

# 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>
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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 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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