

West Sussex Standing Advisory Council on Religious Education

February 2019

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 requiring improvement (RI) receive a full, Section 5 inspection. Schools previously judged 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 September 2018 and January 2019 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

- **Lindfield Primary Academy**, Lindfield, 11 September 2018, Good
- **St Mark's Church of England Primary School**, Staplefield, 20 September 2018, Good
- **St Mary's Church of England Primary School**, Clymping, 3 October 2018, Good

- **North Lancing Primary School**, Lancing, 11 October 2018, Good
- **Duncton Church of England Junior School**, Duncton, 20 November 2018, Good
- **Bognor Regis Nursery School**, Bognor Regis, 20 November 2018, Outstanding
- **Medmerry Primary School**, Selsey, 11 December 2018, Good
- **Chichester Nursery School**, Chichester, 11 December 2018, Good
- **Sackville School**, East Grinstead, 10 January 2019, Good
- **Oak Grove College**, Worthing, 10 January 2019, Good
- **Fittleworth Church of England Village School**, Fittleworth, 23 January 2019, Good

2.2 Short Inspections – SMSC reported

2.2.1 Broadwater Church of England Primary School, Worthing, 31 October - 1 November 2018, Outstanding

Leaders and staff proudly maintain a deep focus on pupils' spiritual, moral, social and cultural development. Pupils enact the school's strong Christian values in practical community and charity work. You make sure that tolerance is actively promoted and sustained. Different cultures are celebrated to enhance pupils' experiences. Pupils also benefit from a vibrant and inspiring curriculum, which vividly demonstrates the wonders of the natural, scientific, historical and technological world.

2.2.2 Arundel Church of England Primary School, Arundel, 15 January 2019, Good

All leaders – including governors – have an unswerving mission to enable pupils to thrive as learners. Your collective values help pupils to become confident individuals who want to take on responsibilities across their school life. Your design of the curriculum helps them to develop empathy for others' hardship or disabilities and regular charity work cements a strong moral purpose in pupils. Parents and carers particularly appreciate this aspect of the school's work to create a strong sense of family. One parent commented, 'Arundel Church of England School is just that: ACE! It puts the individual child at the heart of all it does.' Others strongly echoed this view.

2.3 Full Inspections

2.3.1 Blackthorns Community Primary Academy, Lindfield, 18–19 September 2018, Outstanding

Leaders use every opportunity to promote the school's core values. Meaningful experiences are planned deliberately into the personal, social, health and economic (PSHE) curriculum, and pupils practise applying their knowledge successfully. For example, pupils learned about the value of money, then successfully used what they learned during a 'big business' project. Similarly, pupils' homework task to discuss how equality works in their household helped them to consider different perspectives, while practising their speaking and listening skills. Pupils understand the importance of learning to be a good citizen and what this means in practice.

2.3.2 Bishop Tufnell Church of England Primary School, Felpham, 25–26 September 2018, Requires improvement

Pupils' spiritual, moral, social and cultural development is supported well by the curriculum. The school's values-based culture is underpinned by its Christian ethos. It also encourages pupils to be tolerant, think independently, and respect the cultures and faiths of others. Pupils told an inspector that, 'All faiths are equally important', and that it was, 'Perfectly fine for people to have no faith at all'.

2.3.3 West Green Primary School, Crawley, 3–4 October 2018, Good

Staff ensure that pupils' spiritual, moral, social and cultural development is at the centre of everything they do. Consequently, pupils are well prepared for their next steps in education and life in modern, diverse Britain.

2.3.4 St Wilfrid's Catholic Primary School, Angmering, 3–4 October 2018, Good

The headteacher and leaders have ensured that the school's values and aims permeate every aspect of its work. Pupils are well prepared for life in modern Britain as a result of the school's emphasis on respect for all. Leaders ensure that the spiritual, moral, social and cultural development of pupils is a strength of the school.

2.3.5 Sidlesham Primary School, Sidlesham, 20–21 November 2018, Good

No comment on SMSC.

2.3.6 Bosham Primary School, Bosham, 28–29 November 2018, Good

The Pupils benefit from an inspiring and vibrant curriculum inside and out of lessons. As a result, their spiritual, moral, social and cultural understanding prepares them well for the next stage in their education.

A rich and varied programme of events and experiences fosters pupils' spiritual, moral, social and cultural development. Sporting

challenges, music and performances help all pupils to feel that they belong and that they have a real stake in the school. Pupils' spiritual development is not neglected either. For example, pupils recently studied a memorable sequence of topics linked to Armistice Day. Pupils then led a moving service of commemoration at the village church.

2.3.7 Thomas A Becket Junior School, Worthing, 4–5 December 2018, Good

Pupils' spiritual, moral, social and cultural development is a strength of the school. A wide range of activities within both the school and the community ensure that pupils are ready for life in modern Britain.

Leaders' work in developing pupils' spiritual, moral, social and cultural understanding is highly effective. Pupils are respectful and tolerant and demonstrate a keenness to be supportive and kind to each other. Leaders place clear emphasis on promoting the school's values, both in school and in the community. The curriculum has been well planned to provide rich opportunities to learn about different cultures and a range of religions.

2.3.8 Shipley Church of England Primary School, Shipley, 5–6 December 2018, Good

Social, moral, spiritual and cultural education is also effectively promoted and carefully tracked through the curriculum. Pupils have a strong sense of justice and fair play due to the highly inclusive ethos in the school, as well as their learning about fundamental British values. Pupils said there is no bullying at the school but were keenly aware of the different types of unfairness that exist in society and how they might be prevented.

2.3.9 Seymour Primary School, Crawley, 5–6 December 2018, Good

No comment on SMSC.

2.3.10 Camelsdale Primary School, Camelsdale, 5–6 December 2018, Good

Pupils benefit from the many opportunities to develop their spiritual, moral, social and cultural understanding. For example, as part of the religious education curriculum, pupils visit places of worship, such as a mosque and a Hindu temple, so that they can develop their understanding of different religions.

2.3.11 St Catherine's Catholic Primary School, Littlehampton, 11–12 December 2018, Requires improvement

Spiritual, Pupils' personal development is strong. The school promotes their spiritual, moral, social and cultural understanding very well.

Pupils understand diversity well. They are welcoming to anyone who is different in any way. The curriculum celebrates this well with many opportunities for spiritual, moral, social and cultural development. Pupils are encouraged to consider and be reflective about 'big' questions.

2.3.12 West Dean CofE Primary School, West Dean, 22–23 January 2019, Good

No comment on SMSC

3. Changes to the inspection framework from September 2019

- 3.1 Ofsted is currently seeking views on their proposals for changes to the education inspection framework from September 2019.
- 3.2 They have published the following materials:
 - the draft education inspection framework 2019;
 - the draft inspection handbooks for early years, schools, non-association independent schools and further education and skills;
 - a commentary setting out the research that has informed the development of the criteria in the framework
- 3.3 This consultation closes at 11:45pm on 5 April 2019;
- 3.4 Feedback will help Ofsted refine and improve their proposed approach. They will consider all responses carefully before finalising and publishing the framework in summer 2019;
- 3.5 The consultation can be found at:
<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>.

Ofsted Guidance - Defining spiritual, moral, social and cultural development (September 2018)

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.