

**West Sussex Standing Advisory Council on Religious Education**

**11 June 2018**

**Inspection Reports for West Sussex Schools**

**Report by the Director of Education and Skills**

**1. Introduction**

- 1.1 The 1992 Education (Schools) Act set up a system of school inspections by the Office for Standards in Education (Ofsted).
- 1.2 In January 2018 the Inspection Framework was amended. Schools previously judged introduced which had full inspections for school previously judged requiring improvement (RI) or good or outstanding are reviewed remotely and either receive a short, Section 8 inspection or a full, Section 5 inspection. The outcome of a Section 8 inspection can be:
- the school remains good and will be re-inspected within four years;
  - the school is still judged to be good but needs to make specific improvements and will receive a Section 5 inspection within two years;
  - the school is judged to be good with some outstanding features and will receive a Section 5 inspection within two years.
- 1.3 There are Section 8 monitoring inspections for schools judged RI or inadequate.
- 1.4 Spiritual, moral, social and cultural (SMSC) development continue to be inspected and is reported in the section on the leadership and management of the school.
- 1.5 Below are extracts taken from all the full inspections completed between January 2018 and April 2018 and from any of the short Inspections that include comments on SMSC.

**2. Spiritual, moral, social and cultural development**

**2.1 Short Inspections of schools – No reporting of SMSC**

- **St Joseph's Catholic Primary School** - 9 January 2018
- **St Wilfrid's Catholic Comprehensive School, Crawley** - 11 January 2018
- **Buckingham Park Primary School** - 23 January 2018
- **St Augustine's Church of England Primary School** - 23 January 2018
- **Boxgrove CofE Primary School** - 31 January 2018
- **Lyndhurst Infant School** - 20 February 2018
- **Handcross Primary School** - 20 February 2018
- **Parklands Community Primary School** - 28 February 2018

## **Agenda Item No. 5**

- **Chatsmore Catholic High School** - 6 March 2018
- **Hollycombe Primary School** - 12 March 2018
- **Lavant CofE Primary School** - 13 March 2018
- **Arunside School** - 13 March 2018
- **West Sussex Alternative Provision College** - 13 March 2018
- **Blackthorns Community Primary Academy** - 15 March 2018
- **Seal Primary Academy** - 21 March 2018
- **Holy Trinity CofE Secondary School, Crawley** - 21 March 2018
- **Funtington Primary School** - 22 March 2018

### **2.2 Short Inspections – SMSC reported**

#### **2.2.1 Fordwater School, 16 January 2018**

There is a strong and highly effective focus on pupils' spiritual, moral, social and cultural development in the curriculum. Leaders are determined that pupils are able to play a full role in the life of the school and the wider community. For example, pupils engage in charity fundraising events, most recently for Syrian refugees. In addition, pupils relish putting on dramatic and musical performances that help build their confidence and which delight their parents. Pupils learn about topical issues, for example putting on an assembly for their peers about the Grenfell Tower fire.

### **2.3 Full Inspections**

#### **2.3.1 Wisborough Green Primary School, 9–10 January 2018**

Pupils' spiritual, moral, social and cultural understanding is strong. They have a positive attitude to learning and a clear sense of right and wrong. Leaders work hard to provide the right support for the very small minority of pupils who have challenging behaviours, so that they are well managed and supported. There are rich opportunities to learn about different cultures and religions so that pupils are prepared for life in modern Britain.

#### **2.3.2 Holmbush Primary Academy, 16–17 January 2018**

Leaders place great emphasis on promoting British values and have created an environment that encourages a sense of trust and respect. Pupils learn about democracy when they register to take part in the secret vote for the school's head and deputy boy and girl, sports leaders or school council representatives.

#### **2.3.3 Stedham Primary School, 17–18 January 2018**

The curriculum is broad and balanced, and parents appreciate the information they receive about what their children are learning. Pupils enjoy the range of activities on offer and particularly enjoy the forest school. The curriculum provides pupils with good opportunities to learn about British values and for their spiritual, moral, social and cultural development. For example, some pupils

## **Agenda Item No. 5**

talked passionately about the importance of equality while describing their work about disability and discrimination.

### **2.3.4 The Sir Robert Woodard Academy, 30–31 January 2018**

Tutor time and assemblies are used well to promote interest in a wide range of issues, stimulated by current affairs. These, together with the religious education programme and a range of opportunities in other subjects, combine to promote an awareness of spiritual, moral and social issues. Pupils value equalities and are respectful of people from different backgrounds and beliefs. However, older pupils are not sufficiently confident or knowledgeable to discuss different faiths and cultures. More needs to be done to prepare pupils better for life in culturally diverse modern Britain.

### **2.3.5 Amberley Church of England Primary School, 30–31 January 2018**

Leaders and governors make sure there is very good provision for pupils' spiritual, moral, social and cultural development, particularly through strong links with other schools and the church. At the heart of the school's work is the sharp focus on pupils' well-being. Pupils enjoy many opportunities to make decisions. They learn about modern Britain and understand the importance of playing their part as school, local and global citizens. Pupils learn and play very well together because staff model their high expectations of pupils with each other. Leaders make sure discrimination is tackled and there is equal opportunity for all pupils to flourish.

### **2.3.6 The Windmills Junior School, 6–7 February 2018**

Overall, the school's contribution to pupils' spiritual, moral, social and cultural education is one of its strengths. Leaders ensure that the school is inclusive. They also ensure that pupils leave with a good sense of right and wrong and a good understanding of how to treat others with respect.

### **2.3.7 Thorney Island Community Primary School, 6–7 February 2018**

The curriculum provides well for pupils' spiritual, moral, cultural and social development.

### **2.3.8 Holbrook Primary School, 6–7 February 2018**

The school's values, consistent with British values, are promoted effectively throughout school life. For example, during the inspection, pupils made thoughtful comments in an assembly about the importance of being kind to one other in the playground and about doing their best in school.

### **2.3.9 Ifield Community College, 20–21 February 2018**

Leaders promote fundamental British values effectively. Pupils are able to discuss moral and social issues. For example, in history

## **Agenda Item No. 5**

pupils compared the human rights of children between the late 19th century and the late 20th century. Pupils who are elected to the school council gain a broader experience and strong understanding of the democratic process.

### **2.3.10 Compton and Up Marden CofE Primary School, 20–21 February 2018**

Senior leaders ensure that the curriculum provides well for pupils' spiritual, moral, social and cultural development.

### **2.3.11 Southbourne Junior School, 21–22 February 2018**

No report on SMSC.

### **2.3.12 Nyewood CofE Infant School, Bognor Regis, 6–7 March 2018**

The school's curriculum is broad and balanced. Leaders and teachers work hard to plan learning which interests and enthuses pupils. They teach pupils about British values effectively throughout the curriculum and during events such as assemblies and visits.

### **2.3.13 St John's Catholic Primary School, 7–8 March 2018**

The curriculum provides pupils with a range of interesting and engaging learning opportunities. Inspectors particularly admired pupils' work to do with fair trade and the social and cultural issues raised by this topic. Attractive, meticulously presented displays around the school showcase work from across the wider curriculum, including art, history and religious education. The curriculum caters well for pupils' spiritual, moral, social and cultural development.

### **2.3.14 Hawthorns Primary School, Durrington, 13–14 March 2018**

No report on SMSC.

### **2.3.15 Steyning CofE Primary School, 21–22 March 2018**

The spiritual, moral, social and cultural development of pupils is excellent. Pupils clearly have a sense of enjoyment when learning about themselves and the world around them. The 'playground buddies' system allows pupils to volunteer to help their peers. They have a great sense of responsibility and enjoy their training for this, part of which is how to spot a child who looks sad in the playground so that they can help.

### **2.3.16 Southbourne Infant School, 20–21 March 2018**

The school's values, represented by a 'rainbow', are understood by all: governors, staff and pupils. These key values include respect, never giving up, and working together, which reflect British values and thread through the culture of the school. Pupils learn about democracy in school council and made recent decisions about the design of the outdoor activity area. Pupils learn about different faiths, for example the importance of Diwali in Hinduism and the

## **Agenda Item No. 5**

celebration of Chinese New Year. Assemblies provide good opportunities for pupils to reflect and listen to the views of others. Consequently, the school prepares pupils well for life in modern Britain, and spiritual, moral, social and cultural development is taught effectively.

### **2.3.17 Rose Green Infant School, 21–22 March 2018**

The school provides many opportunities to develop pupils' spiritual, moral, social and cultural skills. For example, pupils learn about the celebrations of different world religions. Pupils are given a good understanding of the natural world. Posters help pupils to identify the flowers and trees that grow in the school gardens. Pupils enjoy their pond dipping experiences in the school woodland area.

### **2.3.18 St Francis of Assisi Catholic Primary School, Crawley, 18–19 April 2018**

Every pupil is seen as a unique being with his or her own skills, talents and beliefs. The school's caring ethos ensures that fundamental British values and pupils' spiritual, moral, social and cultural development are consistently promoted throughout the school. All pupils are treated equally and fairly and discrimination on any grounds is not tolerated.

### **2.3.19 Whytemead Primary School, 24–25 April 2018**

British values are promoted well. Adults are good role models and pupils learn to be kind to each other. Pupils willingly take on responsibilities by becoming 'safety squirrels', 'eco-warriors' or play leaders. Pupils show respect to each other as well as to the environment. Pupils were keen to talk to inspectors about their 'beach clean', when they visited the local coast and then wrote to the local MP about caring for the environment.

### **2.3.20 The Littlehampton Academy, 24–25 April 2018**

Pupils' spiritual, moral, social and cultural development is supported well. A carefully planned personal development programme covers a range of appropriate topics, such as self-awareness, well-being, community, enterprise and politics, which are reinforced through assembly time. Pupils value the opportunity to develop their wider understanding of the world, particularly through community events supported by the chaplaincy. Most feel that their school is an inclusive place, where differences are accepted.

**Ofsted Guidance - Defining spiritual, moral, social and cultural development**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups.