be in place for September 2018 and has several implications for the leadership and delivery of RE in church schools.

In addition to school visits and the delivery of staff training sessions, I have also begun to prepare funding bids for the second phase of REConnecting Lincolnshire, the interfaith project that focused on improving general levels of religious literacy in and around school communities in Lincolnshire. If these funding bids are successful, the second phase will begin in September 2018.

Gillian Georgiou

Diocesan RE Adviser

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