

Ofsted - Spiritual, Moral, Social and Cultural (SMSC) comments April 2014 – July 2014



Lower Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Chalton Lower, Luton	02/04/14	2	The leadership and management Special events, such as the recent science day, educational visits and residential trips offer additional breadth and depth to learning, and contribute to pupils' spiritual, moral, social and cultural development.
St George's, Leighton Buzzard	09/05/14	2	The leadership and management The school offers a wide range of interesting subjects and topics which are tailored to pupils' needs. These promote pupils' spiritual, moral, social and cultural development well. Pupils' different cultures are celebrated, including those of Traveller heritage. A good range of visits, visitors and clubs enrich the subjects that are taught.
Maple Tree, Sandy	22/05/14	2	The leadership and management The school's values are woven through the subjects so that pupils are able to develop social, moral and spiritual awareness, as well as having a good understanding of other cultures and customs.
Leedon, Leighton Buzzard	16/07/14	2	This is a good school Pupils' spiritual, moral, social and cultural development is well provided for as teachers plan learning through imaginative activities. The leadership and management The range of topics and subjects promotes pupils' spiritual, moral, social and cultural development well.

Grade 1= Outstanding Grade 2 = Good Grade 3 = Requires Improvement 4= Serious Weaknesses / Special Measures

Primary Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Caddington Village, Caddington	26/06/14	3	The leadership and management With other experiences such as music, art and drama clubs and the recent First World War commemorative visit to France, the school makes sure that pupils' spiritual, moral, social and cultural development is promoted well. Leaders have identified the need to plan opportunities for pupils in this largely monocultural school to meet people of other cultures and faiths in this country.

Middle Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Sandye Place Academy, Sandy	01/05/14	2	The leadership and management An extensive range of visits to museums, art galleries and places of worship as well as a wide range of very well attended after-school clubs help pupils to develop their spiritual, moral, social and cultural understanding very well.
Robert Bloomfield Academy, Shefford	26/06/14	1	The behaviour and safety of pupils The success of the academy in promoting the spiritual, moral, social and cultural development of its students is clearly demonstrated in the way the students behave. They regularly study cultures different to their own, celebrate a variety of cultural and religious events and reflect on their personal and social development in lessons and form time.
Houghton Regis Academy, Houghton Regis	09/07/14	3	The behaviour and safety of pupils The academy promotes the spiritual, moral, social and cultural development of students well through lessons on topics such as 'What is Britishness?' and by celebrating national events such as Black History month.

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Upper Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Queensbury Academy, Dunstable	08/05/14	2	<p>It is not yet an outstanding school because The academy's work to promote students' spiritual and cultural development is not strong enough.</p> <p>What does the school need to do to improve further? ensuring that teachers routinely take opportunities to promote students' spiritual, moral, social and cultural development.</p> <p>The leadership and management A recent audit of provision for spiritual, moral, social and cultural development highlighted strengths and areas that are underdeveloped. The academy promotes students' personal development very well through imaginative and demanding courses, such as philosophy and ethics, and in tutor time and assemblies. Students develop a sense of social responsibility and an appreciation of the beliefs and values of others. They are routinely encouraged to take on leadership and other responsibilities through the house system and in PE.</p>
Samuel Whitbread Academy, Clifton	16/05/14	2	<p>The quality of teaching Spiritual, moral, social and cultural development is supported well.</p>
Sandy	09/07/14	2	<p>It is not yet an outstanding school because Senior leaders recognise that some aspects of their work need to be sharpened and embedded before they have more impact. This includes promoting students' spiritual and cultural development and developing support for literacy across the curriculum.</p> <p>What does the school need to do to improve further? Develop existing initiatives to more fully involve students by: - taking opportunities to promote students' spiritual, moral, social and cultural development.</p> <p>The leadership and management The revisions provide opportunities for academic, technical and sporting excellence, but not enough account is taken of the need to promote students' spiritual, moral, social development in the school's day-to-day work.</p>

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Central Bedfordshire UTC	19/03/14	4	<p>This is a school that requires special measures The curriculum does not adequately support the spiritual, moral, social and cultural development of all students.</p> <p>What does the school need to do to improve further? Improve leadership and management at all levels by: ensuring that the curriculum gives equal access to enrichment opportunities for all students and provides good support for their spiritual, moral, social and cultural development</p> <p>The leadership and management The curriculum has not been analysed to ensure that students have balanced provision. It is not evaluated and has limited opportunities to support students' spiritual, moral, social and cultural development. Aspects such as religious education and citizenship are inadequately covered.</p>
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