

# Agenda Item 9

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>8 March 2016</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>
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<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 24<sup>th</sup> November 2015

**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 Reports		Various	School Improvement Service County Offices

Lincolnshire SACRE meeting 08.03.06

Analysis of SMSC in Ofsted reports

School	NOR	Date inspected	Overall Effectiveness	SMSC, British values
<b>PRIMARY</b>				
<b>St. Norbert's Catholic PS Spalding</b>	208	8-9 <sup>th</sup> July 2015	Outstanding	The headteacher ensures that the spiritual, moral, social and cultural aspects of the curriculum are outstanding. Pupils are well prepared for life in modern Britain. The school's excellent cultural work has won them recognition as an 'Expert Centre for Global Learning'. Its work to actively promote fundamental British values is excellent. Religious education teaches full tolerance and respect for others with different beliefs. The work as a 'Rights Respecting' school teaches the pupils much about individual liberty and rule of law.
<b>Boston Pioneers Free School Academy Boston</b>	116	2-3 <sup>rd</sup> July 2015	Good	The school promotes good spiritual, moral, social and cultural development for its pupils. It ensures that there are opportunities for them to prepare for life in their own community and further afield. Children behave well and are respectful of each other. They enjoy learning about aspects of life in modern Britain.
<b>The St Faith and St Martin CE Junior School Lincoln</b>	215	10-11 Nov 2015	Good	School leaders ensure the school teaches and promotes strong values. These are framed around the themes of compassion, creativity, honesty, hope, perseverance and responsibility. This gives a strong focus to the promotion of British values and provides regular and effective development of the pupils' spiritual, moral, social and cultural understanding. Pupils are respectful of each other's views and look after each other well. Parents agree that the school provides a strong culture of tolerance and respect.

School	NOR	Date inspected	Overall effectiveness	SMSC, British values
<b>Linchfield Community PS Peterborough</b>	392	10-11 <sup>th</sup> Nov 2015	Good	Strong attention is paid in the curriculum to ensuring that pupils are fully prepared for life in modern Britain by learning about and adopting British values. The school's work towards Investors in Pupils and the International Schools Award has had a positive impact on pupils' spiritual, moral, social and cultural development. Provision for each of these aspects is good, for example, through the curriculum and pupils show good levels of development. They are able to reflect on their own way of life and behaviour and see the need to accept responsibility for helping others.
<b>The John Harrox PS Moulton Spalding</b>	268	25-26 <sup>th</sup> Nov 2015	Good	Pupils have limited knowledge and understanding of the diverse mixture of cultures other than their own within modern British society. The school needs to put into action the plan to develop pupils' awareness and understanding of the world around them, so that they have a greater knowledge of others' cultures within modern Britain. The school is a harmonious, fully inclusive environment and promotes pupils' spiritual, moral, social and cultural development well through a variety of activities, topics, assemblies and trips. Pupils understand well how British values relate to everyday life and show this through their actions and attitudes towards each other.
<b>The Gedney Hill CE (VC) PS Spalding</b>	40	8-9 <sup>th</sup> Dec 2015	Good	The curriculum and the school's Christian ethos help pupils understand and adopt British values such as tolerance and respect for other ways of life. Pupils' spiritual, moral, social and cultural development is good, the strongest being their social and cultural development. Pupils relate very well to one another and show a clear understanding of right and wrong. The school appropriately plans to enhance pupils' cultural development by providing them with more experience of other ways of life and faiths through visitors to school.

<b>South Witham Community PS</b>	103	8 <sup>th</sup> -9 <sup>th</sup> Dec 2015	Inadequate	Pupils' awareness of British values and knowledge of other faiths is limited. Although pupils had been taught about different faiths and cultures their knowledge was often incorrect or vague. Consequently, they are not well prepared for life in modern Britain. The school needs to develop pupils' understanding of British values and knowledge of other faiths. The headteacher recognises that the religious education curriculum needs to develop to give pupils a better understanding of different faiths. A range of activities promote the pupils' spiritual, moral, social and cultural development.
<b>The Bluecoat School Stamford</b>	187	15-16 <sup>th</sup> Dec 2015	Outstanding	The caring and highly respected ethos of the school is preparing pupils very well for life in modern Britain. Pupils' strong spiritual, moral, social and cultural development weaves its way into the day-to-day life of the school.
<b>Ingham PS Lincoln (Short inspection)</b>		12 <sup>th</sup> Jan 2016	Good	The curriculum offers a range of opportunities for pupils to learn about and understand British values. The impact of that work on pupils' awareness is not yet as great for all of them as it could be, however, because there is not a clear and coherent strategy for promoting British values. Pupils also have opportunities to learn about communities different from their own and about the wider world. Those opportunities are helping them appreciate different cultures. However, not all pupils have a strong sense of learning about such things. There was less evidence for them to learn about and develop their views as part of day to day lessons.

<b>SECONDARY</b>				
<b>Spalding Grammar School Spalding</b>	277	5-6 <sup>th</sup> Nov 2015	Good	Effective spiritual, moral, social and cultural development enables pupils to broaden their understanding of the world around them and prepare them for life in modern Britain. Frequent consideration of current topical issues in form time and regular whole-academy assemblies allow pupils to deepen their understanding of such British values as democracy and freedom of speech. Pupils are provided with appropriate opportunities to consider life in modern Britain. The academy has led trips to religious places of worship and has provided a prayer room for Muslim pupils.
<b>Walton Girls' High School and Sixth Form Grantham (Short inspection)</b>		13 <sup>th</sup> November 2015	Good	One leader has recently received training on preventing radicalisation and extremism, and the academy has planned training for all staff on this issue.
<b>Priory City of Lincoln Academy</b>	787	8 <sup>th</sup> -9 <sup>th</sup> December 2015	Good	Pupils listen to each other respectfully in lessons. Assemblies in the school focused on recent terrorist events in Paris, but some teachers did not use the opportunity to discuss issues around extremism. There are, however, well thought-out plans to build this into programmes from years 7-13. Assemblies help pupils to empathise with others. Pupils know right from wrong. Their spiritual, moral, social and cultural development is well supported.

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