

# Agenda Item 6

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>July 9th 2013</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 12th March 2013

**DISCUSSION:**

The present inspection framework (still under Section 5) does not require inspectors to grade SMSC but asks for it to be embedded throughout the report. There is no longer a requirement to report on community cohesion.

**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 November 2012 – May 2013**

The present inspection framework (still under Section 5) does not require inspectors to grade SMSC but asks for all four aspects to be embedded throughout the report. Provision for the development of pupils' SMSC is generally referred to in the sections on teaching and on leadership and management. There is no longer a requirement to report on community cohesion.

#### **What inspection judgements mean**

**In the following tables there is a column headed 'Overall Effectiveness' (OE). This is the most important grade for the school and the grades are explained below. The OE grade is driven by the grade for achievement. SMSC needs to be seen within this context. For example, it is possible for a school to 'require improvement but still have positive comments for SMSC.**

#### **Grade 1: Outstanding**

An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.

#### **Grade 2: Good**

A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.

#### **Grade 3: Requires Improvement**

A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.

#### **Grade 4: Inadequate**

A school that has **serious weaknesses** is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.

A school that requires **special measures** is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School	Date inspected	Overall Effectiveness	SMSC
<b>PRIMARY</b> <b>The Donington-on-Bain School</b>	6-7 Nov	Requires improvement	Curriculum enrichment is good and promotes pupils' spiritual, moral, social and cultural development well. Pupils talk enthusiastically about visits which extend their social and cultural experiences. They learn to value cultural and ethnic differences through links with schools in Africa and visits to Leicester.
<b>Ancaster CE PS</b>	17-18 Jan	Good	Through the curriculum and regular whole school assemblies, pupils are consistently taught to be tolerant of diversity, to be understanding of different perspectives, and never to allow discrimination.
<b>Leslie Manser PS</b>	22-23 Jan	Good	In an outstanding RE lesson pupils were provided with an excellent range of resources to inspire them to think deeply about the world and positive and negative aspects of life. Their spiritual, moral, social and cultural development is well provided for through the good curriculum.
<b>Market Deeping Community PS</b>	22-23 Jan	Good	The range of subjects taught is broad, balanced and meets pupils' needs well. This helps pupils to have good spiritual, moral, social and cultural development. They are aware of their role in the local and wider community.
<b>Gedney Church End PS</b>	23-24 Jan	Requires improvement	Pupils' spiritual, moral, social and cultural development is good and promoted well by teachers. When given the opportunity, pupils enjoy discussion work and the chance to share their ideas and explore their opinions and viewpoints. A good range of trips and visits helps to braid their horizons.

School	Date inspected	Overall Effectiveness	SMSC
Lutton St Nicholas PS	23-24 Jan	Requires improvement	Pupils' spiritual, moral, social and cultural development is good.
The Bardney CE and Methodist PS	23-24 Jan	Good	Pupils' mature behavior, respect for others, relaxed and courteous manner and the open views they express about other cultures and religions all reflect their good spiritual, moral, social and cultural development. Other aspects of spiritual, moral, social and cultural development are provided through music, arts and the learning of French, for example.
St George's CE Aided PS	24-25 Jan	Requires Improvement	Spiritual, moral, social and cultural development is strongly promoted through a wide range of activities. Pupils pray and sing with enthusiasm during assembly and displays around the school show high quality artwork and pupils' involvement in cultural activities.
The Gonerby Hill Foot CE PS	24-25 Jan	Requires improvement	Assemblies, the reviewed curriculum and lessons promote pupils' spiritual, moral, social and cultural development well. Pupils enjoy good opportunities to take on responsibilities in school. Older pupils can voice their opinions in a persuasive, mature and balanced way.
The Old Leake Primary and Nursery School	29-30 Jan	Good	The spiritual, moral, social and cultural education of pupils is good. It is a strength of the school and underpins all it does. In all lessons, teachers encourage an excitement for learning while developing responsible and good social and moral skills. Pupils have a good understanding of right and wrong. During lessons they readily discuss moral dilemmas, either personal or on a wider scale. The school has strong links with the church and local community. Pupils are given opportunities to reflect on their beliefs and the beliefs of others. The school works hard to develop an understanding of different cultures through a range of themed days.

School	Date inspected	Overall Effectiveness	SMSC
<b>Nettleton Community PS</b>	30-31 Jan	Requires improvement	Almost all lessons and many assemblies refer to the school's key values. These enrich the pupils' spiritual, moral, social and cultural understanding. The school provides well for all aspects. The school has an outstanding International Schools Award.
<b>The Harlaxton CE PS</b>	30-31 Jan	Good	Pupils treat each other with mutual respect and are tolerant of each other's differences. The school promotes spiritual, moral, social and cultural development well. It has strong links with the church, local community and with its partner school.
<b>Brant Broughton CE and Methodist PS</b>	31 Jan – 1 Feb	Outstanding	Pupils' spiritual, moral, social and cultural development is developed with great success. This is supported exceptionally well by the range of subjects and activities available to them. Opportunities, such as those in assemblies, to reflect and consider the needs of others contribute effectively to pupils' moral understanding.
<b>St Gilbert of Sempringham CE PS, Poynton</b>	6-7 Feb	Requires improvement	Well-planned assemblies contribute to pupils' spiritual understanding and promote their social responsibility.
<b>Corringham CE VC PS</b>	6-7 Feb	Good	The range of activities and topics ensure that pupils build on their understanding of spiritual and cultural ideas as they move through school. However, they do not always allow pupils to write at length about these.
<b>The Wainfleet Magdalen CE/Methodist School</b>	6-7 Feb	Requires improvement	There are good links with local churches that support the leadership in embedding the Christian values into the daily life of the school. Learning about people from different backgrounds and faiths gives pupils a clear insight into the diverse cultures in this country and beyond.

School	Date inspected	Overall Effectiveness	SMSC
Long Sutton PS	7-8 Feb	Requires Improvement	Staff ensure that there is a positive learning environment that promotes pupils' spiritual, moral, social and cultural development.
Stickney CE PS	12-13 Feb	Good	An outstanding aspect of the school is the spiritual, moral, social and cultural development of the pupils. They are able to distinguish right from wrong. They respect the beliefs of others. They have a wide range of opportunities to learn about other cultures.
Hawthorn Tree School	13-14 Feb	Requires improvement	Teaching makes a reasonable contribution to the provision for pupils' spiritual, moral, social and cultural development across all year groups. Pupils forge links with other schools and individuals from different cultural backgrounds, and benefit from teaching across a wide variety of artistic, musical and spiritual topics.
St Paul's Community Primary and Nursery School, Spalding	14-15 Feb	Requires Improvement	Pupils' spiritual, moral, social and cultural development is promoted well in some lessons. Pupils have opportunities to develop their spiritual awareness in assemblies and lessons. They know right from wrong and understand the consequences of their actions. They develop good social skills, talking and listening to each other and respecting others' views. However, their awareness of other cultures in this country and beyond is less well developed.
Lacey Gardens Junior School	26-27 Feb	Requires improvement	Pupils' spiritual, moral, social and cultural development is promoted well and is a strength of the school through assemblies, the curriculum, lessons and a number of extra-curricular activities. Pupils are encouraged to explore important issues and develop informed opinions. They are encouraged to develop as global citizens through direct experiences.

School	Date inspected	Overall Effectiveness	SMSC
<b>Sutton-on-Sea Community PS</b>	26-27 Feb	Requires Improvement	The school places a high value on pupils' spiritual, moral, social and cultural development. Good social skills are developed through strong links with the local community. Good links with local churches supports pupils' spiritual development. Pupils have a clear understanding of right and wrong and have opportunities to discuss moral dilemmas that occur both in their own lives and on a global level.
<b>Binbrook CE PS</b>	27-28 Feb	Good	The school makes consistently good provision for pupils' spiritual, moral, social and cultural development and this is a strength of the school. Pupils are open-minded when considering the traditions and beliefs of cultures other than their own. They can recognise, and are prepared to acknowledge and celebrate, the achievements of others. Pupils use a wide range of skills across the curriculum to promote their spiritual, moral, social and cultural development through an understanding of equality, respect and tolerance.
<b>Hemswell Cliff PS</b>	27-28Feb	Good	Pupils develop a good understanding of right and wrong and a thorough awareness of the diversity of faiths and cultures of the world.
<b>Spilsby PS</b>	6-7 March	Good	There is good provision for pupils' spiritual, moral, social and cultural development. For example, in a year 5 lesson, pupils were given the opportunity to think deeply about issues such as good and evil, betrayal and sacrifice. This was made particularly interesting by the effective use of technology and the linking of religious education with literacy. Links with schools in France and Rwanda also help pupils think about their place in the world.
<b>Fulstow Community PS</b>	6-7 March	Good	Staff give a high priority to promoting a strong set of moral and social values. These are well understood by all, especially the pupils.



School	Date inspected	Overall Effectiveness	SMSC
Winchelsea PS Ruskington	6-7 March	Good	Pupils say how much they enjoy the range of clubs and visits they take part in, as well as opportunities to act as mediators for other pupils. This makes a good contribution to pupils' spiritual, moral, social and cultural development, which is promoted well in lessons, assemblies and the work of the school council in raising funds for charities.
Bythams PS	7-8 March	Requires improvement	Teaching makes an adequate contribution to pupils' spiritual, moral, social and cultural development across the school.
The Middle Rasen PS	5-6 Dec	Requires Improvement	Pupils' spiritual, moral, social and cultural development is good as a result of the good opportunities provide for these aspects in lessons as well as assemblies and a wide range of clubs.
The Meadows PS	6-7 March	Good	Pupils' spiritual, moral, social and cultural development is well supported through the well-planned curriculum.
Sutton Bridge Westmere PS	6-7 March	Requires improvement	The curriculum supports pupils' moral and social development well but they get few experiences of other cultures.
The North Cotes CE PS	12-13 March	Good	The spiritual, moral, social and cultural development of pupils is supported well through the rich range of learning opportunities provided for them.
The Donington Cowley Endowed PS	12-13 March 2013	Good	The school promotes pupils' spiritual, moral, social and cultural development well. Pupils respond thoughtfully to opportunities to be still and reflect on life's broader concerns. They enjoy an extensive range of links with overseas schools and they have a good understanding of different cultures. However, they do not have opportunities to mix first hand with people from contrasting backgrounds beyond their local community. This would enhance their appreciation of the diversity of cultures in modern Britain and better prepare them to take their places in the modern world.



<b>SCHOOL</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>Wrangle PS</b>	13-14 March	Good	The school provides well for pupils' spiritual, moral, social and cultural development. Pupils enjoy the trips out of school. They like to be involved in supporting local and national charities. Pupils have experiences that help them to understand the positive aspects of living in a multi-cultural UK.
<b>The St Nicholas CE PS, Boston</b>	19-20 March	Good	Pupils' spiritual, moral and social development is promoted well through interesting lessons, classrooms and assemblies. However, pupils do not learn enough about the other cultures that are present in the school so their understanding of other cultures is not promoted well enough.
<b>The Morton CE (VC) PS</b>	20-21 March	Good	The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy a variety of cultural and sporting activities. The school provides opportunities for pupils to be still and reflect on life's deeper concerns, in assemblies, through links with the church, and at other times. A link with Malawi, outside speakers and cultural visits promote pupils' cultural development well. Pupils have a good insight into the diversity of cultures in modern Britain and are well prepared to take their places in the modern world.
<b>SECONDARY</b>			
<b>University Academy Holbeach</b>	15-16 Jan	Good	The academy effectively promotes the students' moral and social development by modeling positive interactions, and through the curriculum and its extra-curricular enrichment. Opportunities for spiritual and cultural development feature less strongly in everyday life, although when given the opportunity students are reflective and inquisitive about different beliefs, values and cultures.
<b>Birkbeck School and Community</b>	19-20 March	Requires improvement	Students' social and moral development is good but their spiritual and cultural development is not as strong.

<b>Arts College School</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>SPECIAL</b> <b>Ambergate Sports College</b>	16-17 Jan	Outstanding	Provision for pupils' spiritual, moral, social and cultural development is exceptional. They richly celebrate successes, both in assembly and throughout the school day. There is a strong focus on the importance of working together and learning to appreciate the needs of others. Discrimination is not tolerated. Diversity days exploring other religions and cultures ensure they know they are part of a multi-cultural society. Moral values and social skills are interwoven skillfully into lessons so that pupils learn to work together co-operatively, respect one another and listen to others. Pupils make very good progress in their personal and social development.
<b>The Priory</b>	29-30 Jan	Good	
<b>The Grantham Sandon School</b>	12-13 Feb	Outstanding	The school needs to ensure that opportunities to develop pupils' spirituality are not missed by ensuring that teachers consistently identify such opportunities in their planning. Cultural development is outstanding due to work with international partners.
<b>The John Fielding Community Special School</b>	6-7 March	Good	Pupils learn about the world around them through assemblies. Assemblies and visits from local clergy give opportunities for spiritual reflection.
<b>St Bernard's School, Louth</b>	13-14 March	Good	The school makes sure teachers think carefully about pupils' spiritual, moral, social and cultural development by making it part of their planning. Pupils learn to be reflective during quiet times, to work together in groups, and to recognize the difference between right and wrong. Senior teachers seize every chance they can to give pupils opportunities to learn about other cultures.

### **Summary**

- As seen in last term's analysis there are some inconsistencies in reporting, ranging from very few comments (e.g. p.3 Lutton St Nicholas PS, P.4 St Gilbert of Sempringham CE PS, p.5 Long Sutton) to quite detailed paragraphs (e.g. p.3 The Old Leake Primary and Nursery School, p.6 Binbrook CE PS, P.7 The Donington Cowley Endowed PS, P.8 the Morton CE (VC) PS, p.9 Ambergate Sports College).38%
- Comments are overwhelmingly positive, even in the schools 'requiring improvement' (38% compared to 27% last time - is this category increasing under the revised Framework?). There is some criticism of schools' promotion of cultural and spiritual development on p.7, 8 and 9. However, overall (compared to the previous frameworks)reports are much more positive about the cultural aspect.

**Wendy Harrison**  
**RE Adviser, CfBT Lincs**

**June 2013**

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