

PLYMOUTH SACRE (SPRING 2023)**SUMMARY OF OFSTED INSPECTION COMMENTS RELATED TO RELIGIOUS EDUCATION**

OFSTED INSPECTIONS REPORTS (December to March 2023)					
SCHOOL	PUB. DATE	RATING (Trajectory)	OFSTED REPORT COMMENTS (<i>Inspection Type</i>)	SACRE ACTION	WHO
1	Jan23	RI(↓)	<i>(Graded) Leaders have devised a coherent personal development programme. Pupils understand that all people should be treated with respect.</i>	TBC	SACRE
2	Jan 23	Good (↓)	<i>(Graded) Pupils describe XXXX as a caring school. Many pupils hold roles of responsibility, such as 'gospel guardians'. They make sure pupils know how Christian values help them make the right choices in school and beyond. Pupils are adamant that they should treat everyone the same. They say this always happens at XXXX. Pupils understand why this is important. As a result, pupils understand that people can have different beliefs and opinions. They listen to and value others even when their beliefs differ from their own.</i>	TBC	SACRE
3		Good (±)	<i>(Ungraded) + Deep Dive RE Curriculum thinking in a few subjects beyond the core does not ensure pupils deepen their subject-specific knowledge and understanding over time. For example, in religious education (RE), leaders have not ensured that pupils understand key concepts about different world religions. Opportunities to learn about other cultures and religions help them to recognise and respect others' differences. As a result, pupils are well prepared for life in modern Britain. In a few subjects, the curriculum does not ensure that pupils develop subject-specific knowledge and skills deeply over time. As a result, pupils, and particularly some pupils with SEND, do not build their knowledge of key concepts equally well across all subjects. Leaders should ensure that the curriculum enables pupils to gain deep, cumulative knowledge in all subjects.</i>	TBC	SACRE
4	Jan 23	Inadequate (±)	<i>(Monitoring Visit) R.E. Not Specifically Mentioned</i>	TBC	SACRE

5	Jan 23	Good (±)	<i>(Graded) Pupils gain a strong understanding of respect, tolerance and the principles of equality and diversity.</i>	TBC	SACRE
6	Dec 22	Good (±)	<i>(Graded) Pupils understand that differences make everyone unique. They respect, and show interest in, the opinions of others. Pupils learn about discrimination. They say that it does not happen in this school and teachers would not tolerate it. Leaders ensure the taught curriculum helps pupils to identify and challenge prejudice.</i>	TBC	SACRE
7	Dec 22	Good (↓)	<i>(Graded) Pupils respect and celebrate one another's differences. They are proud of their multicultural school. From the start of the Reception Year, children learn about the school's Christian values.</i>	TBC	SACRE
8	Dec 22	Inadequate (±)	<i>(Monitoring Visit) RE Not Specifically Mentioned</i>	TBC	SACRE
9.	Dec 22	Good (±)	<i>(Ungraded) Leaders promote pupils' personal development through the school's Christian ethos, as well as the curriculum. Assemblies promote the school's six core values of friendship, truthfulness, responsibility, courage, forgiveness and thankfulness. Pupils reflect on these values and recognise their importance. They develop their cultural understanding by celebrating events such as Black History Month.</i>	TBC	SACRE

State funded schools are Rated as 4. Inadequate, 3. Requires Improvement, 2. Good or 1. Outstanding and types of Ofsted Inspections include Graded, Ungraded, Urgent and Monitoring, under Sections 5 and 8 of the Education Act 2005.