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<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>10 March 2020</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, including British values, in those schools inspected by OFSTED since the last report prepared for SACRE on 26.11.19

**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. RE may be subject to a deep dive by inspectors, unless the school is Voluntary Aided.

**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

## **Background information**

### **Important: Overall effectiveness (OE) grade**

**This grade is not 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.

### **From the 2019 Education Inspection Framework (EIF)**

Inspectors will use all the available evidence to evaluate what it is like to be a learner in the provision. If a school is not at least good, inspectors will consider whether it requires improvement or is inadequate.

[Para 22]

### **Key judgements**

Inspectors now make graded judgements on the following areas using the four point scale:

1. Quality of education: with a focus on the curriculum
2. Behaviour and attitudes
3. Personal development
4. Leadership and management

[Para 24]

### **Different types of inspections**

Ofsted is required to inspect at prescribed intervals all schools to which Section 5 applies. The regulations set the interval for Section 5 inspections as 'within 5 school years from the end of the school year in which the last Section 5 inspection took place.' The exception to this requirement are schools that are, by regulations, exempt.

[Para 11]

### **Outstanding/exempt schools**

Maintained primary and secondary schools and academies that were judged to be outstanding in their OE at their most recent Section 5 inspection are exempt from routine inspections under section 5. This exemption also applies to academy converter schools when the overall effectiveness of the predecessor school was outstanding at its most recent Section 5 inspection.

[Para16]

### **Section 8 inspections of good and non- exempt outstanding schools**

The EIF supports proportionate inspections of schools' performance and circumstances. Consequently, good schools will normally receive a two day Section 8 inspection approximately every four years. Some schools will be subject to a full Section 5 inspection instead of a Section 8 inspection. This will happen, for example, if a school has undergone significant change, such as its age range, or if there are indications that the quality of provision may have deteriorated significantly. These are selected through Ofsted's risk assessment process. A section 8 inspection does not result in individual graded judgements. It cannot change the overall effectiveness grade of a school. This can only happen if it is converted to a Section 5 inspection.

### **Inspection of RE and collective worship**

In schools **without a religious character**, RE and collective worship is inspected as part of Section 5 inspections. In schools **with a religious character** denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under Section 48 of the Education Act 2005 or as provided in the academy's funding agreement. In VC schools Ofsted inspects RE but not collective worship. Ofsted inspectors will familiarise themselves with any issues raised during Section 48 inspections but this cannot be used as evidence.

### **Schools that are judged as requiring improvement (RI)**

These are schools that are not good but overall are providing an acceptable standard of education. This is not a formal category of concern but the school may be subject to monitoring by Ofsted. If the school has been judged as RI for the first time it will normally receive a Section 5 inspection within 30 months of the publication of the previous Section 5 report.

### **Schools causing concern**

Schools whose overall effectiveness is judged to be inadequate will be deemed to be in a formal category of concern. This means that the school will fall into one of two categories:

- 1. Special measures:** the school is failing to give its pupils an acceptable standard of education and those responsible for leading, managing or governing are not demonstrating the capacity to secure the necessary improvement in the school.
- 2. Serious weaknesses:** the evidence shows that the overall effectiveness of the school is inadequate but inspectors consider that leaders, managers and governors demonstrate the capacity to improve the school. The school will have one or more of the key judgements graded inadequate **and/or have important weaknesses in the provision for pupils' SMSC.**

### **Deep dives**

Put simply, a deep dive is an in-depth look by Ofsted inspectors at specific subjects in a school, based on the current Ofsted framework. It helps inspectors to get a feel for whether a broad and balanced curriculum is being offered, the quality of education the children are receiving, progression and sequencing, retention of prior learning, and whether the curriculum at the school is doing what is intended. Ofsted can choose any subject area for their "deep dive" during an inspection, with the exception of RE in Voluntary Aided schools, who are subject to an inspection of RE under SIAMS (Statutory Inspection of Anglican and Methodist Schools under Section 48 of the Education Act 2005).

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>PRIMARY</b>				
<b>The Welbourn CE PS Lincoln</b>	<b>69</b>	<b>10-11<sup>th</sup> September 2019</b>	<b>Requires improvement</b>	The headteacher has established an inclusive school with a strong Christian ethos. This is reflected in the positive relationships between pupils and the wider community. Pupils represent their school in the community through elected roles such as being part of the worship council.
<b>South Witham Academy Grantham</b>	<b>131</b>	<b>1-2<sup>nd</sup> October 2019</b>	<b>Requires improvement</b>	In subjects such as art, history and religious education, leaders are beginning to develop curriculum plans that set out what they expect pupils to learn.
<b>Walcott PS Lincoln</b>	<b>72</b>	<b>2-3<sup>rd</sup> October 2019</b>	<b>Requires improvement</b>	Pupils are tolerant and accept others for who they are, they learn about tolerance, respect and democracy. They enjoy trips to multi-cultural cities and recently enjoyed an 'Indian experience' visit to the school. Pupils enjoy learning about other cultures and faiths such as Hinduism.
<b>Malcolm Sargent PS Stamford</b>	<b>645</b>	<b>29-30<sup>th</sup> October 2019</b>	<b>Good</b>	Pupils do not tolerate any form of discrimination. They value each other's differences and respect different religions, cultures and lifestyles.
<b>Gainsborough Charles Baines Community PS</b>	<b>198</b>	<b>30-31<sup>st</sup> October 2019</b>	<b>Good</b>	Pupils sing songs from different cultures and learn about different faiths and ways of life. They discuss issues of right and wrong and understand the importance of accepting each other's differences.

<b>Weston Hills CE PS Spalding</b>	<b>142</b>	<b>5-6<sup>th</sup> November 2019</b>	<b>Requires improvement</b>  <b>RE Deep dive</b>	Pupils explain how the school's values (hope, community, dignity, wisdom, joy and peace) help them to live together as a community. They accept each other's differences. They appreciate the opportunity to be quiet and reflect together in collective worship. Pupils learn about different religions and can explain why they should treat everyone fairly.
<b>South View Community PS Peterborough</b>	<b>373</b>	<b>19-20<sup>th</sup> November 2019</b>	<b>Requires improvement</b>	The religious education curriculum gives pupils a secure knowledge and understanding of different faiths.
<b>SECONDARY</b>				
<b>William Lovell CE Academy Boston</b>		<b>10-11<sup>th</sup> September 2019</b>	<b>Special monitoring inspection</b>	Leaders have introduced a short course in religious education for all pupils at key stage 4, reflecting the school's Anglican ethos.
<b>Gosberton Academy Spalding</b>	<b>121</b>	<b>1-2<sup>nd</sup> October 2019</b>	<b>Requires improvement</b>	Pupils do not learn enough about the world, and their own or other cultures. Leaders must ensure that pupils have a wide range of opportunities to develop cultural knowledge and their understanding of diversity.
<b>Sir Robert Pattinson Academy</b>	<b>1186</b>	<b>12-13<sup>th</sup> November 2019</b>	<b>Good</b>	Pupils learn about different values and beliefs.

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