

Analysis of SMSC in Ofsted reports May 2013– October 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
PRIMARY			
The St Sebastian's CE Primary School, great Gonerby	08-09 May	Good	Opportunities for pupils to discuss their ideas with one another are a positive feature of all lessons, and pupils are highly respectful of one another's ideas. This successfully promotes teamwork and contributes well to pupils' spiritual, moral, social and cultural development. Pupils enjoy singing and praying together.
Denton CE School	08-09 May	Outstanding	The promotion of pupils' spiritual, moral, social and cultural development permeates all aspects of school life. As a result, pupils are highly considerate and respectful towards adults and each other. They share their thoughts and reflect on moral issues in assemblies, and make regular visits to, for example, different places of worship to broaden their cultural horizons.
The Colsterworth CE PS	14-15 May	Good	Teachers successfully promote pupils' spiritual, moral, social and cultural development. They create a positive classroom atmosphere for pupils to learn and establish strong relationships. Links with an international charity lead to experiences that broaden pupils' awareness of cultural diversity.
The Cowbit St Mary's (Endowed) CE PS	14-15 May	Requires Improvement	The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy taking on extra responsibilities such as school councilors, peer mediators and health and safety officers. These opportunities contribute considerably to their social and moral development. The curriculum promotes all four aspects well, especially through assemblies, which are regularly taken in church.

School	Date inspected	Overall Effectiveness	SMSC
The St Peter and St Paul CE Primary School	15-16 May	Good	<p>Pupils' spiritual, moral, social and cultural development is shown by their exemplary behavior, excellent social skills, secure understanding of moral issues and their care and concern for each other. Daily assemblies and many lessons contribute very effectively to emphasising spiritual, moral, social and cultural issues. In addition, the wide range of inspiring activities and events is extending pupils' learning and enhancing their personal development.</p> <p>There is a strong emphasis on promoting pupils' spiritual, moral and social development. This is reflected in their good behavior and positive attitudes. Cultural development is less well developed.</p>
Fleet Wood Lane School	21-22 May	Good	<p>Pupils have plenty of opportunities to reflect deeply on their own lives and those of others, including people of other faiths and cultures. This promotes their spiritual, moral, social and cultural awareness well.</p> <p>Spiritual and moral development is promoted effectively through pupils being encouraged to reflect on the impact of their actions on the lives of others. Pupils' social and cultural development is fostered through collaborative working, and by exploring the traditions and beliefs of cultures different from their own. There is a strong and successful emphasis throughout the school on developing personal attributes such as integrity, truth, honesty and reliability. These underpin pupils' good spiritual, social, moral and cultural development.</p> <p>The curriculum supports pupils' spiritual, moral, social and cultural development effectively. Pupils are given appropriate opportunities to reflect on their learning, appreciate and celebrate each other's accomplishments and gain an understanding of different faiths and cultures.</p>
Frithville PS	22-23 May	Good	
New York PS	22-23 May	Good	
Brocklesby Park PS	18-19 June	Requires improvement	

Woodlands Infant and Nursery School	25-26 June	Good	Pupils' spiritual, moral, social and cultural education is particularly good and underpins all the school does. Strong links with pupils' families and the local community help develop social skills and promote high expectations. Good links with local church groups support spiritual development while informal partnerships with inner city and rural schools give pupils an understanding of different cultures and communities.
Holbeach Bank PS	4-5 July	Requires improvement	Pupils' spiritual, moral, social and cultural development is well promoted in assemblies and through links with the partner school, including the recent curriculum day with opportunities to work with pupils on different activities.
Holbeach PS	12-13 September	Requires improvement	The curriculum supports pupils' spiritual, moral, social and cultural education well.
SECONDARY			
Trent Valley Academy	8-9 May	Inadequate	Students' spiritual, moral, social and cultural development is promoted well throughout the academy. Students learn an awareness of different cultures and religions, helped by the school's international links. The 'Learning for life' programme promotes good social and moral development and celebrates students' success.
The Gartree Community School	19-20 June 2013	Requires improvement	Opportunities for pupils' spiritual, moral, social and cultural development are provided, but these are not specifically planned for and so opportunities are missed to further enhance students' personal development.
The Banovallum School	2-3 July	Requires improvement	The leadership of the school is making progress in strengthening students' spiritual, moral and social and cultural awareness through its cross curricular work, some of which is led by the drama department. Leaders of the school recognise that there is a need to develop further students' cultural awareness and exposure to the diverse communities and heritages, which make up the UK.

School	Date inspected	Overall Effectiveness	SMSC
SPECIAL			
Sincil Sports College	8-9 May	Good	The school has an excellent way of making sure pupils' spiritual, moral, social and cultural needs are met, by recording examples electronically so that staff can check that they are taking this into account when they are planning lessons. Inspirational speakers such as 'the memory man' add a spiritual dimension to pupils' learning and they are able to find out about other cultures through links with schools in Ghana and Ethiopia. Pupils are encouraged to think about moral issues through lessons in personal, social and health education, as well as themed assemblies. A strong social code permeates through everything the school does so that pupils learn what is and is not acceptable behavior. Pupils make very good progress in their personal and social development.
The Priory	29-30 Jan	Good	
The Grantham Sandon School	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.
The John Fielding Community Special School	6-7 March	Good	Pupils learn about the world around them through assemblies. Assemblies and visits from local clergy give opportunities for spiritual reflection.
St Bernard's School, Louth	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 recognise the difference between right and wrong. Senior teachers seize every chance they can to give pupils opportunities to learn about other cultures.

Summary

- Comments are overwhelmingly positive, even in primary school which require improvement' (Cowbit St Mary's, Brocklesby Park, Holbeach Bank, Holbeach Primary). Comments about secondary schools (all of which in this sample are less than good) are more critical.

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