

Agenda Item 8

REPORT REFERENCE:

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	16th July 2019
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
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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 2018.

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 Reports		Various	School Improvement Service County Offices

Analysis of SMSC in Ofsted reports: Lincolnshire SACRE, 16 July 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. 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: *to be updated during autumn 2019 in line with the new Ofsted Framework*

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.

**Analysis of SMSC in Lincolnshire Ofsted reports
November 2018 – May 2019**

School	NOR	Date inspected	Overall Effectiveness	SMSC
PRIMARY				
The Spalding Parish CE Day School	486	6-7th November 2018	Inadequate	Leaders and teachers provide a wide range of opportunities for the spiritual, moral, social and cultural development of pupils. This is a strength of the curriculum. Pupils who met with inspectors said that this is an important part of their learning and helps them to understand the importance of respecting others. Pupils know what the schools values are and do their best to uphold them. They understand diversity and respect values and beliefs that differ from their own. Pupils learn about different cultures and faiths, for example, Hinduism and Islam.
Weston St Mary CE PS Spalding		20-21st November 2018	Short inspection letter	Pupils understand that all people are different, for example, saying 'they should accept people for who they are'. Pupils learn about different religions and know there are similarities and differences between them. They learn about significant events in the world and Britain.
Kirton PS Boston	525	4-5th December 2018	Good	The school's curriculum promotes pupils' spiritual, moral, social and cultural development well. They are encouraged to consider and discuss issues in their everyday lives and relate them to events in the wider world. The curriculum successfully develops pupils' personal development. It ensures that pupils gain an insight into, and understanding of, British values.

School	NOR	Date inspected	Overall Effectiveness	SMSC
St George's CE (Aided) PS Stamford	193	4-5th December 2018	Good	The curriculum develops pupils' spiritual, moral, social and cultural development well. However, some pupils in key stage 2 are not as confident as they should be for their age in articulating the fundamental British values. Teachers are increasingly effective at making links between different subjects. For example, pupils apply their writing and mathematical skills in religious education work. Pupils are reflective and considerate. They understand the importance of treating each other with respect and show a good understanding of different faiths and religions.
The Cowbit St Mary's (Endowed) CE PS Spalding	62	8-9th January 2019	Requires improvement	Pupils embody the school's values and understand them well. They are knowledgeable regarding faiths and cultures different to their own and are prepared well for life in modern Britain. Pupils are knowledgeable regarding the school's core values of perseverance, trust, responsibility, forgiveness, compassion and respect. They understand the meaning of these values and are rewarded in assemblies for displaying the attributes of a value during the week. There are opportunities for pupils to develop confidence by reading out relevant bible verses and prayers during daily assemblies and at the local church.
Mercer's Wood Academy Gainsborough	198	9-10th January 2019	Requires improvement	Pupils' spiritual, moral, social and cultural understanding is developed well. The many and wide-ranging displays throughout the school reflect a celebration of different cultures. Pupils also develop a good understanding of fundamental British values, including tolerance and mutual respect. This is reflected in the positive attitudes that pupils display in lessons and during social time. Pupils also said they enjoyed exploring different faiths in year 4, including participating in the construction of a gurdwara as part of a topic on Sikhism.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Horncastle Community PS	533	16-17th January 2019	Requires improvement	Pupils' spiritual, moral, social and cultural development is promoted well through a variety of topics and extra-curricular experiences. However, leaders are not complacent and have identified that there are areas where the curriculum can be improved to meet the increasingly diverse needs of the school community.
Boston Pioneers Free School Academy		22nd January 2019	Short inspection letter	Pupils' spiritual, moral, social and cultural development is well provided for.
Linchfield Community PS Peterborough	459	22-23rd January 2019	Inadequate	Pupils' spiritual, moral, social and cultural development is promoted well. The awareness of British values are strengths of the school. Pupils have a wide range of opportunities to develop their understanding of the world. Staff use visiting speakers and external visits to ensure that pupils have experience of other faiths and cultures. Pupils appreciate how Britain has changed over the years and play an active role in the local community.
Ingham PS Lincoln	104	23-24th January 2019	Requires improvement	Pupils' moral, social and cultural development is well developed in school through the curriculum. However, pupils' spiritual development is patchy. Pupils spoken to had a limited understanding of different world religions. In September 2018, leaders introduced a new religious education curriculum throughout the school in response to this previously identified need. Work in pupils' books shows that a wider variety of religions are now being taught, including Islam and Hinduism. British values are embedded throughout the curriculum and assembly themes. As a result, pupils have a good understanding of these, which is preparing them well for life in modern Britain.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Belmont Community PS Grantham	202	5-6th February 2019	Good	The provision for pupils' spiritual, moral, social and cultural development is strong. Values, such as respect, resilience and reflectiveness, resonate throughout the school. Many parents value the inclusivity of the school and the contributions staff and pupils make to the wider community. Leaders ensure that pupils have many opportunities to learn about a range of cultures and faiths. For example, pupils make regular visits to places of worship, such as mosques.
The Edward Richardson PS Tetford Horncastle	105	6-7th February 2019	Good	The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils' understanding of equality and diversity is promoted well through the school's programme of assemblies. Pupils are well educated about the importance of fundamental British values. They apply their learning to their everyday life both at school and outside it and show respect for different cultures and traditions.
The New Leake PS Boston	57	6-7th February 2019	Good	Teachers develop pupils' spiritual, moral, social and cultural education well. Pupils have a secure understanding of British values. Through the school's curriculum pupils learn about different countries and cultures. They know that we are all the same but there are different beliefs.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Long Bennington CE Academy Newark	264	12-13th February 2019	Good	Leaders have ensured that pupils have many opportunities to learn about why it is so important that everyone is treated equally. Pupils have a strong understanding of fairness and equality. Leaders have enhanced the broad and balanced curriculum so that it clearly promotes pupils' spiritual, moral, social and cultural development. First-hand experiences, such as visiting a mosque, enhance pupils' understanding of diversity in modern Britain. Pupils have a very clear understanding of right and wrong, underpinned by their golden rules and the values that these are based on. Leaders include 'education for diversity and inclusion' in the school curriculum. Marking Holocaust Memorial Day and Black History Week has enabled pupils to understand why it is so important that everyone is treated equally. Governors challenge school leaders to ensure that the curriculum prepares pupils for life in modern Britain.
Marshchapel Infant School Grimsby	41	5-6th March 2019	Good	Pupils' spiritual, moral, social and cultural development is promoted well. They learn about a range of cultures and beliefs and in discussion they spoke confidently about other ways of life in modern Britain.
The Saint Augustine's Catholic Voluntary Academy Stamford	129	5-6th March 2019	Requires improvement	The school's curriculum is well balanced and broad. Staff develop pupils' spiritual, moral, social and cultural development well and this is a strength of the school. Pupils learn about their place in the world, and how their actions impact on others. Pupils are reflective and talk engagingly about their views and opinions. The curriculum prepares pupils well for life in modern Britain. Through the development of SMSC, pupils learn how to express themselves well. Staff encourage pupils to consider how their actions impact on others, and how to be good citizens. Pupils are taught not to use derogatory language, and they understand how hurtful this can be to others.

School	NOR	Date inspected	Overall Effectiveness	SMSC
The Morton CE PS Bourne		5th March 2019	Short inspection letter	The staff team and governors have worked hard to provide a stimulating environment within a Christian ethos where pupils can become confident learners. Spiritual, moral, social and cultural development is promoted well. Respect for different cultures and religions is fostered through visits and through the wider curriculum. Pupils are involved in events in the local community and in raising money for different charities. Older pupils take on positions of responsibility within the school and provide role models for younger pupils. This creates a tolerant, respectful school community.
The St Faith and St Martin CE Junior School Lincoln		12th March 2019	Short inspection letter	The church values underpin the work of the school. The six values of perseverance, patience, responsibility, creativity, honesty and hope are central to the work of the school. These are evident in classrooms and they support learning.
Billingborough PS Sleaford	164	20-21st March 2019	Good	Leaders have ensured that the curriculum helps pupils to develop their understanding of life in modern Britain. Visits to the mosque and the cathedral have provided opportunities for pupils to learn about other faiths. Teachers provide opportunities for pupils to deepen their thinking. In religious education, for example, pupils used their knowledge of key texts from the New testament to explain Christian religious imagery such as the paschal lamb and the use of candles. Pupils understand the strong moral code of the school. They understand the importance of being trustworthy, respectful and resilient, and acting safely.

School	NOR	Date inspected	Overall Effectiveness	SMSC
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. Pupils frequently have opportunities to discuss, investigate and solve problems in different areas of learning. For example, 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. The school's curriculum successfully develops pupils' spiritual, moral, social, cultural and personal development. Through the school's 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. The school's Christian values are reflected in the positive relationships between staff and pupils.
Secondary schools				
Haven High Academy Boston	1039	22-23rd Jan 2019	Requires improvement	Pupils have a good understanding of British values. The curriculum helps pupils to understand and respect those with protected characteristics. Leaders promote pupils' spiritual, moral, social and cultural development very well.
The Peele Community College Spalding	624	5-6th Feb.2019	Inadequate	The new leader for spiritual, moral, social and cultural education is successfully ensuring an appropriate programme. Pupils benefit from a wide variety of opportunities to develop their awareness, understanding and appreciation of life in modern Britain.
University Academy Holbeach Spalding	1304	12-13th March 2019	Good	Pupils are provided with meaningful opportunities to develop spiritually, morally, socially and culturally. They show sensitivity and respect for others. The school is highly inclusive. Pupils are typically very welcoming and appreciative of 'difference' in all its forms.

School	NOR	Date inspected	Overall Effectiveness	SMSC
John Spendluffe Foundation Technology College Alford	585	26-27th March 2019	Requires improvement	Pupils benefit from a personal, social, health and citizenship education programme. This makes an effective contribution to pupils' spiritual, moral, social and cultural development and understanding of British values. However, teachers do not consistently make full use of the time available to make this as effective as they could. Pupils participate in a range of activities which help to promote their personal development and understanding of British values. For instance, current members of the Student Council, together with Student Council representatives from another school, are designing a 'united diversity' banner.
Special Schools				
Athena School Lincoln	70	12-13th Dec.2018	Good	The school's curriculum makes a significant contribution to pupils' achievement and their spiritual, moral, social, cultural and personal development. Leaders ensure that pupils develop a comprehensive appreciation of British values and of spiritual, moral and cultural issues through the school's curriculum, visits to places of interest and visitors to the school. Pupils have a good understanding of different faiths and cultures and the impact they have on their own lives.