



County Offices
Newland
Lincoln
LN1 1YL

18 November 2019

Standing Advisory Council on Religious Education

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 26 November 2019** in **Bardney C of E and Methodist Primary School, Henry Lane, Bardney, Lincoln LN3 5XJ** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely

A handwritten signature in cursive script that reads 'Debbie Barnes'.

Debbie Barnes OBE
Head of Paid Service

Membership of the Standing Advisory Council on Religious Education

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

Chris Burke (Chairman), Roman Catholic Church
Peter Crosby, Baptist Church
Andrew Hornsby, Methodist Church
Swathi Sreenivasan, Hindu Community
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln
Amanda Grant, Jewish Community
Claire Simons, Salvation Army
Sian Wade, Assemblies of God Pentecostal
2 Vacancies

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

David Clements
Cherry Edwards OBE
Lynsey Norris
Mark Plater

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

Catherine Williamson, NASUWT
Elizabeth Moore, NASUWT
Kay Sutherland, NAHT

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

Councillors B Adams, Mrs J Brockway and M A Whittington

Co-opted Member

Jack Dryden, Humanist

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA
TUESDAY, 26 NOVEMBER 2019**

Item	Title	Report Reference
1	Opening Reflections by Gillian Georgiou	
2	Elizabeth Moore to give a brief talk about Bardney CofE and Methodist Primary School	
3	Election of Chairman	
4	Election of Vice-Chairman	
5	Apologies for Absence/Member Changes	
6	Declarations of Members' Interests	
7	Welcome to New Members - Sian Wade, Pentecostal Church and Lynsey Norris, Church of England	
8	Welcome to Roxie Fearn <i>(Roxie Fearn, is Head of Religious Studies at Lincoln Christ's Hospital School. She will give a brief talk about her role as a RE SLE (Specialist Leader in Education), supporting schools around Lincolnshire to deliver high quality RE)</i>	
9	Minutes of the Previous Meeting of SACRE held on 16 July 2019	(Pages 5 - 10)
10	Correspondence Received by the Chairman (if any)	
11	Annual Review of Membership of SACRE <i>(SACRE is required under its Constitution to annually review its' membership. Some of the vacancies have recently been filled. SACRE's membership is detailed on the agenda)</i>	
12	Summary of Ofsted Inspections of Lincolnshire Schools with Reference to Provision for Pupils' Spiritual, Moral, Social and Cultural Development (SMSC) <i>(To receive a report by Wendy Harrison, RE Adviser, summarising Ofsted Inspections with reference to SMSC since the previous meeting)</i>	(Pages 11 - 22)
13	Training Session for SACRE <i>(Wendy Harrison, RE Adviser, will provide training to members on SACRE's role supported by Gillian Georgiou, Diocesan RE Adviser, who will provide information on the role of the Diocese in SACRE)</i>	

14 Diocesan RE Adviser's Report

(To receive a report from Gillian Georgiou, Diocesan RE Adviser, in connection with work undertaken in the Diocese since the previous meeting)

(Pages
23 - 24)

15 Reflections at the Next Meeting

(A volunteer is sought to do reflections at the next meeting)

16 Dates and Times of Future Meetings

(The views of members are sought on the dates and times of future meetings of SACRE in 2020. There are normally three meetings a year and it is suggested that they are arranged in March, July and November (AGM))

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 16 JULY 2019

PRESENT:

Christian Denominations and Other Religious Denominations (Committee A)

Chris Burke (Chairman) (Roman Catholic Church), Peter Crosby (Baptist Church), Andrew Hornsby (Methodist Church) and Claire Simons (Salvation Army)

The Church of England (Committee B)

Cherry Edwards OBE and Mark Plater

Associations Representing Teachers (Committee C)

Catherine Williamson (NASUWT) and Elizabeth Moore (NASUWT)

The Local Authority (Committee D)

Councillor Mrs Jacqueline Brockway and Councillor Mark Anthony Whittington

Officer/Advisers

Steve Blagg (Democratic Services Officer), Jill Chandar-Nair (Inclusion and Attendance Manager), Wendy Harrison (RE Adviser) and Gillian Georgiou (Diocesan RE Adviser)

1 WELCOME TO CLAIRE SIMONS, SALVATION ARMY AND SIAN WADE, PENTECOSTAL CHURCH

The Chairman welcomed Claire Simons from the Salvation Army as a new member on SACRE, to replace Neville McFarlane and Sian Wade, from the Pentecostal Church, who was attending the meeting as an observer.

The Chairman stated that he had been a guest at the launch of the St Therese of Lisieux Catholic Multi Academy Trust covering Lincolnshire and Rutland. The Academy leadership had promised to contact him about building links between Lincolnshire SACRE and the Academy Board.

2 OPENING REFLECTIONS BY CHERRY EDWARDS OBE

Cherry Edwards OBE gave the opening reflections.

2

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3 APOLOGIES FOR ABSENCE/MEMBER CHANGES

Apologies for absence were received from Swathi Screenivasan (Hindu Community), Amanda Grant (Jewish Community), David Clements (Church of England), Lynsey Norris (Church of England), Kay Sutherland (NAHT), County Councillor Bob Adams (Lincolnshire County Council) and Jack Dryden (Co-opted Member)

4 DECLARATIONS OF MEMBERS' INTERESTS

No declarations were made at this stage of the meeting.

5 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 12
MARCH 2019

RESOLVED

That the minutes of the previous meeting held on 12 March 2019, be approved as a correct record and signed by the Chairman.

6 CORRESPONDENCE RECEIVED BY THE CHAIRMAN (IF ANY)

The Chairman stated that he had not received any correspondence.

7 FUTURE VENUES FOR SACRE MEETINGS

SACRE considered venues for future meetings following the successful meeting held at the Lincoln Mosque.

Members welcomed the idea of SACRE alternating the venue of its meetings between the County Offices and other venues, subject to suitability, for example, schools and places of worship.

Elizabeth Moore stated that she would investigate whether SACRE could meet at Bardney Church of England and Methodist Primary School for its next meeting and would get back to the Clerk.

RESOLVED

- (a) That meetings of SACRE alternating between the County Offices and places of worship and schools be welcomed.
- (b) That Elizabeth Moore offer to use her school for the next meeting of SACRE be welcomed.

8 USE OF FACEBOOK TO PUBLICISE SACRE

The Chairman referred to the brief discussion on the use of Facebook to publicise the work of SACRE at the last meeting. Examples were given of the type of information, including photographs, posted on Facebook. Members' views were sought including

whether access should be open or by invitation. It was agreed that schools and faith communities should be better informed about the role of SACRE. The use of Facebook was considered to be an effective means of communication especially with those faith communities who were unaware of SACRE but there were issues of whether access should be open or by invitation.

The advantages and disadvantages of using Facebook were discussed. This included the posting of offensive material, ensuring that the logo reflected SACRE's role in relation to RE and schools. The possibility of including a picture of pupils as part of the logo was also discussed.

The procedures followed by the Salvation Army on their use of Facebook were outlined and welcomed.

It was agreed that the Chairman, Wendy Harrison, Gillian Georgiou and the Clerk should prepare procedures for the use of Facebook and that the details should be circulated to members for their views. Gillian Georgiou agreed to provide a photograph of children involved in a RE learning setting for the logo.

RESOLVED

- (a) That the Chairman, Wendy Harrison, Gillian Georgiou and the Clerk examine the preparation of draft procedures for the use of Facebook for SACRE purposes and these details be sent to members for their views.
- (b) That Gillian Georgiou provide a photograph of children involved in a RE learning setting for the logo.

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

SACRE considered a report from Wendy Harrison which summarised inspectors' judgements on SMSC, including British values, in those schools inspected by Ofsted since the last report prepared for SACRE.

The increase in comments by inspectors about RE were welcomed and it was noted that this could increase further following the implementation of the new Ofsted Framework (September 2019) which would have a focus on the "wider curriculum", including RE. It was agreed that where necessary, schools should challenge inspectors about any negative comments on SMSC provision. Inspectors' judgments were evidence based and schools should submit as much evidence as possible to support SMSC provision and development. Headteachers should be supported by ensuring that staff were kept updated on RE matters in relation to the whole curriculum.

RESOLVED

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

The Spalding Parish CE Day School
 The Cowbit St Mary's CE PS
 Linchfield Community PS
 Belmont Community PS
 The Edward Richardson PS Tetford
 Long Bennington CE Academy
 The Saint Augustine's Catholic Voluntary Academy
 The Morton CE PS
 Billingborough PS Sleaford
 William Hildyard CE Primary and Nursery School

- (b) That the following schools receive a letter from the Chairman expressing concern about the various weaknesses identified by Ofsted and offering support:-

Horncastle Community PS
 John Spendluffe Foundation Technology College

10 LINCOLNSHIRE SACRE ANNUAL REPORT 2017-18

SACRE received a presentation from Wendy Harrison in connection with SACRE's Annual Report 2017/18. The report had been sent to members before the meeting for their comments.

Wendy Harrison stated that the number of pupils in England and Wales taking the GCSE Religious Studies full course continued to fall. It was still a requirement that all schools, including academies, had a legal requirement to provide RE up to and including key stage 4. Data collected by NATRE suggested that the law was not being followed and not all pupils were receiving their entitlement as far as RE was concerned. It was still the case that there were many non-specialists teaching RE but the new Ofsted framework might help to address this.

Lincolnshire examination data 2018

Wendy Harrison explained that the new scale was aligned to key grades on the current A* to G scale. Grades 9, 8 and 7 were broadly equivalent to an A* and A. Grades 6, 5 and 4 were in line with B and C grades. A grade 4 was broadly equivalent to a C grade. A grade 3 would be broadly similar to a D grade, with 2 and 1 taking in grades E, F and G. There was still a U - ungraded - mark. She explained that because the data was a mixture of the old and new systems it was not possible to make a comparison with the previous year. However, the 2018 results for the GCSE Full Course showed that overall, schools were performing above the national average but girls were significantly out-performing boys. Wendy Harrison provided information about school that had performed well in the 2018 examinations and those that had not.

It was agreed that there was a need for universities and colleges to emphasise the importance of RE as an academic subject which encouraged pupils to think. There was a need for SACRE to support teachers with continuing professional development.

Because of the complex nature of its content it was agreed to give further consideration of this matter at the next meeting.

RESOLVED

- (a) That the Annual Report 2017/18 be noted and approved and a copy sent to NASACRE, Lincolnshire County Councillors and Debbie Barnes OBE, Head of Paid Service.
- (b) That in view of the complex issues raised by the report it was agreed to give further consideration to this matter at the next meeting.

11 NASACRE ANNUAL CONFERENCE REPORT 2019

SACRE received a joint report by the Chairman and Mark Plater on their attendance at the NASACRE Annual Conference 2019. The report was welcomed.

RESOLVED

That the report be noted.

12 NEW OFSTED FRAMEWORK - UPDATE AND PRESENTATION

SACRE received a verbal report by Wendy Harrison on the new Ofsted framework and its possible implications for RE. RE was mentioned several times in the new Ofsted framework and schools were reminded of their obligations. SACRE had responsibility to follow up issues around compliance and could challenge schools if necessary. Wendy Harrison drew members' attention to a letter sent by NASACRE to the DfE this year outlining issues around compliance.

RESOLVED

That the report be noted.

13 SCHOOL VISITS - UPDATE AND PRESENTATION

SACRE received a verbal report by Wendy Harrison about visits made to schools since January 2019. She had been unable to visit many schools during the preparation of the Agreed Syllabus but following its completion she had been able to resume this aspect of her work. She provided members with details about schools visited. Schools (including academies and independent schools) received up to two hours support free of charge. If they requested further support such as a staff meeting, the school was charged. Centralised training would be offered by Wendy Harrison during 2019/20.

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Gillian Georgiou stated that there was a qualified RE Specialist Leader in Education (SLE) at Lincoln Christ Hospital school who was providing RE advice to schools in the region and she suggested that this teacher should be invited to attend a meeting of SACRE.

RESOLVED

That the report be noted and that the RE SLE at Christ's Hospital School be invited to a meeting of SACRE to describe the RE support she gave to schools in the region.

14 RESOURCES - UPDATE AND PRESENTATION

Wendy Harrison verbally reported that she had been able to purchase a range of resources, including artefacts, to support teacher training and visits to schools. The resources had had a significant impact already and she agreed to bring some of the resources to the next meeting.

RESOLVED

That the report be noted.

15 DIOCESAN RE ADVISER'S REPORT

SACRE considered a report from Gillian Georgiou in connection with work being carried out in the Diocese. She drew attention to the delivery of the REConnecting Lincolnshire project and the performance created to explore identity, belief and world views which focussed in particular on Christianity and Islam. This had been already seen by 1500 children. Feedback from Armed Forces personnel and parents who had seen the performance had had their views changed.

RESOLVED

That the report be noted.

16 REFLECTIONS AT THE NEXT MEETING

Gillian Georgiou agreed to do reflections at the next meeting.

17 DATE AND TIME OF THE NEXT MEETING - 26 NOVEMBER 2019

It was agreed that the next meeting would be arranged for 2.00pm at Bardney CoE and Methodist Primary School.

The meeting closed at 1.00 am

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	26.11.19
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, including British values, in those schools inspected by OFSTED since the last report prepared for SACRE on 16th July 2019

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.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
OFSTED Inspection		Various	School Improvement Service County Offices

Lincolnshire SACRE meeting: 26.11.19
Analysis of SMSC in Lincolnshire Ofsted reports, April 1st – October 1st 2019

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.

From the 2019 Education Inspection Framework (EIF)

Inspectors will use all the available evidence to evaluate what it is like to be a learner in the provision. In making a judgement about a provider's overall effectiveness, inspectors will consider whether the standard of education....is good or outstanding. If it is not at least good, inspectors will consider whether it requires improvement or is inadequate.

[Para 22]

Key judgements

Inspectors will also make graded judgements on the following areas using the four point scale:

1. Quality of education
2. Behaviour and attitudes
3. Personal development
4. Leadership and

management [Para 24]

Different types of inspections

Ofsted is required to inspect at prescribed intervals all schools to which Section 5 applies. The regulations set the interval for Section 5 inspections as 'within 5 school years from the end of the school year in which the last Section 5 inspection took place.' The exception to this requirement are schools that are, by regulations, exempt.

[Para 11]

Outstanding/exempt schools

Maintained primary and secondary schools and academies that were judged to be outstanding in their OE at their most recent Section 5 inspection are exempt from routine inspections under section 5. This exemption also applies to academy converter schools when the overall effectiveness of the predecessor school was outstanding at its most recent Section 5 inspection.

[Para16]

Section 8 inspections of good and non- exempt outstanding schools

The EIF supports proportionate inspections of schools' performance and circumstances. Consequently, good schools will normally receive a two day Section 8 inspection approximately every four years. Some schools will be subject to a full Section 5 inspection instead of a Section 8 inspection. This will happen, for example, if a school has undergone significant change, such as its age range, or if there are indications that the quality of provision may have deteriorated significantly. These are selected through Ofsted's risk assessment process. A section 8 inspection does not result in individual

graded judgements. It cannot change the overall effectiveness grade of a school. This can only happen if it is converted to a Section 5 inspection.

Inspection of RE and collective worship

In schools **without a religious character**, RE and collective worship is inspected as part of Section 5 inspections. In schools **with a religious character** denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under Section 48 of the Education Act 2005 or as provided in the academy's funding agreement. In VC schools Ofsted inspects RE but not collective worship. Ofsted inspectors will familiarise themselves with any issues raised during Section 48 inspections but this cannot be used as evidence.

Schools that are judged as requiring improvement (RI)

These are schools that is not good but overall are providing an acceptable standard of education. This is not a formal category of concern but the school may be subject to monitoring by Ofsted. If the school has been judged as RI for the first time it will normally receive a Section 5 inspection within 30 months of the publication of the previous Section 5 report.

Schools causing concern

Schools whose overall effectiveness is judged to be inadequate will be deemed to be in a formal category of concern. This means that the school will fall into one of two categories:

1. **Special measures:** the school is failing to give its pupils an acceptable standard of education and those responsible for leading, managing or governing are not demonstrating the capacity to secure the necessary improvement in the school.
2. **Serious weaknesses:** the evidence shows that the overall effectiveness of the school is inadequate but inspectors consider that leaders, managers and governors demonstrate the capacity to improve the school. The school will have one or more of the key judgements graded inadequate and/or have important weaknesses in the provision for pupils' SMSC.

School	NOR	Date inspecte	Overall Effectiveness	SMSC
PRIMARY William Hildyard CE Primary and Nursery school Market Deeping	231	2-3rd April 2019	Good	Leaders promote pupils' personal, spiritual, moral, social and cultural development well through the school's curriculum and Christian ethos. In a computing lesson, inspectors saw pupils using their knowledge gained from their learning about Christian symbols to design and create a cross for a stained glass window. Through the school's Christian ethos, leaders ensure that pupils gain an insight and understanding of British values. Additional plans are in place to make these values even more explicit across the curriculum. Pupils also hold various elected positions of responsibility, e.g. through their roles as members of the collective worship council.
Manor Farm Academy North Hykeham	90	8-9th May 2019	Good	Pupils are tolerant and able to value differences. They are very well prepared for life in modern Britain. Their spiritual, moral, social and cultural development is a strength. The effectiveness of lessons in the 'tolerance programme' is reflected in the exemplary behaviour, conduct and collaborative work that pupils demonstrate. They show respect for each other, know right from wrong and show maturity beyond their years.
Theddlethorpe PS Mablethorpe	99	14-15th May 2019	Requires improvement	Pupils' spiritual, moral, social and cultural development is promoted well through a variety of topics of learning and extra-curricular experiences. Leaders have further identified that the curriculum can be improved to ensure that pupils have a better understanding of life and diversity in modern Britain from a young age. However, not enough pupils can confidently demonstrate a thorough understanding of British values. Leaders have identified that this is an area for development in their current review of the curriculum.

The Gedney Hill CE Voluntary Controlled PS Spalding	65	21-22nd May 2019	Requires improvement	The school's values curriculum develops pupils' moral and social education and British values well. Pupils learn about what it means to be a good citizen. The wider curriculum develops pupils' spiritual and cultural education. Visits to local places of worship help pupils to understand faiths different to their own.
The Pinchbeck East CE PS Spalding	397	21-22nd May 219	Requires improvement	Leaders have ensured that there are many opportunities for pupils to deepen their social awareness and cultural understanding. Pupils encounter a wide range of artistic traditions and have opportunities to reflect upon the Cristian faith in depth. Leaders have established both a strong moral code and a spirit of compassion and pupils demonstrate concern and empathy for each other in explaining what friendship means to them. Through religious education, pupils develop tolerant attitudes and learn to respect each other's beliefs and choices. They understand the principles behind the fundamental British Values.
Woodlands Infant and Nursery School Lincoln	142	21-22nd May 2019	Good	Leaders and staff promote pupils' spiritual, moral, social and cultural development effectively, through the well-designed curriculum. This is a strength of the school's provision. Pupils have a growing awareness of fundamental British values through their school council and regular celebrations of a range of festivals and cultures, and 'choose kindness' activities to promote respect and tolerance.

Osgodby PS Market Rasen	95	22-23rd May 2019	Good	The curriculum is broad and balanced and provision for pupils' spiritual, moral, social and cultural development is improving and more pupils are increasingly well prepared for life in modern Britain. However, the school needs to improve the effectiveness of leadership and management by ensuring that the provision for pupils' cultural development, including for children in the early years, is improved so they have more opportunities to learn about other people, places and faiths in sufficient depth, in religious education (RE) and geography lessons. Leaders ensure that pupils are tolerant and respectful. Leaders are acutely aware of the context of the local community and are determined for pupils to develop a greater understanding of the wider world.
Brown's CE PS Sleaford		30th April 2019	Short inspection letter	The school has a distinct Christian ethos and the values that are promoted create a learning environment where pupils feel valued and respected. Spiritual, moral, social and cultural development is promoted well. Respect for different cultures and religions is fostered through visits to different places of worship, visitors to school and through the wider curriculum.
Frances Olive Anderson CE (Aided) PS Gainsborough	190	4-5th June 2019	Good	The school's curriculum to support pupils' spiritual, moral, social and cultural development is strong. A particular strength is in the school's close partnership with a school in Beirut. This link substantially enhances pupils' learning about other cultures and ways of life and supports their learning and reflecting on British values. The quality of this continuing work was recognised when the school was awarded the TES international award in 2017.

The Donington Cowley Endowed PS Spalding	258	4-5th June 2019	Good	Pupils' awareness and understanding of diversity is not as advanced as other aspects of their learning and development. Pupils in the early years should be provided with more frequent opportunities to develop an awareness and appreciation of each other's differences and a range of cultures beyond their immediate experience. Pupils' spiritual, moral, social and cultural development is well supported through the curriculum. It is reflected in work in subjects such as religious education. For example, pupils in year 3 have written about themes such as the lives of children around the world and the concept of pilgrimage. In year 6, pupils have produced well-presented and detailed booklets about the life journey of a Muslim, Hindu, Sikh or Christian. During a lively session observed in year 6, pupils were fully absorbed in skillfully-guided discussions about big questions such as, 'What is religion?' and 'Do you have to believe in God to be good?' Since the last inspection, leaders and staff have improved pupils' social development by ensuring that they receive increased opportunities to learn about British values. This means that pupils are increasingly well equipped for life in modern Britain.
Brant Broughton CE Methodist PS Lincoln	105	5-6th June 2019	Good	Pupils have a good understanding of British values. Teachers promote their spiritual, moral, social and cultural development well. Through the school's core values, pupils learn about equality and diversity. Pupils celebrate each other's differences and believe that it is these differences that help them to be a strong team.
Partney CE (Aided) PS Spilsby	71	19-20th June 2019	Good	Pupils' spiritual, moral, social and cultural development is effectively promoted through the curriculum. Assemblies are systematically planned to ensure coverage of a wide range of themes in line with the school's values and fundamental British values. In all year groups, the work in pupils' books contains reference to a diverse range of faiths and cultures.

Swineshead St Marys CE PS Boston		20th June 2019	Short inspection letter	Teachers have planned a curriculum which includes all subject areas. Recent professional development has increased staff knowledge about science and religious education. This has improved the quality of teaching in these subjects. Pupils' knowledge has increased, for example, when explaining the significance of Easter and Christmas to Christians.
St Paul's Community Primary and Nursery School Spalding	243	25-26th June 2019	Inadequate	<p>The curriculum is not broad and balanced and teachers' subject knowledge is sometimes poor. Pupils' knowledge of history, geography and religious education (RE) is inadequate. The school needs to improve the effectiveness of leadership and management by ensuring that senior and subject leaders regularly check and improve the school's curriculum, particularly in history, geography and RE.</p> <p>Senior leaders need to plan and monitor the impact of training to improve teachers' subject knowledge, particularly in mathematics, the humanities and RE. Pupils have a very poor knowledge and understanding of the different people, places and cultures from the past and present. Teachers do not receive enough training to develop their subject knowledge, particularly in mathematics, the humanities and RE. Pupils have a strong sense of right and wrong. They show respect to each other and to adults.</p>

The Edenham CE School Bourne		25th June 2019	Short inspectio n letter	The school's vision is to offer the 'highest standard of education within a Christian context'. The core values of respect, hope, forgiveness, compassion, perseverance and courage feature in wall displays in every part of the school and are embraced by pupils.
Weston St Mary CE PS Spalding	33	25-26th June 20129	Good	The school's core values are at the heart of the curriculum. They are helping pupils become well prepared for life in modern Britain. The development of pupils' spiritual, moral, social and cultural education is a strength of the school. The school's values of tolerance, democracy, mutual respect, individual liberty and the rule of law are woven through all aspects of the school's curriculum. Pupils understand these values relative to their age, which is helping them to become well prepared for life in modern Britain. They celebrate each other's differences, typically saying, 'it's the differences that make us special'. They understand and accept different faiths, cultures and lifestyles.
Legsby PS Market Rasen	48	10-11th July 2019	Requires improveme nt	Leaders are effective in promoting pupils' spiritual, moral, social and cultural development. Pupils learn about the wide range of ethnic groups, cultures and traditions that contribute to British society. Pupils benefit from a personal, social and health education programme of study. This plays an important role in contributing to pupils' spiritual, moral, social and cultural development. Pupils show a good understanding of diversity as they learn about different faiths and cultures.

The West Grantham Academy St John's Grantham	324	11-12th July 2019	Inadequate	The curriculum does not provide sufficient breadth for pupils to understand life in modern Britain. Senior and middle leaders ensure that the curriculum enables pupils to develop knowledge, skills and understanding in a wide variety of subjects and prepares them well for life in British society. Leaders have not provided a broad curriculum that develops pupils' knowledge and understanding of the world around them well enough. Leaders have ensured that there are opportunities for pupils' spiritual development and there are places for reflection around the school. However, pupils' understanding of faiths other than Christianity is not strong, and pupils have few opportunities to learn about other religion and cultures.
The John Harrox PS Spalding		9th July 2019	Short inspection	The school was asked to ensure that pupils developed a stronger understanding of the world around them and to deepen their knowledge of other cultures in modern Britain. This has been addressed successfully but leaders are keen to develop this further. Pupils learn about different faiths and cultures through a wide range of curriculum activities. Termly 'passport days' help pupils learn about the culture and cuisine of a range of countries in Europe and across the world. Pupils also learn about different faiths and religious festivals in assemblies and in their religious education lessons. Pupils have also visited different places of worship as well as building strong links with the local church. Displays around the school reflect their growing awareness of different faiths and cultures preparing them fully for life in modern Britain. Spiritual, moral, social and cultural development is strongly promoted across the school. As a result, pupils demonstrate tolerance, understanding and respect for each other, and for other people.

The St Nicholas CE PS Boston	226	10-11th July 2019	Requires improvement	Some pupils do not have a good understanding of fundamental British values. Some older pupils do not have a deep knowledge of different people, cultures and faiths. The school needs to improve the effectiveness of personal development, behaviour and welfare by ensuring that pupils have a greater understanding of people from other cultures and faiths so that they are better prepared to be active citizens in a multicultural society. The provision for pupils' spiritual, moral, social and cultural development is improving. Leaders ensure that pupils have varied opportunities to reflect on the school values, such as 'resilience', 'respect' and 'peace', and to develop a strong sense of 'right and wrong'. They are not as fully prepared for life in modern Britain as they should be.
The Welbourne CE PS Lincoln	69	10-11th Sept.2019	Requires improvement	The headteacher has established an inclusive school with a strong Christian ethos. This is reflected in the positive relationships between pupils and the wider community. Pupils represent their school in the community through elected roles such as being part of the worship council.
SECONDARY Spalding Academy	1,015	4-5th June 2019	Good	Leaders consistently promote pupils' spiritual, moral, social and cultural education, including the promotion of fundamental British values, through a well-structured programme of activities, including trips to local places of worship.
Thomas Middlecott Academy Boston	511	25-26th June 2019	Requires improvement	Pupils benefit from a range of experiences which have a positive effect on their spiritual, moral, social and cultural development as well as their understanding of British values.

SPECIAL SCHOOL				
THE Lincoln St Christopher's School	238	4-5th June 2019	Good	Pupils' spiritual, moral, social, cultural (SMSC) and personal development is promoted very well through the school's curriculum and the trusting relationships they build with adults. There is a broad variety of interesting topics, projects and courses that develop pupils' understanding of SMSC issues well.

SACRE Meeting – 26 November 2019

Report of the Diocesan RE Adviser

The new Ofsted EIF (Educational Inspection Framework) (2019) and the new SIAMS (Statutory Inspection of Anglican and Methodist Schools (this is the inspection of church schools, also known as Section 48)) evaluation schedule continue to dominate the support I offer in schools around the Diocese of Lincoln. Many schools have requested support in thinking about how to incorporate RE as a part of the broad and balanced curriculum in a way that reflects the school's individual curriculum intent. As part of this work, I have collaboratively produced some guidance on thinking about RE curriculum, which is being hosted on RE:Online:

<https://www.reonline.org.uk/leading-re/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>

I have also reworked the suggested teaching and learning materials available on the Members' Area of our website to reflect the fact that the Lincolnshire locally agreed syllabus has been in place for one academic year. In addition to this, I have produced guidance on producing and using knowledge organisers in RE; this guidance is currently being promoted nationally by Fiona Moss of RE Today. This guidance can also be found on our website:

<https://lincolndiocesaneducation.com/wp-content/uploads/Using-Knowledge-Organisers-in-RE-Guidance-and-Exemplars-2019.pdf>

Grove Books Limited have recently published a short booklet that I have written, Religious Literacy and Schools; I have also submitted a co-authored chapter to Mark Chater's new book, which will be published in early 2020.

Gillian Georgiou

Diocesan RE Adviser

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