

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>26.11.19</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:wendyanneh@aol.com">wendyanneh@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, including British values, in those schools inspected by OFSTED since the last report prepared for SACRE on 16<sup>th</sup> 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.

<b>PAPER TYPE</b>	<b>TITLE</b>	<b>DATE</b>	<b>ACCESSIBILITY</b>
OFSTED Inspection		Various	School Improvement Service County Offices

**Lincolnshire SACRE meeting: 26.11.19**  
**Analysis of SMSC in Lincolnshire Ofsted reports, April 1<sup>st</sup> – October 1<sup>st</sup> 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
<b>PRIMARY</b> <b>William Hildyard</b> <b>CE Primary and</b> <b>Nursery school</b> <b>Market Deeping</b>	<b>231</b>	<b>2-3<sup>rd</sup></b> <b>April</b> <b>2019</b>	<b>Good</b>	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.
<b>Manor Farm</b> <b>Academy</b> <b>North</b> <b>Hykeham</b>	<b>90</b>	<b>8-9<sup>th</sup></b> May <b>2019</b>	<b>Good</b>	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.
<b>Theddlethorpe</b> <b>PS Mablethorpe</b>	<b>99</b>	<b>14-15<sup>th</sup></b> <b>May</b> <b>2019</b>	<b>Requires improvement</b>	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.

<b>The Gedney Hill CE Voluntary Controlled PS Spalding</b>	<b>65</b>	<b>21-22<sup>nd</sup> May 2019</b>	<b>Requires improvement</b>	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.
<b>The Pinchbeck East CE PS Spalding</b>	<b>397</b>	<b>21-22<sup>nd</sup> May 219</b>	<b>Requires improvement</b>	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.
<b>Woodlands Infant and Nursery School Lincoln</b>	<b>142</b>	<b>21-22<sup>nd</sup> May 2019</b>	<b>Good</b>	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.

<b>Osgodby PS Market Rasen</b>	<b>95</b>	<b>22-23<sup>rd</sup> May 2019</b>	<b>Good</b>	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.
<b>Brown's CE PS Sleaford</b>		<b>30<sup>th</sup> April 2019</b>	<b>Short inspection letter</b>	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.
<b>Frances Olive Anderson CE (Aided) PS Gainsborough</b>	<b>190</b>	<b>4-5<sup>th</sup> June 2019</b>	<b>Good</b>	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.

<b>The Donington Cowley Endowed PS Spalding</b>	<b>258</b>	<b>4-5<sup>th</sup> June 2019</b>	<b>Good</b>	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.
<b>Brant Broughton CE Methodist PS Lincoln</b>	<b>105</b>	<b>5-6<sup>th</sup> June 2019</b>	<b>Good</b>	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.
<b>Partney CE (Aided) PS Spilsby</b>	<b>71</b>	<b>19-20<sup>th</sup> June 2019</b>	<b>Good</b>	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.

<b>Swineshead St Marys CE PS Boston</b>		<b>20<sup>th</sup> June 2019</b>	<b>Short inspection letter</b>	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.
<b>St Paul's Community Primary and Nursery School Spalding</b>	<b>243</b>	<b>25-26<sup>th</sup> June 2019</b>	<b>Inadequate</b>	<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>



<b>The Edenham CE School Bourne</b>		<b>25<sup>th</sup> June 2019</b>	<b>Short inspectio n letter</b>	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.
<b>Weston St Mary CE PS Spalding</b>	<b>33</b>	<b>25-26<sup>th</sup> June 20129</b>	<b>Good</b>	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.
<b>Legsby PS Market Rasen</b>	<b>48</b>	<b>10-11<sup>th</sup> July 2019</b>	<b>Requires improveme nt</b>	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.

<b>The West Grantham Academy St John's Grantham</b>	<b>324</b>	<b>11-12<sup>th</sup> July 2019</b>	<b>Inadequate</b>	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.
<b>The John Harrox PS Spalding</b>		<b>9<sup>th</sup> July 2019</b>	<b>Short inspection</b>	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.

<b>The St Nicholas CE PS Boston</b>	<b>226</b>	<b>10-11<sup>th</sup> July 2019</b>	<b>Requires improvement</b>	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.
<b>The Welbourne CE PS Lincoln</b>	<b>69</b>	<b>10-11<sup>th</sup> Sept.2019</b>	<b>Requires improvement</b>	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.
<b>SECONDARY Spalding Academy</b>	<b>1,015</b>	<b>4-5<sup>th</sup> June 2019</b>	<b>Good</b>	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.
<b>Thomas Middlecott Academy Boston</b>	<b>511</b>	<b>25-26<sup>th</sup> June 2019</b>	<b>Requires improvement</b>	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.

<b>SPECIAL SCHOOL</b>				
<b>THE Lincoln St Christopher's School</b>	<b>238</b>	<b>4-5<sup>th</sup> June 2019</b>	<b>Good</b>	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.