

# Agenda Item 9

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>14 November 2017</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>
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<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 11<sup>th</sup> July 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

## **Analysis of SMSC in Ofsted reports for Lincolnshire March 2017 – October 2017**

### **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>Fosse Way Academy, Lincoln.</b>	577	28-29 <sup>th</sup> March 2017	Good	Pupils' spiritual, moral, social and cultural development is good. The curriculum enables pupils to learn about their local cultural heritage. The school promotes fundamental British values well. The school has links with many leaders of different faiths to enable pupils to learn about different religions. The pupils are well prepared for life in modern Britain.
<b>Osgoodby PS Market Rasen</b>	95	28-29 <sup>th</sup> March 2017	Requires improvement	The school's curriculum provides many enrichment opportunities for pupils, such as trips and visitors to school. In addition to supporting pupils' writing, these opportunities often focus on promoting pupils' understanding of the diversity of modern Britain. Exposure to different faiths, cultures and backgrounds is helping to prepare pupils for their roles as future citizens. The leaders and teachers have ensured that religious and cultural diversity are celebrated within the curriculum and around the school. Links have been developed with a school in the Tower Hamlets district of London and displays in school promote pupils' multi-cultural awareness and understanding. Pupils are taught about fundamental British values.
<b>Waddington PS Gainsborough</b>		30 <sup>th</sup> March 2017	Short inspection	This visit was the first short inspection carried out since the school was judged to be good in March 2017. The school's work to promote the pupils' spiritual, moral, social and cultural development and to teach them about fundamental British values is a cornerstone of the school's ethos. It influences the pupils' attitudes, values, beliefs and views about the world around them and contributes significantly to the school's warm and welcoming atmosphere, which is, understandably, valued highly by parents.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The Leasingham St Andrew's CE PS Sleaford</b>		31 <sup>st</sup> March 2017	Short inspection	This visit was the first short inspection carried out since the school was judged to be good in April 2012. The school ensures that the Christian values are re-inforced through assemblies and lessons. The school also provides regular opportunities for pupils to learn about other cultures and religions. Pupils have a good understanding of diversity and inclusion.
<b>Branston Junior Academy, Lincoln</b>		4 <sup>th</sup> April; 2017	Short inspection	This visit was the first short inspection carried out since the school was judged to be good in June 2013. The school has successfully created links with schools from other countries, including Bangladesh and Poland. This work is enabling pupils to have a better understanding of life in cultures that are different from their own.
<b>Morton Trentside PS Gainsborough</b>		21 <sup>st</sup> April 2017	Short inspection	This visit was the first short inspection carried out since the school was judged to be good in April 2012. Pupils' personal development, behavior and spiritual, moral, social and cultural development remain strengths. This was evident in discussions with pupils as well as through displays showing the experiences and opportunities provided.
<b>Grimoldy PS</b>	225	25-26 <sup>th</sup> April 2017	Good	Pupils spiritual, moral, social and cultural development is good. The school's charter, drawn up after consultation with pupils, encourages respect for everyone. The charter is discussed regularly in assemblies and, consequently, the pupils know the school's values well and are respectful to each other. Pupils learn about other religions and demonstrate a good knowledge of faiths different from their own. Pupils recently learned about Hinduism and children in the early years enjoyed listening to the story of Rama and Sita as part of the Diwali celebrations. Pupils are prepared well for life in modern Britain.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Bourne Elsea Park CE primary Academy Bourne</b>	155	26-27 <sup>th</sup> April 2017	Good	Leaders promote pupils' spiritual, moral, social and cultural development, including their physical well-being, exceptionally well and is strength of the school. It is supported by a curriculum that engages and enthuses pupils. Fundamental British values and the school's own strong values are embedded within the curriculum. As a result, pupils are well prepared for life in modern Britain. This is evidenced by work displayed around the school, in books and through discussions with pupils.
<b>Holbeach PS Spalding</b>	288	3-4 <sup>th</sup> May 2017	Good	Pupils' spiritual, moral, social and cultural development is good. Pupils show a good understanding of British values. All this is effectively nurtured through lessons and assemblies alongside the school's overall values. British values are promoted well through special events and in lessons. Pupils are well prepared for life in modern Britain.
<b>Cliffedale PS Grantham</b>	315	9-10 <sup>th</sup> May 2017	Good	Pupils are well prepared for life in modern Britain. They speak knowledgably about faiths and places of worship different to their own. Pupils are also aware of British values. Displays around the school help to remind pupils about, for example, democracy, tolerance and respect.
<b>Friskney All Saints CE (Aided) PS Boston</b>		15 <sup>th</sup> May 2017	Short inspection, Section 8	The school's strong Christian values are well supported by the actions of the staff and pupils who are vigilant, thoughtful and caring towards each other.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>South View Community PS Peterborough</b>	395	21-22 <sup>nd</sup> June 2017	Requires improvement	The curriculum does not promote pupils' multi cultural understanding strongly. The school needs to improve leadership and management by ensuring that the curriculum enables pupils to better understand life in a culturally diverse modern Britain. The curriculum promotes pupils spiritual, moral and social development suitably. Pupils know about the values of respect and tolerance and how to demonstrate them. They say that it is important for everyone within the school community to get on together, regardless of differences, although their understanding of others beyond school is less well developed.
<b>Deeping St James Community PS Peterborough</b>	214	27-28 <sup>th</sup> June 2017	Good	Pupils have strong opportunities to participate in trips and learn about different cultures, and they have a good understanding of British values. Leaders have ensured that staff and pupils understand that expectations for tolerance and respect. Pupils are taught about British values and have the opportunity to consider a wide range of faiths and cultures.
<b>Wygate Park Academy spalding</b>	135	28-29 <sup>th</sup> June 2017	Good	Teachers promote pupils' spiritual, moral, social and cultural development effectively through the curriculum. There is a strong ethos of respect and care for one another, and pupils demonstrate their ability to empathise with others from different backgrounds. The school prepares pupils well for life in modern Britain.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Waddington Redwood PS Lincoln</b>	272	4-5 <sup>th</sup> July 2017	Good	All staff work hard to ensure that all pupils are prepared for life in modern Britain. As a result of regular worship and visits from representatives of other faiths, pupils are able to reflect on their own beliefs and the religious views of others. Events such as 'spirituality weeks' 'awe and wonder days' and 'challenge days' make a valuable contribution to pupils' understanding of tolerance, respect and difference. Spiritual, moral, social and cultural education is threaded through the curriculum and underpins the school's values. This year, pupils have visited a mosque and a Hindu temple, for instance. British values are promoted effectively. Acts of collective worship provide time for adults and pupils alike to reflect on Christian values such as courage.
<b>Weston St Mary CE PS Spalding</b>	46	12-13 <sup>th</sup> July 2017	Inadequate	This school requires special measures and needs to improve pupils' personal development, behaviour and welfare by ensuring that pupils learn how to lead safe and healthy lives and are prepared for life in modern Britain. The school does not promote pupils' spiritual, moral, social and cultural development well. Pupils are unclear about the school's core values and ethos. Opportunities for pupils to explore other cultures are limited.
<b>Sir Francis Hill Community PS Lincoln</b>		13 <sup>th</sup> July 2017	Short inspection	This visit was the first short inspection carried out since the school was judged to be good in July 2012. Strong links are now established the school's local community so that pupils get regular opportunities to consolidate their understanding of other faiths and cultures. The school rightly changed the curriculum to ensure that pupils are explicitly taught about different faiths and cultures. The school has taught them to understand the importance of respecting others and of valuing diversity.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Winchelsea PS Sleaford</b>		14 <sup>th</sup> July 2017	Short inspection	This visit was the first short inspection carried out since the school was judged to be good in March 2013. The school has received the International School Award in recognition of the work done to develop pupils' cultural and global awareness.
<b>The West Grantham Academy St John's Grantham</b>		26 <sup>th</sup> September 2017	Short inspection	This inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in February 2017. Leaders have also reviewed the curriculum to promote pupils' spiritual, moral, social and cultural development. These developments are at a very early stage, and some pupils the inspector spoke with did not fully understand the importance of respect for others who may be different to them or who may have different family arrangements.
<b>SECONDARY</b>				
<b>Skegness Academy Skegness</b>	265	24-25 <sup>th</sup> May 2017	Inadequate	A full range of activities takes place to provide pupils with opportunities to develop a broad understanding of the world around them, including visits from external speakers and trips outside school. A new leader is now in place to ensure that pupils' spiritual, moral, social and cultural development is provided for well. Leaders are aware that not enough is done to develop pupils' understanding of different cultures and faiths.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>St Peter and St Paul Catholic Voluntary Academy Lincoln</b>	543	13-14 <sup>th</sup> June 2017	Good	The school's spiritual, moral, social and cultural provision makes a significant contribution to pupils' personal development. Pupils know right from wrong and behave impeccably towards each other and adults. A wide range of trips, visits and activities contributes to pupils' cultural understanding. The school's faith values, which encompass British values, alongside the 'living stones' curriculum, ensure that pupils are well prepared to make a positive contribution to society and life in modern Britain. Differences are valued and the diverse pupil body is seen as the school's best resource to promote tolerance and respect.
<b>The Deeping School Peterborough</b>	259	20-21 <sup>st</sup> June 2017	Requires improvement	Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted well throughout the school. Pupils participate in a range of artistic, musical and sporting activities. There is a detailed tutor and assembly programme, which helps to prepare pupils for life in modern Britain.
<b>The Barnes Wallis Academy Lincoln</b>	312	5-6 <sup>th</sup> July 2017	Good	Pupils' spiritual, moral, social and cultural education is very well organised. The school's personal, social, health and careers programme (PSHCE), together with assemblies and charity work, provides pupils with effective opportunities to consider their place in the community, both within the school and beyond. This is enhanced by an excellent range of visits that are valued by the pupils.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Caistor Yarborough Academy Market Rasen</b>	313	11-12 <sup>th</sup> July 2017	Requires improvement	Actions have been taken to ensure that the curriculum contributes to pupils' spiritual, moral, social and cultural development well. Teachers identify in their planning how their lessons will contribute to this aspect of learning. A well-coordinated programme of assemblies and teaching is in place to deepen pupils' understanding of fundamental British values and to ensure that pupils are well prepared for life in modern Britain. Teaching also ensures that pupils' understand the importance of being tolerant and respectful towards those who are different from themselves, including those with different faiths or cultural backgrounds.
<b>The Giles Academy Boston</b>	944	11-12 <sup>th</sup> July 2017	Requires improvement	Provision for pupils' spiritual, moral, social and cultural education is made through the curriculum, extra-curricular opportunities and the school's assembly programme.
<b>SPECIAL SCHOOLS</b>				
<b>The Grantham Sandon School</b>		26 <sup>th</sup> June 2017	Short inspection	This visit was the first short inspection carried out since the school was judged to be outstanding in February 2017. At the last inspection the inspectors asked the school to ensure that there are more opportunities in place to develop pupils' spirituality. The school has been successful with the aspect of pupils' development. Pupils are encouraged to have a sense of enjoyment about their learning, to be creative and to reflect on their experiences. At the end of each school day, pupils have reflection time to think about their learning and others.

<b>Ambergate Sports College Grantham</b>		30 <sup>th</sup> June 2017	Short inspection	<p>This visit was the first short inspection carried out since the predecessor school was judged to be outstanding in January 2014. The school and staff work tirelessly to support pupils in their spiritual, moral, social and cultural development, and in their understanding of fundamental British values. The weekly British values project allows pupils to consider topics related to rights, democracy, and the need to show respect to others. The school actively encourages the staff to teach pupils about moral and topical issues in ways that are age-appropriate and appropriate to pupils' individual needs. For example, pupils in a mixed year 4, 5 and 6 class considered the notions of good and evil through their study of Buddhism. This built extremely effectively upon their prior learning of other religions, including Sikhism, and had previously provided them with appropriate opportunities to reflect upon the recent terrorist attacks in London and Manchester. Such discussions prepare the pupils comprehensively for life in modern Britain.</p>
<b>The Ash Villa South Rauceby Sleaford</b>	12	11-12 <sup>th</sup> July 2017	Outstanding	<p>The pupil's spiritual, moral, social and cultural development is catered for very well. The specially devised Ash Villa curriculum adds breadth and depth to learning, and the pupils' take part in a wide range of activities and they are well prepared for life in modern Britain.</p>

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