

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

**10 June 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 January 2019 and May 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**

- **North Mundham Primary School**, North Mundham, 23 January 2019, Good
- **Bersted Green Primary School**, Bognor Regis, 5 March 2019, Good
- **William Penn Primary School**, Coolham, 12 March 2019, Good

- **Felpham Community College**, Felpham, 26 March 2019, Good

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

### **2.2.1 St Richard’s Catholic Primary School**, Chichester, 29 January 2019, Good

Governors, staff and pupils reflect your school’s values and aims. Staff understand the part that they play in fostering a love of learning and teaching pupils to be independent. Parents are very supportive of the school and are happy with the quality of education that their children receive. They value the time you spend getting to know their children and they know that school staff will listen to their views. As one parent said: ‘If you have a problem, you go and talk to someone and it will be sorted straight away.’ Another said the school is, ‘a nurturing environment with a vibrant sense of community’.

### **2.2.2 St Peter’s Catholic Primary School**, East Grinstead, 5 February 2019, good

Pupils enjoy school. The school’s values and ethos are deeply embedded. Pupils rise ably to the high expectations of their social and moral conduct. Their confident, courteous and friendly behaviour lends the school a harmonious atmosphere. Pupils are self-assured but respectful. As one parent summed up the views of many: ‘This school is helping to shape my children into confident, articulate, polite and kind individuals who aren’t afraid to ask questions if they do not understand something.’ As well as getting along very well together, pupils benefit from strong, sensitive and caring relationships with adults. The school’s motto of ‘treat other people as you would like to be treated’ filters relentlessly through its daily life. As another parent put it: ‘My children are happy and proud to be part of the big family which is St Peter’s.’

### **2.2.3 Springfield Infant School**, Worthing, 5 February 2019, Good

Spiritual, moral, social and cultural education runs like a unifying thread throughout the school. Pupils and adults model the school’s values in all that they do, both through planned activity such as assembly and in everyday interactions. As a result, the school is a happy place where everyone feels valued and included. Pupils help each other. For instance, during the inspection a child from Reception Year supported a child in the Nursery to make painted letters connected to the Chinese New Year. Pupils relish the many opportunities to be part of their community through the many visits and visitors and events such as singing in the local care home.

## **2.3 Full Inspections**

### **2.3.1 Ashurst C of E Primary School, Ashurst, 22–23 January 2019, Good**

Pupils have many opportunities to learn about a wide range of different cultures. The school's link with a primary school in Gambia helps to develop their social, moral, spiritual and cultural education well. They are well prepared for life in the modern world.

### **2.3.2 St Mary's C of E Primary School, Pulborough, 22–23 January 2019, Requires improvement**

The curriculum provides well for pupil's spiritual, moral, social and cultural development. They learn to understand different faiths, while gaining a good knowledge of Christianity. Pupils tackle moral questions, for example in exploring the balance between rights and responsibility. Pupils learn about places, people and cultures across history and around the globe and raise money for various charities, both local and overseas. They become involved in community projects to further their cultural understanding. For example, pupils designed a dragon head from recyclable materials for use in a local carnival procession.

### **2.3.3 St Mary's C of E Primary School, Horsham, 30–31 January 2019, Good**

Leaders ensure that pupils experience thought-provoking spiritual, moral, social and cultural opportunities. Visits to France for the older pupils help them learn more about life in a different country. Pupils are prepared well to understand the diversity and fundamental values of life in modern Britain.

### **2.3.4 Downview Primary School, Bognor Regis, 6–7 February 2019, Good**

Fundamental British values are at the heart of the school's ethos. Pupils are acutely aware of the importance of tolerance and respect. Regular activities promote understanding of a range of cultures and religions. Pupils have a well-developed sense of democracy. For example, the school council is very popular with pupils. 'Councillors' are voted onto the school council and the prospective leaders have to prepare a speech to perform in front of fellow pupils.

### **2.3.5 The Laurels Primary School, Worthing, 6–7 February 2019, Requires improvement**

Leaders successfully embed the school's values and pupils know them well. As they progress through the school, pupils learn the values of 'resilience, perseverance, respect and kindness'. These values are at the heart of the school and strongly promote the spiritual, moral, social and cultural aspects of pupils' development. All pupils and staff have a nurturing care and respect for one another.

**2.3.6 Chichester Free School**, Chichester, 6–7 February 2019, Good

Leaders encourage an atmosphere of tolerance around the school. Most pupils behave respectfully and feel respected. They report feeling accepted by each other, regardless of any differences they may have. The school's clear ethos, linked to the four core values of wisdom, temperance, courage and justice, is evident in pupils' and adults' day-to-day routines and behaviours.

**2.3.7 Warnham C of E Primary**, Warnham, 12–13 February 2019, Good

No comment on SMSC.

**2.3.8 St Mary's C of E Primary School**, Washington, 13–14 February 2019, Good

Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted very well. The school's values of service, teamwork, ambition, resilience and self-control underpin the life of the school and ensure that pupils are increasingly well prepared for life in modern Britain. Assemblies and rewards systems are used well to promote teamwork and reflection, and to celebrate success.

**2.3.9 Summerlea Community Primary School**, Rustington, 26–27 February 2019, Requires improvement

The support of pupils' spiritual, moral, social and cultural development is a strength of the school. Assemblies encourage pupils to think about and discuss a range of values. High-quality displays in the school's environment provide further encouragement and celebrate pupils' achievements and responsibilities. Pupils are well prepared for life in modern Britain.

**2.3.10 Jessie Younghusband Primary School**, Chichester, 26–27 February 2019, Good

Pupils respect others' differences. They are tolerant and respectful of each other. They have many opportunities to develop their social, moral, spiritual and cultural understanding. For example, they learn about the Chinese New Year and about the Hindu festival of Diwali. Pupils write to other pupils of a similar age in Thailand, as part of a pen-pal scheme. Year 5 learn about the importance of not stereotyping people.

**2.3.11 Birchwood Grove Community Primary School**, Burgess Hill, 5–6 March 2019, Requires improvement

Pupils' spiritual, moral, social and cultural development is promoted effectively. The school's values of respect, collaboration, independence, resilience and creativity are deeply engrained in school life, and pupils and staff model these well. Leaders provide pupils with interesting experiences that support their wider

learning, such as performing in productions, learning about different cultures and helping others by raising money for charity.

**2.3.12 Imberhorne School**, East Grinstead, 5–6 March 2019, Good

Pupil's spiritual, moral, social and cultural development is promoted well. Pupils are keen to help one another, and strong relationships throughout the school build trust and confidence. Leaders have built a caring community, based on inclusivity. The personal development curriculum aims to prepare pupils well for life in modern Britain. However, inspectors found some pupils insecure about a few concepts, such as radicalisation.

**2.3.13 Sompting Village Primary School**, Sompting, 13–14 March 2019, Requires improvement

Leaders and staff are committed to developing pupils spiritually, morally, socially and culturally. Older pupils have had opportunities to reflect upon the impact of inspirational figures in history, such as Martin Luther King and Emmeline Pankhurst. Visits from a holocaust survivors' charity and a thalidomide victim have deepened pupils' understanding of equalities and the importance of tolerance and respect.

**2.3.14 Birdham CE Primary School**, Birdham, 12–13 March 2019, Requires improvement

Leaders provide a wide range of extra-curricular activities, which are appreciated by the pupils, such as computer clubs, science and technology club, art and origami. The school has received a number of awards for environmental work. Pupils have taken part in beach clearances and promote Fairtrade. These activities support pupils to be responsible young citizens in modern Britain. Leaders are promoting pupils' spiritual, moral, social and cultural development successfully.

**2.3.15 Central CE Academy**, Chichester, 27–28 March 2019, Requires improvement

Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have a good understanding of life in modern Britain.

**2.3.16 Ferring CE Primary School**, Ferring, 3–4 April 2019, Requires improvement

The curriculum for spiritual, moral, social and cultural education promotes pupils' understanding of the need for tolerance, respect and care for others. However, during the inspection, pupils did not consistently show respect for each other or for the inspectors.

**2.3.17 St Giles CofE Primary School**, Horsted Keynes, 24–25 April 2019, Good

Since joining the school in January 2017, the headteacher has taken decisive action to improve the quality of education for all pupils. She is ambitious for the school and has high aspirations for staff and governors. She has worked in close cooperation with staff and governors to build a school based on shared values of 'nurture, inspire, respect and achieve'. These values underpin all aspects of the school's work and promote pupils' spiritual, moral, social and cultural development effectively. Pupils are very well prepared for life in modern Britain.

**2.3.18 The Academy, Selsey**, Selsey, 30 April to 1 May 2019, Good

Pupils' spiritual, moral, social and cultural development is a strength in the school. There is a wide range of opportunities in the planned curriculum for young people to learn about being a citizen in modern Britain. This is reinforced by programmes of student leadership where pupils can practically test out their skills in how they relate to others. Pupils state wholeheartedly that their school is an inclusive community where all people are valued and respected.

**2.3.19 Slindon CE Primary School**, Slindon, 30 April–1 May 2019, Good

The school's four overarching principles, 'a unique child, positive relationships, learning and development, and enabling environments', are promoted by all members of the school community. These principles reflect British values and are woven throughout all aspects of school life. Pupils contribute to the life of the school as 'rights respecting ambassadors' and learn about democracy through taking part in the school council. Pupils learn about different faiths, for example how the story of Rama and Sita inspires Hindus and how the Buddha teaches his followers to find enlightenment. Assemblies provide valuable opportunities for pupils to reflect and listen to the views of others. As a result, pupils' spiritual, moral, social and cultural development is promoted successfully, and the school prepares pupils well for life in modern Britain.

**2.3.20 The Burgess Hill Academy**, Burgess Hill, 1–2 May 2019, Good

Leaders make strong provision for pupils' spiritual, moral, social and cultural development. At the time of the inspection, pupils were excited about the forthcoming production of 'Annie', while others enjoyed taking part in the recent 'Voice in a Million' singing project. The school is committed to working with the local community, and pupils have many opportunities to play an active role in the locality, for example when raising money for local charities.

**2.3.21 St Wilfrid's CE Primary School**, Haywards Heath, 8–9 May 2019, Good

The school's values of inquire, share, care, hope, aspire and respect are embedded throughout the school. This results in a strong commitment by everyone to the promotion of equality. This is a very welcoming, happy school.

**2.3.22 Broadfield Primary Academy**, Crawley, 1–2 May 2019, Good

Pupils are well prepared for life in modern Britain and they have a good understanding of British values. A parent commented: 'This is a multi-cultural area with many different religions and languages spoken. Yet BPA manage this fantastically the children all look happy and proud of their school.' Assembly themes are well planned to meet the needs of the diverse community in which the school is placed. Pupils experience a range of opportunities to develop their spiritual, moral, social and cultural understanding.

**2.3.23 Thomas Bennett Community College**, Crawley, 30 April – 1 May 2019, Requires improvement

Leaders have developed an effective personal and social education programme. This promotes spiritual, moral, social and cultural development well. Pupils react positively when discussing sensitive issues of equality and diversity. This was seen in an assembly which promoted deep thought about women in society very effectively.

### **3. Changes to the inspection framework from September 2019**

- 3.1 A new Ofsted inspection framework will be in place from September 2019.
- 3.2 Ofsted's new education inspection framework for 2019 applies to maintained schools and academies
- 3.3 Details can be found on the [DfE website](#). These include: the handbooks, the framework, the consultation outcome report and links to the relevant research.
- 3.4 The following is included in relation to the inspection of religious education:

#### **Inspection of religious education and collective worship**

1. The Secretary of State designates certain schools as having a religious character.<sup>1</sup> In schools without a religious character, we inspect religious education (RE) and collective worship as part of inspections under section 5.

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<sup>1</sup> A school with religious character – often called a faith school – is designated under section 69(3) of the School Standards and Framework Act 1998; [www.legislation.gov.uk/ukpga/1998/31/contents](http://www.legislation.gov.uk/ukpga/1998/31/contents). In a faith school, pupils are educated in the

2. This is different in schools with a religious character. In most of these schools, 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.<sup>2</sup> In a voluntary controlled school designated as having a religious character, we inspect RE, but not collective worship.
3. Inspectors may, however, gather evidence from anywhere relevant (including RE lessons and assemblies) to evaluate pupils' spiritual, moral, social and cultural education, personal development and/or behaviour and attitudes. The fact that the school has been designated as having a religious character must be referenced in the 'information about this school' section of the inspection report.
4. Section 48 inspections (or the equivalent inspection of an academy) are carried out every three to five years<sup>3</sup> (and usually within two to three years of a new voluntary-aided school or academy/free school opening). The lead inspector on a section 5 inspection will check the section 48 arrangements. This includes when the next inspection is due and when the last inspection was. They will write about this in the 'leadership and management' section of the inspection report. They will ensure that the required consultation has taken place with the prescribed faith body when a school has a prescribed faith body and decides not to use that body's inspection service but to appoint its own inspector.
5. Inspectors will familiarise themselves with any issues raised in any section 48 inspection (or equivalent) held since the last Ofsted inspection. Inspectors will not, however, use that evidence in an Ofsted inspection.<sup>4</sup> The lead inspector will report if the section 48 inspection (or equivalent inspection of an academy) is overdue and that, therefore, the school is failing in its statutory duty. They will do this in the 'leadership and management' section of the inspection report.
6. If a section 48 inspection (or equivalent inspection of an academy) happens at the same time as an Ofsted section 5 inspection, inspectors will mention this in the 'information about this school' section.

3.5 The following is included in relation to Spiritual, moral, social and cultural development:

### **Spiritual, moral, social and cultural development**

215. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education.<sup>5</sup> This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by

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context of the principle of a religion. It is normal for there to be a formal link with a religious organisation.

<sup>2</sup> Regulation 9 of The Education (School Inspection) (England) Regulations 2005: [www.legislation.gov.uk/uksi/2005/2038/regulation/9/made](http://www.legislation.gov.uk/uksi/2005/2038/regulation/9/made).

<sup>3</sup> Regulation 4 of The Education (School Inspection) (England) (Amendment) Regulations 2009: [www.legislation.gov.uk/uksi/2009/1564/made](http://www.legislation.gov.uk/uksi/2009/1564/made).

<sup>4</sup> Protocol between Ofsted and signatory faith group inspectorates.

<sup>5</sup> As per section 5 of the Education Act 2005.

the personal development judgement.

216. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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.

217. Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 ability to understand and appreciate the viewpoints of others on these issues.

218. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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 of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

219. Provision for the cultural development of pupils includes developing 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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, musical, 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **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.