

# Agenda Item 4

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>21st February 2017</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 22<sup>nd</sup> November 2016

**DISCUSSION:** The present inspection framework 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

**Analysis of SMSC in Ofsted reports for Lincolnshire**

## July – December 2016

### **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**

#### **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.

The OE column in the analysis below indicates the status of the school at the previous inspection.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>PRIMARY</b>				
<b>The Kirkby-la-Thorpe CE PS, Sleaford</b>	143	13-14 Sept	Good	Fundamental British values are well taught to pupils, with the promotion of respect for others a particular strength. 'Tolerance' is one of the school's core values, and leaders and teachers reflect this value continually in both assemblies and in lessons. As a result, pupils listen and value the opinions of others, whether or not they necessarily agree with them wholly themselves. The spiritual, moral, social and cultural development is also good. Pupils have regular opportunities to stop and reflect on moral issues, such as taking part in worship in line with the school's Christian ethos. In addition, the curriculum teaches pupils effectively about the different cultures and religions in Britain and around the world, including different forms of Christianity. As a result, pupils become thoughtful, reflective and knowledgeable young people who are well prepared for life in modern Britain.
<b>The Kirkby-on-Bain CE PS, Woodhall Spa</b>		20 September	Short inspection 'Good' in 2011	The school provides a broad and balanced curriculum which effectively supports both the pupils' academic learning as well as their spiritual, moral, social and cultural development. Opportunities to learn about fundamental British values are well embedded in the curriculum. Pupils spoke enthusiastically about the range of visitors who come to school to help them learn about different religions. They have a broad understanding of other cultures and faiths. They understand the wide variety of beliefs and cultures in the world. They celebrate difference and are respectful of others.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Sutton St James Community PS, Spalding</b>	94	20-21 Sept	Good	Pupils' spiritual, moral, social and cultural development is well promoted throughout the school. Sutton St James is a warm, friendly school underpinned by its values and strong links with the Christian ethos. Pupils learn about different faiths and beliefs through their topic and pastoral work and develop deeper understanding through visits, such as to a school in Peterborough or a visiting Hindu speaker. Pupils involve themselves in charity work and are developing cultural links with an African school. They understand and celebrate school values, such as teamwork, respect and responsibility and see how these reflect modern British values.
<b>Sibsey Free PS, Boston</b>		27 September	Short inspection 'Good' in 2011'	The school has ensured that pupils have a clear understanding of British values.
<b>Pollyplatt PS, Scampton</b>		4 <sup>th</sup> October	Short inspection 'Good' in 2011	Pupils respect and support each other. They say it is good to have different views and that the school has taught them to 'treat others like you want to be treated yourself.' Pupils' spiritual, moral, social and cultural skills are developed well. The school has close links with the local community. For example, pupils worked with a local artist to make poppies for Remembrance Sunday.
<b>Belmont Community PS, Grantham</b>	203	6-7 October	Requires improvement	The promotion of pupils' social, moral, spiritual and cultural development is effective. Pupils have a good knowledge of different religions. They have learnt about different religions such as Sikhism and Buddhism and visited a mosque. This prepares pupils well for life in modern Britain. They have gained a better understanding of cultures outside Britain through the school's international link with a school in Uganda.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The Lincoln St Peter at Gowts CE PS, Lincoln</b>	240	11-12 October	Good	The excellent provision for pupils' spiritual, moral, social and cultural development lies at the heart of the school, together with its 'values curriculum.' The diocese has been highly effective in helping the senior leaders embed the school's values into pupils' personal and social education. School leaders have then extended this even further to ensure pupils' greater depth of understanding of British values and other religions and cultures. There is a strong sense of community in the school underpinned by the school's eight Christian values. These form the basis of both the caring and mutually supportive atmosphere across the school and the pupils' spiritual, moral, social and cultural education.
<b>Beacon Primary Academy, Skegness</b>	121	2-3 November	Good	Senior leaders have created a culture where the school's values are ever-present and exemplified by all who work there. Pupils are respectful, tolerant and thoughtful as a result. The school's curriculum stimulates pupils' enquiring minds and is very effective in supporting their spiritual, moral, social and cultural development. From their point of entry into the school, pupils are taught the fundamental British values of respect, tolerance and understanding. Their involvement in, and service to, the wider community are encouraged, for example through the choir attending community events.
<b>Grainthorpe School, Louth</b>		8 November	Short inspection 'Good' in 2011	The school has ensured that pupils have a broad and balanced curriculum, which develops their spiritual, moral, social and cultural skills and prepares them well for secondary school. Pupils have a good understanding of British values and can explain how this links to their learning in school.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Hawthorn Tree School, Boston</b>	379	9-10 November	Good	Pupils are well prepared for life in modern Britain and are developing a rounded knowledge of the world. Leaders ensure that all staff consistently promote fundamental British values. Pupils demonstrate them in their learning and in school life. For example, they show understanding and tolerance of people who are different to themselves. Staff promote pupils' spiritual, moral, social and cultural development very well. Pupils are encouraged to practice their skills across all subject areas. For example, in a religious education lesson, pupils were using their creative and drama skills to assume the roles of characters from other faiths and religions.
<b>Scamblesby CE PS, Louth</b>		10 November	Short inspection 'Good' in 2012	Values such as trust, friendship and respect are explicitly taught in the lessons and shared in school assemblies. For example, in one assembly a teacher eloquently told a bible story that centred upon trust and belief. There is a broad and balanced curriculum which develops pupils' social, moral, spiritual and cultural skills. Staff in the early years celebrate cultural diversity well.
<b>St Michael's CE School, Louth</b>		15 November	Short inspection 'Good' in 2011	The headteacher and the governing body have made sure that the pupils benefit from a broad curriculum, which provides effectively for their spiritual, moral, social and cultural development.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Normanby PS, Market Rasen</b>		22 November	Short inspection 'Good' in 2011	The pupils learn about British values such as democracy through the election of pupils to the school council. This group leads a weekly school assembly to communicate their ideas. The assembly is inclusive. The school has good links with the local community. Pupils learn about different religions and can recall knowledge that they have learnt. There is a link with another school to enable pupils to expand their knowledge further about different cultures and religions.
<b>Osournby PS, Sleaford</b>	92	22-23 November	Good	The school's values and its curriculum support pupils' personal development and welfare well. Their spiritual, moral, social and cultural development are effectively promoted in assemblies and lessons. Pupils are taught to understand, tolerate and respect other lifestyles in assemblies and in classes. British values are promoted well through special themes such as 'democracy' and 'mutual respect'. Pupils are well prepared for life in modern Britain.
<b>The Lancaster School, Lincoln</b>		30 November	Short inspection 'Good' in 2011	Pupils' spiritual, moral, social and cultural development is well catered for. The school's varied and inclusive curriculum is supported by a range of enrichment activities and visitors who provide strong examples of respect, tolerance and service to others.
<b>The Butterwick Pinchbeck's Endowed CE PS, Boston</b>		6 December	Short inspection 'Good' in 2011	The pupils have a good knowledge of different religions and are prepared for life in modern Britain. They are respectful of people who may have different lifestyles to those of their own.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The St Margaret's CE School, Alford</b>		6 December	Short inspection 'Good' in 2011	Pupils learn about people who have different faiths and differing experiences to their own. They receive a vast range of experiences to draw on in their future learning, particularly in science, religious education, mathematics and English.
<b>Heighington Millfield Academy, Lincoln</b>		8 December	Short inspection 'Good' in 2011	The pupils are well prepared for life in modern Britain. They learn about different religions other than their own. Recently, pupils created rangoli patterns as part of learning more about Hinduism. The pupils are respectful towards other people who may have different lifestyles from their own. They understand the rule of law and uphold the school's values.
<b>William Hildyard CE Primary and Nursery School, Market Deeping</b>	237	8-9 December	Requires improvement	Leaders ensure that pupils' spiritual, moral, social and cultural development is a strength of the school. For example, they learn about other religions from around the world, as well as their own. Staff plan lessons and assemblies well so that pupils continually reflect and think about their own responsibilities, and understand the importance of doing the right things. As a result, pupils become extremely thoughtful, kind and considerate. Pupils explained how important it is to show respect to those who hold different religious beliefs to their own, or those who have no belief. They believe strongly that everyone is equal and they warmly welcome pupils into the school from different countries and cultures. Pupils are taught fundamental British values extremely well. Teachers explain the need to be tolerant of others. Because staff instill these values effectively, pupils are very well prepared for life in modern Britain.



<b>SECONDARY</b>				
<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>Cherry Willingham Community School, Lincoln</b>		21-22 July	Special measures monitoring visit	Senior leaders continue in their drive to improve pupils' understanding of the community in which they live and of fundamental British values. They were able to express their views and listened sensitively and respectfully to each other, even when they differed in opinion.
<b>Monks' Dyke Tennyson College, Louth</b>	442	20-21 September	Inadequate	The school provides opportunities for pupils to develop their spiritual, moral, social and cultural understanding. This includes many activities out of the classroom, including foreign travel to develop links with other countries.
<b>The Boston Grammar School</b>		13 October	Requires improvement monitoring visit	The school has raised pupils' aspirations and ensured that they understand the importance of their learning through school assemblies.
<b>Spalding Academy</b>	908	18-19 October	Inadequate	Pupils have reasonable opportunities to develop their spiritual, moral, social and cultural understanding.
<b>Haven High Academy, Boston</b>	1038	15-16 November	Requires improvement	The school is a harmonious community. Pupils from different backgrounds are taught to respect one another and get on well together. Provision for pupils' spiritual, moral, social and cultural education is made through the social studies curriculum, extra curricular opportunities and the school's assembly programme. Pupils understand the school's values and get on well together. The school serves a very diverse community effectively. The ethos that the leaders have established ensures that pupils are well prepared for life in modern Britain.

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