

Lincolnshire SACRE, 22nd March 2022

Analysis of Ofsted reports: September 2021 – February 2022

SCHOOL	Date/type of inspection	Overall outcome	Deep Dive	RE/SMSC/BVs
Primary				
The Richmond School, Skegness	14 th -15 th September 2021	Requires improvement, previously the same.	No	Pupils learn to respect other people and to embrace difference.
Wrangle Primary School	14 th -15 th September 2021 Section 5	Good, previously required improvement	No	Pupils know the difference between right and wrong. <i>Their knowledge of diversity and of faiths and cultures different to their own is not always as strong as it could be.</i> They are therefore not as well prepared for life in modern Britain as they could be. Leaders should ensure that the curriculum contains effective opportunities for pupils to develop their knowledge in these areas, so that they develop their understanding of diversity and difference in British society.
Nocton Community Primary School	9 th -10 th October 2021 Section 5	Requires Improvement, previously good	No	Pupils are well prepared for life in modern Britain. Leaders make sure that pupils from the school develop 'broad horizons'. Pupils learn about their local community. They learn about people and places in Britain and from across the world.
Swineshead St Mary's CE Primary School	12 th -13 th October 2021 Section 5	Good, previously required improvement	No	Some teachers have used virtual reality technology to bring learning to life. This included a trip to Jerusalem in religious education. The curriculum for relationships, health and social education is ambitious. This works alongside the religious education curriculum to give pupils a broad range of experiences that prepare them well for life in modern Britain. Pupils are helped to understand and accept differences.

Corby Glen Community Primary School	19 th -20 th October 2021 Section 5	Good, previously required improvement	No	Leaders ensure pupils have access to books that reflect diversity. School leaders provide various opportunities which support pupils' spiritual, social and health development. Pupils acquire a detailed knowledge of Christianity. They show respect for those who have different faiths to their own. <i>However, pupils' knowledge of other faiths and cultures is not extensive. Leaders and teachers do promote learning about this aspect of preparing pupils for life in modern Britain. However, pupils are not always able to recall what they have learned. Leaders should implement their plan of ensuring that the key knowledge they want pupils to learn is taught across their curriculum offer. This will help to broaden pupils' cultural development.</i>
Halton Hologate CE Primary School	2 nd -3 rd November 2021 Section 5	Requires improvement, previously good	No	Pupils understand and behave in ways that demonstrate the school's values. They have strong friendships and respect each other. One pupil told inspectors: 'We are all different in looks, but we are all the same inside.' in history and religious education, pupils can remember the interesting activities they have completed during lessons. <i>However, they are less secure in recalling the knowledge that they were supposed to learn.</i> Pupils are proud of the work they do as school, eco and faith councillors. Pupils learn about the school values. Pupils show respect for each other, regardless of their gender or religious beliefs. One pupil told inspectors, 'All children respect each other no matter what religion we are.'
Great Ponton CE School	9 th - 10 th November 2021 Section 5	Requires improvement, previously good	No	Leaders create a positive and respectful culture. Pupils understand British values such as democracy and the rule of law. They are good at listening to the ideas of others and respect different points of view. <i>However, some pupils' understanding of different faiths is weak.</i>

Huntingtower Community Primary Academy	9 th -10 th November 2021 Section 5	Good, previously good	No	The school's vision is to 'improve life chances and so become true citizens of the world'. Pupils said that they appreciate learning about a range of faiths and cultures.
Westgate Academy	9 th -10 th November 2021 Section 8	Good, previously good	No	Everyone understands the 'Westgate Values'. These values help pupils care for and respect each other. There is a strong focus on pupils' broader development. There is a well-planned programme, with a strong ethos of tolerance and respect. This prepares pupils well for life in modern Britain.
The Lincoln Bishop King CE Primary School	16 th -17 th November 2021 Section 5	Good, previously good	No	The school's motto, 'Dream big, love God, live well', threads through the life of the school. Pupils learn about life beyond their local area. This is an inclusive school. Pupils learn about the location, culture and language of a wide range of countries. This is part of making the many pupils who were born outside the United Kingdom feel welcome, included and at home here. Pupils speak respectfully about those whose beliefs or home lives may be different from their own. They say, 'We are all different. It doesn't stop you from being you.'
Deeping St Nicholas Primary School	17 th November 2021 Section 8	Good, previously good	No	There is an inclusive culture and pupils treat each other as they would want to be treated. Pupils have assemblies in which they reflect on values such as honesty. In religious education, pupils are taught about different faiths. This helps pupils understand and value diversity.
Sutton Bridge Westmere Community Primary School	23 rd – 24 th November 2021 Section 5	Good, previously good	No	Pupils have a clear understanding of equality. They understand British values such as democracy and the rule of law. They have a clear understanding of different faiths.

Sutton St James Community Primary School	30 th November 2021 Section 8	Good, previously good	No	Leaders ensure that pupils learn about the wider world. Pupils learn about different religions, cultures, and families. They visit different places of worship. Visitors to school, including local church leaders, work effectively with pupils to deepen their spiritual and moral understanding.
The Utterby Primary Academy	30 th November 2021 Section 8	Good, previously good	Yes	In religious education, teachers use the curriculum plans to ensure that the learning is appropriate. Teachers provide pupils with opportunities to discuss their understanding and develop their vocabulary. For example, pupils developed their understanding of the significance for Christians of advent calendars and symbolism in biblical stories. Pupils visit different places of worship and welcome visitors of other faiths to school. They reflect on how different communities and faith groups may differ to their own. <i>However, pupils' understanding of ideas such as rule of law, liberty and democracy are less well developed.</i>
Wyberton Primary Academy	1 st -2 nd December 2021 Section 8	No change to the overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection	No	The curriculum is ambitious and designed to broaden pupils' understanding of the world. Curriculum trips extend pupils' knowledge of the world beyond their local community.

		were carried out now. The next inspection will therefore be a full (section 5) inspection.		
Navenby England Primary School	7 th -8 th December 2021 Section 5	Good, previously outstanding	No	Pupils value the school's Christian ethos. Leaders provide time during collective worship for pupils to be reflective about their own beliefs and those of others. Leaders ensure that pupils learn about the wider world. They learn about different cultures and religions. Pupils spoke with respect when talking about diversity and different families. They know that everyone is equal. Older pupils told the inspectors, 'It doesn't matter who you love, that's ok.'
Secondary				
Skegness Grammar School	21 st -22 nd September 2021 Section 5	Good, previously required improvement	No	<i>Leaders must develop strategies and opportunities through the curriculum and the school's wider work to enable pupils to have the confidence to express their views, discuss and debate opinions and flourish as individuals.</i>
Stamford Welland Academy	21 st -22 nd September 2021 Section 5	Good, previously good	No	'Learning for life' lessons and form time provide pupils with time to explore topics such as discrimination and different religions. This helps them widen pupils' understanding of spiritual, moral, social and cultural issues. Pupils also learn about healthy relationships, equalities, tolerance, etc.

The Queen Elizabeth's High School, Gainsborough	28 th – 29 th September 2021 Section 5	Requires improvement, was outstanding	Humanities	Nothing specific.
The Boston Grammar School	5 th – 6 th October 2021 Section 5	Good, previously required improvement	No	School assemblies are thought-provoking. They give pupils opportunities to think about issues such as equality, including Black History Month. Pupils' learning in life skills sessions and in the sixth form is preparing them well for life in modern Britain. Pupils of different faiths have a dedicated space for prayer. Pupils in all year groups have many opportunities to enjoy extra-curricular activities. Experiences such as a pilgrimage to Lourdes and a recent visit to the Imperial War Museum add to pupils' cultural development.
Queen Elizabeth's Grammar, Alford	23 rd – 24 th November 2021 Section 5	Good, previously outstanding	No	Pupils understand the importance of diversity and equality. Most pupils respect what makes people different. Pupils commit to the school's charity work. Pupils and staff enthused about opportunities linked to the International Schools Award.
Special				
Warren Wood	16 th – 17 th November 2021 Section 5	Good, previously good	No	Pupils spoke enthusiastically about the many different trips they had been on, including visits to a local church and a mosque. They also talked about the opportunities they have to be involved in local and national charitable activities.
Woodlands Academy	17 th – 18 th November 2021 Section 5	Inadequate (Special Measures), previously outstanding	No	<i>There are few opportunities for pupils to develop their interests and talents, or to contribute to their communities. Pupils do not have a secure understanding of fundamental British values. The school does not prepare pupils well for life in modern Britain. Pupils do not learn about different faiths and beliefs. Some say that they do not have opportunities to discuss their ideas and share their opinions. Pupils leave the school ill equipped to become good citizens.</i>

				<i>Leaders must provide pupils with opportunities to engage with a wide set of experiences. They must help pupils to understand the importance of fundamental British values.</i>
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Wendy Harrison
RE Adviser

March 2022

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