



Ofsted Spiritual, Moral, Social and Cultural (SMSC) comments April - July 2016

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

Lower Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
John Donne, Blunham	15/03/16	NFD-MI	Behaviour of pupils Pupils explained that they were always encouraged to be kind to others and that they followed the schools' Christian values.
Kingsmoor, Flitwick	16/03/16	2	This school continues to be good Working closely with other leaders and staff, you have developed a curriculum that fosters in pupils a strong desire for learning. It supports their spiritual, moral, social and cultural development extremely well. Inspection findings Strong values are communicated to pupils and promoted through the curriculum, which fosters their spiritual, moral, social and cultural development exceptionally well.
St Andrews C of E, Biggleswade	04/05/16	2	Short inspection - No SMSC comments.
St Mary's, Stotfold	06/05/16	2	Effectiveness of leadership and management A wide range of visits enriches learning, such as trips to different places of worship, including churches, a Sikh temple and a mosque. Personal development and welfare Staff encourage pupils to be kind, caring and honest, show respect towards others and work hard. This promotes their spiritual, moral, social and cultural development and contributes to their good attitudes towards learning and progress. Pupils are aware of how their country has changed owing to immigration and they show respect for different people. They are sympathetic to the experiences of war refugees and less fortunate people in developing countries. Many pupils profess a Christian faith but also show a notable respect for people who follow Islam, Buddhism, Hinduism, Judaism and other faiths or no faith at all. They are taught well about different beliefs and visit the religious buildings of different faiths.
Potton	07/06/16	2	The curriculum helps them to learn about the wider world and through this, too, they develop

			understanding of different values. They understand, for example, what the British values of tolerance and democracy mean
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Primary Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Thornhill	15/03/16	2	<p>Inspection findings</p> <p>The spiritual, moral, social and cultural development of pupils contributes to their confidence that school is a safe and stimulating place to learn.</p>

Middle Schools by date order

Gilbert Inglefield, Leighton Buzzard	28/06/16	2	<p>It is not yet an outstanding school</p> <p>Teachers miss too many opportunities to promote pupils' spiritual, moral, social and cultural development, and do not use subjects outside English and mathematics to consolidate pupils' literacy and numeracy skills.</p> <p>What does the school need to do to improve further?</p> <p>Extend pupils' learning and accelerate their progress in weaker areas of provision by ensuring that:– teaching across all subjects promotes and consolidates pupils' wider skills and understanding, including their literacy, their numeracy and their spiritual, moral, social and cultural development</p> <p>Effectiveness of leadership and management</p> <p>Pupils' spiritual, moral, social and cultural development is well promoted through the everyday life at school, including wider enrichment opportunities. For example, the 'value of the month' is given good coverage both in assemblies and through tutor time, so that pupils appreciate the core values of their own community and wider society. However, teachers miss too many opportunities to get pupils to reflect about British values and their own beliefs and values, or to appreciate and develop tolerance of those from different cultures or with different faiths and beliefs.</p>
Linslade, Leighton Buzzard	29/06/16	2	<p>Effectiveness of leadership and management</p> <p>Pupils' spiritual, moral, social and cultural development is very well provided for within the curriculum. Assemblies, external visitors, trips, and visits are used to make their studies 'come to life'. The school council and the numerous opportunities that the pupils get to talk about democracy mean that pupils get to understand the relevance of concepts like equality, democracy, tolerance, respect and law. Personal, social, health and economic (PSHE) education lessons are structured around the school's 14 core values.</p>

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