

Agenda Item 5

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	11th July 2017
SUBJECT:	Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.
REPORT BY:	Religious Education Adviser
NAME OF CONTACT OFFICER:	Wendy Harrison
CONTACT OFFICER TEL NO:	07540 604842
CONTACT OFFICER EMAIL ADDRESS:	wendyanne@aol.com
IS THE REPORT EXEMPT?	No
IS THE REPORT CONFIDENTIAL?	No

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 21st February 2017

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.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
OFSTED Inspection Reports		Various	School Improvement Service County Offices

Analysis of SMSC in Ofsted reports for Lincolnshire December 2016 – April 2017

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.

Analysis of SMSC in Ofsted reports for Lincolnshire, December 2016 – April 2017

School	NOR	Date inspected	Overall Effectiveness	SMSC
PRIMARY				
Grainthorpe School Louth		8 th December 2016	Short inspection. Good in October 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.
Scramblesby CE PS Louth		12 th December 2016	Short inspection. Good in February 2012.	Values such as trust, friendship and respect are explicitly taught in the lessons and shared in school assemblies. Pupils show consideration to each other and are respectful of the adults in the school. The school has ensured that there is a broad and balanced curriculum, which develops pupils' spiritual, moral, social and cultural skills. Staff in the early years celebrate cultural diversity well.
The Lancaster School Lincoln		12 th December 2016	Short inspection. Good in September 2011.	Pupils' spiritual, moral, social and cultural education 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.
Normanby PS		22 nd December 2016	Short inspection. Good in September 2011.	The pupils learn about British values, such as democracy, through the election of pupils to the school council. Pupils learn about different religions and can recall knowledge that they have learnt. The school has recently set up a link with another school to enable pupils to expand their knowledge further about different cultures and religions.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Heighington Millfield Academy		6 th January 2017	Short inspection. Good in October 2011.	The pupils are prepared well 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.
The Holt PS Lincoln		6 th January 2017	Short inspection. Good in November 2011.	Pupils' awareness of the diverse nature of society, raised at the last inspection, continues to be a focus for the school. Increasing pupils' understanding of British values has been identified in the school improvement plan.
The Butterwick Pinchbeck's Endowed CE PS Boston		10 th January 2017	Short inspection. Good in November 2011.	The pupils have a good knowledge of different religions and are prepared for life in modern Britain. Pupils are respectful of people who may have different lifestyles to those of their own.
The St Margaret's CE School Withern		13 th January 2017	Short inspection. Good in October 2011.	Pupils receive a vast range of experiences to draw on in their future learning, particularly in religious education.

School	NOR	Date inspected	Overall Effectiveness	SMSC
The St Faith's CE Infant School Lincoln	255	26 th -27 th January 2017	Good	Pupils' spiritual, moral, social and cultural education is well provided for and is strength of the school. For the youngest children to the eldest, pupils have a keen sense of right and wrong and understand the school's values. Links with the local church ensure that pupils have an excellent grounding in their faith. From an early age, pupils are taught the difference between right and wrong and learn how to cooperate with each other. Their charity work is testament to their sound understanding of the school's values and their keenness to improve the lives of others. The core values of respect, trust, justice, community, friendship and compassion underpin all aspects of the school's work and provide a very solid foundation for pupils' spiritual, moral, social and cultural development.
Partney CE (Aided) PS	82	26 th -27 th January 2017	Requires improvement	Many activities and events take place in order to broaden pupils' understanding of people with different cultures and different faiths. Year 6 pupils said that they had particularly enjoyed visiting a mosque and experiencing the aspects of the Muslim faith. During the inspection, children were learning about and then celebrating Chinese new year.
Woodlands Infant and Nursery school Lincoln	162	2 nd -3 rd February 2017	Requires improvement	Pupils' spiritual, moral, social and cultural development is strong. The school prepares pupils well for life in modern Britain. Pupils' understanding of British values is well developed. Displays around the school are used effectively to show how the pupils are integrating British values into their daily routines.

School	NOR	Date inspected	Overall Effectiveness	SMSC
The Wainfleet Magdalen CE/Methodist School	188	7 th -8 th February 2017	Good	The school's positive ethos and 'Magdalen Values' are woven into everything that the school does and underpin the caring ethos that is clearly woven throughout the school. For example, one value enables pupils to deepen their understanding of 'respecting and valuing difference and diversity in others'. Consequently, pupils are prepared well for life in modern Britain. Pupils are regularly encouraged to write prayers and add these to the school's 'prayer jar'. These prayers are shared with the school in assemblies and with governors at the beginning of meetings. Pupils' knowledge of religions other than their own is very good. They spoke confidently regarding different places of worship and described how a recent visit to a mosque had helped to develop further they understanding of Islam.
The West Grantham Academy St.John's Grantham	359	7 th -8 th February 2017	Inadequate/ Special measures	Leaders have not ensured that the curriculum fosters pupils' understanding of diversity. Pupils' spiritual, moral, social and cultural development is inadequate. The school requires special measures because it needs to ensure that the curriculum adheres to the requirements of the Equality Act 2010 by promoting tolerance towards people with protected characteristics and ensuring that governors maintain proper oversight of the effectiveness of the school's arrangements to promote tolerance towards others. Although the school's attractive displays promote respect and good behaviour, too many pupils do not exhibit these values in their conduct towards others. Pupils' understanding of fundamental British values is

				weak. In discussions, pupils' understanding of faiths other than Christianity was limited. Pupils' understanding of and tolerance towards those who are different from themselves are poor. In discussions with inspectors, older pupils displayed shock and amusement that a family could have two mums rather than a mum and a dad.
School	NOR	Date inspected	Overall Effectiveness	SMSC
Frances Olive Anderson CE (Aided) PS Gainsborough	182	9 th -10 th February 2017	Requires improvement	Leaders make sure that pupils learn about different religions and cultures from around the world, for example, through an African art day. The school has forged very close links with a school in Lebanon. Pupils exchange work with children who attend a school in Beirut. This has included older pupils completing a joint project about human rights. The school has twice been shortlisted by a national newspaper for their 'International School' award. Leaders promote British values alongside the school's values linking them closely to assembly themes. Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils speak with respect about people who have beliefs or lifestyles that are different to their own.
St George's CE Community PS Gainsborough		21 st February 2017	Short inspection. Good in June 2012.	The promotion of cultural awareness has a very high profile at St George's. Corridor walls display information and pupils' work about Great Britain, China and New Zealand. Teachers plan regular opportunities for pupils to learn about different countries, cultures and religions. Pupils said that they enjoy these special days. They understand the importance of learning about cultures and lifestyles that are different to their own.

School	NOR	Date inspected	Overall Effectiveness	SMSC
The Donington Cowley Endowed PS Spalding	253	28 th February – 2 nd March	Requires improvement	Pupils do not know as much as they should about British values to prepare them to fully contribute and participate in modern Britain. The school needs to improve the quality of personal development, welfare and behaviour by deepening pupils' understanding of British values. Effective use is made of after-school clubs, which supports pupils' spiritual, moral, social and cultural development. Nevertheless, the curriculum is not as well developed in relation to promoting pupils' cultural development, particularly in broadening their knowledge and understanding of British values.
St Paul's Community Primary and Nursery School Spalding	240	1 st -2 nd March 2017	Requires improvement	The curriculum promotes pupils' spiritual, moral, social and cultural development well. Although the school's population is culturally diverse and pupils get on well together, a less well-developed area of their learning is the extent to which pupils understand faiths and cultures that are different from their own. This means that, although they show respect and tolerance towards each other, they are not as well prepared as they could be for life in modern Britain.
Chapel St Leonards PS Skegness	195	7 th -8 th March 2017	Inadequate/ Special measures	The school promotes pupils' spiritual, moral, social and cultural development well and pupils are well prepared for life in modern Britain.
Frithville PS Boston		8 th March 2017	Short inspection. Good in May 2013.	The pupils are caring towards each other and demonstrate compassion to others.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Boston St Mary's RC PS Boston		9 th March 2017	Short inspection. Good in March 2012.	The school's values of love, hope, mercy and peace are clearly displayed around the school and are shared during school assemblies. Pupils know and understand the meaning of these values, and keenly shared their understanding during the school's collective worship.
The Welbourn CE PS Lincoln	86	9 th -10 th March 2017	Requires improvement	Pupils understand the school's strong Christian ethos, and care for each other well. There is a wide range of extra-curricular opportunities to reinforce pupils' learning and to secure their understanding of life in modern Britain. Pupils visit places of religious worship. These opportunities help them to develop their understanding of different beliefs and cultures. Pupils receive effective opportunities to secure their spiritual, moral, social and cultural development and their understanding of fundamental British values. In the early years pupils receive effective opportunities to build upon their spiritual, moral, social and cultural development, and to learn how to be safe.
The Claypole CE PS Newark		14 th March 2017	Short inspection. Good in January 2012.	Leaders and teachers take a great deal of care to promote a genuine Christian ethos and also ensure that pupils learn in a stimulating and safe environment. The school places a high priority on making sure that pupils feel safe. Fundamental to this is to create a caring school within a Christian concept. Pupils frequently use the 'Prayer Tree' to express their concerns, hopes and wishes.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Leadenham CE PS Lincoln		15 th March 2017	Short inspection. Good in July 2012	At the last inspection, inspectors asked the school to ensure that pupils developed a more secure understanding of the different cultures and beliefs that exist in modern Britain. Pupils now receive regular opportunities to learn about a range of religious beliefs, both through the curriculum and through their visits to places of worship, including a Buddhist temple, a synagogue and a church. These experiences have widened pupils' understanding of the multicultural nature of British society and have developed their understanding that they should respect people who are different from them. Leaders and those responsible for governance should ensure that teaching helps all pupils to have a secure understanding of the full range of people in British society, including those characteristics related to sexual orientation.
The Billinghay CE PS Kincoln		15 th March 2017	Short inspection. Good in February 2012.	The school ensures that pupils learn about a wide range of cultures and religions. The school has forged strong links with a multicultural school in Leicester. Pupils enjoy communicating with their peers in the city. They talk very respectfully about people whose lifestyles or beliefs are different to their own.
New York PS Lincoln		20 th March 2017	Short inspection. Good in May 2013.	Pupils' spiritual, moral, social and cultural development is well promoted, and pupils learn about cultures and religions that are different from their own.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Fosse Way Academy	577	28 th -29 th March 2017	Good	Pupils' spiritual, moral, social and cultural development is good. The school promotes fundamental British values well and has links with many leaders of different faiths to enable pupils to learn about different religions. Pupils are well prepared for life in modern Britain.
Osgoodby PS Market Rasen	95	28 th -29 th March 2017	Requires improvement	The school's curriculum provides many enrichment opportunities for pupils, such as trips and visitors to school. In addition to supporting pupils' writing, these opportunities often focus on promoting pupils' understanding of the diversity of modern Britain. Exposure to different faiths, cultures and backgrounds is helping to prepare pupils for their roles as future citizens. Links have been developed with a school in the London borough of Tower Hamlets and displays in school promote pupils' multi-cultural awareness and understanding. Year 4 pupils told the inspector about the differences and similarities between different religions, while older pupils asked thoughtful questions of a local lay preacher during an Easter assembly. In early years the pupils are respectful and tolerant towards each other and polite and courteous to adults.
Bracebridge Heath St John's Academy Lincoln		30 th March 2017	Short inspection. Good in January 2012.	The school helps pupils to understand the diverse communities that make up modern Britain. Assemblies and religious education lessons contribute to pupils' understanding of religions and cultures other than their own. The school ensures that wall displays and learning materials, including children's toys, reflect the diverse nature of British society.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Waddingham PS Gainsborough		30 th March 2017	Short inspection. Good in March 2012.	The school's work to promote the pupils' spiritual, moral, social and cultural development and to teach them about fundamental British values is a cornerstone of the school's ethos. It influences the pupil's attitudes, values, beliefs and views about the world around them. The pupils take on board the school's messages about fairness, tolerance of people's differences, and respect for others.
The Leasingham St Andrew's CE PS Sleaford		31 st March 2017	Short inspection. Good in April 2012	The school ensures that Christian values are reinforced through assemblies and lessons. The school also provides regular opportunities for pupils to learn about other cultures and religions. Pupils have a good understanding of diversity and inclusion.
Morton Trentside PS Gainsborough		21 st April 2017	Short inspection. Good in April 2012.	Pupils' personal development, behavior and spiritual, moral, social and cultural development remain strengths.
Grimoldby PS Louth	225	25 th -26 th April 2017	Good	Pupils' spiritual, moral, social and cultural development is good. The school's charter, drawn up after consultation with pupils, encourages respect for everyone. The charter is discussed regularly in assemblies and, consequently, the pupils know the school's values well and are respectful to each other. Pupils learn about other religions and demonstrate a good knowledge of faiths different from their own. They are prepared well for life in modern Britain.

SECONDARY				
School	NOR	Date inspected	Overall Effectiveness	SMSC
The Gainsborough Academy Gainsborough	725	6 th -7 th December 2016	Inadequate/ Special measures	Although the school has a personal, social, health and education programme, it is insufficiently planned to allow pupils to develop their knowledge and understanding of British values in a systematic way. Different approaches are insufficiently embedded in the curriculum to make a consistent, positive impact on pupils' spiritual, moral, social and cultural development.
The Peele Community College	653	12-13 th January 2016	Requires improvement	Pupils show respect and regard for each other and discrimination is rare. The school promotes pupil's spiritual, moral, social and cultural development well and is committed to offering all pupils a variety of trips and visits outside the area to broaden their horizons. They visit a mosque and synagogue, and learn about living in modern Britain through assemblies and humanities subjects. This enhances their experiences of different beliefs and cultures. The school promotes British values through different areas of the curriculum, assemblies and 'super learning' days.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Charles Read Academy Grantham		17 th -18th January 2016	Good	The strong enrichment programme contributes well to pupils' spiritual, moral, social and cultural development. The curriculum ensures that pupils have a good understanding of fundamental British values. A well-planned programme of assemblies, supported by work in tutor periods and through other teaching, gives pupils a good understanding of the importance, for example, of the rule of law, tolerance towards others and freedom of speech. Pupils are tolerant of individual and cultural differences and, in discussions with inspectors, spoke openly about their acceptance of pupils who are different from themselves.
De Aston School Market Rasen		20-21 st January 2017	Short inspection. Good in February 2013.	The school has ensured that pupils receive comprehensive opportunities to secure their pupils' spiritual, moral, social and cultural development, and their understanding of fundamental British values. Through their citizenship studies, their personal, social, health and economic (PSHE) education lessons, and assemblies, pupils learn to respect people for their differences, because of this, pupils are well prepared for life in modern Britain.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Stamford Welland Academy	356	24 th -25 th January 2017	Good	<p>The school needs to place greater emphasis on preparing pupils for life in Britain, by:</p> <ul style="list-style-type: none"> • Improving the current religious education (RE) programme and the school's provision for pupils' spiritual development. • Making explicit to pupils the links between British values and the school's own values. <p>The RE curriculum and the school's work to ensure that pupils learn about British values do not prepare pupils well enough for life in modern Britain. Provision for pupils' social, moral and cultural development is good but provision for their spiritual development is less strong.</p>
The Boston Grammar School	597	9-10 th February 2016	Requires improvement	<p>The effective development of pupils' appreciation of spiritual, moral, social and cultural aspects of society enables them to deepen their understanding of the society within which they live. Displays around the school celebrate different cultures, particularly through art and music. Pupils have opportunities to reflect on fundamental British values through their assemblies and their life skills lessons. Consequently, pupils are able to develop a secure understanding of life in modern British society and recognise the need to respect people from different backgrounds. During assemblies pupils learn about respecting people's differences and the dangers of radicalisation and extremism. Posters around the school and in classrooms encourage pupils to develop an interest in the world, pupils have a firm understanding of the need to respect people from other backgrounds and treat each other equally.</p>

School	NOR	Date inspected	Overall Effectiveness	SMSC
Lincoln UTC (University Technical College) Lincoln.	214	21 st -22 nd February 2017	Requires improvement	Pupils receive a wide range of opportunities to secure their spiritual, moral, social and cultural development. They also receive opportunities to learn about other faiths and beliefs. Such opportunities have enabled pupils to develop a secure understanding of fundamental British values. Pupils recognise the need to respect all people, including those who have a different sexual orientation.
Lincoln Christ's Hospital School Lincoln	1321	15 th -16 th March 2017	Inadequate/ Special measures.	Leaders have put in place a curriculum to promote British values and pupils' spiritual, moral, social and cultural development through personal, social and health education (PHSE) lessons and assemblies.
Sir Robert Pattinson Academy, Lincoln	1140	21-22 nd April 2016	Good	Pupils have good opportunities to consider a wide range of topics and issues about their personal, moral and social development through the ASPIRE programme, which is run across all year groups. These topics help to ensure that pupils understand the importance of democracy, law and equality within British society.
SPECIAL SCHOOLS				
Sincil School Sports College	49	9-10 th February 2016	Requires improvement	There are opportunities within the curriculum that promote the pupil's spiritual, moral, social and cultural development. During the inspection the school held a South American day to celebrate a culture different from their own in all of their subjects. As a result pupils are better prepared for life in modern Britain.

This page is intentionally left blank