

Lincolnshire SACRE, 22nd November 2022

Analysis of Ofsted reports: March 16th – 20th July 2022

SCHOOL	Date/type of inspection	Overall outcome	Deep Dive	RE/SMSC/BVs
Primary				
William Alvey School	16 th – 17 th March Section 5	Good	No	No specific comments
Sutton-on-Sea Community Primary School	22 nd – 23 rd March Section 5	Remains good.	Yes	The curriculum for personal, social and health education (PSHE) and religious education (RE) helps pupils to learn about a wide range of people, cultures, religions and beliefs. Pupils are curious. They respect difference.
Quadring Cowley & Brown's Primary School	28 th April Section 8	Remains Good	No	Pupils' knowledge of different faiths and beliefs is strong. They have a secure understanding of fundamental British values, such as democracy. They show respect for people who may be different from themselves.
Osournby Primary School	4 th May Section 8	Remains good. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next	No	Leaders, including governors, want pupils to be well prepared for life in modern Britain. Staff have chosen the content of the curriculum with care to make sure that pupils learn about people from a variety of backgrounds. Pupils understand the importance of this. They can explain what British values are and why they are special. They have tolerant and respectful attitudes.

		inspection will therefore be a full (section 5) inspection.		
The Tydd St Mary Church of England Primary School	5 th May Section 8	Remains outstanding. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.	No	Leaders promote pupils' academic, personal and spiritual development. Staff create a respectful culture. There is some inconsistency in some key stage 2 pupils' knowledge of different faiths and beliefs.
Waddingham Primary School	11 th May Section 8	Remains good	No	Parents attend celebration assemblies. These help to ensure that the messages around online safety, diversity and respect for others are given the importance that they deserve. Pupils are taught to be responsible citizens. Recently, they have raised funds for local and national charities. Pupils are being prepared well for life in modern Britain.
North Scarle Primary School	17 th – 18 th May Section 5	Requires improvement, previously good.	No	The curriculum for pupils' personal development begins in the early years. Topics of learning are appropriately focused to prepare pupils for life in modern Britain. Currently, pupils have limited opportunities to develop

				their cultural capital. Leaders are seeking ways to enrich pupils' learning.
Whaplode Church of England Primary School	17 th – 18 th May Section 8	Remains good	No	Pupils describe the school as welcoming and inclusive. As one pupil said: 'It doesn't matter where you are from, the colour of your skin, your religion; everyone is perfect in their own way.' Pupils understand British values and know why these are important.
Caythorpe Primary School	24 th – 25 th May Section 5	Requires improvement	No	Pupils learn about the world around them. Diversity is celebrated.
Gedney Drove End Primary School	24 th – 25 th May Section 5	Requires improvement, previously good.	No	Leaders ensure that pupils read books that represent life in today's modern world. Pupils in key stage 2 discussed their class book, 'Wonder', showing respect for people who are different to themselves. They show respect for difference and diversity.
Digby Church of England School	21 st – 22 nd June Section 5	Requires improvement, as previously	No	No specific comments.
St Helena's Church of England Primary School, Willoughby	21 st – 22 nd June Section 5	Requires improvement, as previously	No	There is some inconsistency in some pupils' knowledge of different faiths and beliefs. While most pupils understand British values, including democracy, some pupils are unsure. Some pupils' knowledge of British values and different faiths is inconsistent. Although they know to respect difference, some are not as aware as they should be of what these differences may be. Leaders should ensure that pupils have the necessary knowledge and understanding of British values and different faiths.

Coningsby St Michael's Church of England Primary School	28 th - 29 th June Section 5	Good	No	Pupils can explain how class readers allow them to develop morally and be more aware of social issues.
Bassingham Primary School	5 th -6 th July Section 8	Remains good.	No	Pupils are taught to be respectful. As one pupil said: 'We accept everyone for who they are'.
Chapel St Leonards Primary School	5 th - 6 th July Section 5	Good.	Yes	Despite RE being a deep dive subject, there is no specific mention of it in the report.
White's Wood Academy	19 th – 20 th July Section 5	Good. Previously requires improvement	No	Teachers support pupils to develop a sense of right and wrong. Leaders provide pupils with opportunities to understand some fundamental British values. For example, pupils learn about different faiths and beliefs. Pupils do not understand the fundamental British values of democracy, the rule of law and individual liberty. They are not as well prepared for life in modern Britain as they should be. Leaders must ensure pupils have opportunities to understand all aspects of the fundamental British values.
Secondary				
Bourne Academy	4 th – 5 th May Section 8	Remains good.	No	There is strong respect for diversity. Pupils are well prepared for life in modern Britain. In tutor time, there are regular occasions for pupils to discuss moral and ethical issues. This reinforces their well-thought-through spiritual, moral, social and cultural education.

Branston Community Academy	10 th – 12 th May Section 5	Requires improvement, was outstanding	No	The Personal Development programme includes opportunities for pupils to learn about equality and diversity. This aspect of pupils' learning is in an early stage and not well developed. Many pupils struggle to remember their learning about British values. Leaders have not ensured that a culture of mutual respect and inclusivity permeates all aspects of school life. They must ensure that there is an open culture of respect, where pupils feel confident to report their concerns, knowing that they will be dealt with effectively. Many pupils have gaps in their knowledge and understanding of British values, including the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
Caistor Grammar School	24 th – 25 th May Section 5	Good. Not previously inspected under Section 5.	Yes	In many subjects, such as religious education, the curriculum is well sequenced so that pupils build on what they learned before. Pupils are kind and respectful to each other.
Lincoln Castle Academy	5 th – 6 th July Section 5	Inadequate, previously good	No	The 'life curriculum' is in place to help pupils develop their understanding of equalities, British values, relationships and different faiths and cultures. Form-time debates promote discussion on current issues and allow for pupils' social and moral development.

Wendy Harrison
RE Adviser
Lincolnshire County Council

June 2022

This page is intentionally left blank