

School	Report	Comment	Grade/s
Brooke Hill Academy	OFSTED	At the time of the previous inspection, leaders were asked to provide more opportunities to improve pupils' understanding of cultural diversity beyond the school. You have addressed this well. You have revised the teaching of religious education in order to deepen pupils' knowledge of a range of faiths.  The inspector also looked in pupil's RE books and spoke with them about RE as part of the inspection.	Overall: Good
Catmose Primary	OFSTED	No comments	Overall : Good
Cottesmore Academy	OFSTED	Pupils' personal development is a strength of the school. Leaders plan a range of activities that helps pupils become resilient and reflective. Leaders help pupils understand British values. Pupils relate these to their daily lives, such as respecting other religions or beliefs.	Overall : Good  T&L: Good
Edith Weston	OFSTED	The promotion of pupils' spiritual, moral, social and cultural development is a strong feature of the school's work. The school's positive ethos encourages pupils to learn the importance of respecting each other's differences. Displays around the school capture the many ways in which pupils learn about the world around them and promote strong links with the local community.	Overall: Good  T&L: Good
Empingham CE	OFSTED	Pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities to lead collective worship and Class 3 visited both a mandhir and a mosque in Peterborough to develop their knowledge of other faiths.	Overall: Good
	SIAMS	The quality of the pupils' religious literacy is highly developed, well supported and recognised.	Good
English Martyrs	OFSTED	The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. Leaders create a positive and respectful culture.	Good
Exton and Greetham CE	OFSTED	No comments	Good
	SIAMS	No comments	Good
Great Casterton CE	OFSTED	No comments	Good
	SIAMS	Pupils enjoy religious education [RE].	Good
Ketton CE	OFSTED	No comment	Overall: Outstanding  T&L: Outstanding
	SIAMS	Due to highly effective subject leadership, pupils excel in religious education (RE). They are	Excellent

		enthusiastic learners who are religiously literate. Whilst diversity of faith and philosophical views are taught, enrichment and hands on experiences would enhance understanding. The appreciation of Christianity as a living and diverse faith could be explored further (2022 report)	
Langham CE	OFSTED	No comment	Overall: Good  T&L: Good
	SIAMS	Pupils enjoy RE because quality teaching makes it interesting. The RE curriculum has a suitable balance of creative content and approaches. These focus on various faiths and worldviews and moral and ethical issues to open pupils' minds. Pupils enjoy learning about faith which underscores their respect for diversity and commitment to inclusion. The re-shaping of the curriculum over the last year has significantly raised the level of challenge. The new RE curriculum is deepening pupils' skills and appreciation of key Christian concepts and vocabulary. RE enables pupils to discuss their own thoughts concerning the 'big questions' of life, confidently and respectfully. RE is well led by the coordinator who is supported effectively by senior leaders.	Good
Leighfield Academy	OFSTED	The academy ensures that pupils learn about the variety of communities and religions in modern British society. They learn, too, about life in the wider world, through the academy's links with a school in China, for example.	Overall: Good  T&L: Good
Ryhall CE	OFSTED	No comment	Overall: Good  T&L: Good
	SIAMS	Religious education (RE) makes a strong contribution to the school's Christian character. Lessons challenge pupils in how they think of the person of Jesus and his teaching and about how we judge others. They refer to specific Bible stories to explain why any kind of bullying and prejudice is wrong and this plays a key part in the harmonious relationships that are everywhere around the school...  This means that pupils are articulate and able to provide reasoned points of view influenced by the work they have done in RE. The school takes seriously its commitment to ensure that all pupils have opportunity to explore and develop respect	Outstanding

		for diverse and different communities. Visits to places of worship alongside visitors from different cultures have been beneficial but as yet the provision is not sufficiently embedded to have a significant impact. Pupils' spiritual, moral and social (SMS) development is excellent. Teachers and school leaders recognise it as 'the core of what the school is about'.	
St Nicholas CE	OFSTED	No comments	Overall: Good
	SIAMS	A significant contribution is made to the Christian character of the school by the high priority given to the teaching of RE. Christian values consistently foster, challenge and nourish the SMSC development of all pupils. Spirituality and opportunities for its development are identified in all areas of the curriculum and this is regularly tracked, monitored and evaluated.	Outstanding
Uppingham CE	OFSTED	No comment	Overall: Good
	SIAMS	<p>Pupils are passionate about religious education (RE). The subject is instrumental in helping pupils to live well together and inspires a sense of self belief.</p> <p>Pupils are inspired by RE. They speak confidently about how RE helps them to learn about a range of views and religions. It also gives them opportunities to explore their own ideas and give a range of viewpoints. Pupils are able to link RE lessons with the school's vision.</p>	Good
Whissendine CE	OFSTED	No comment	Overall: Outstanding  T&L: Outstanding
	SIAMS	Pupils enjoy and appreciate RE because it helps them to know what other people think and believe. It has a high status in the school. It is led by a knowledgeable and skilled subject leader. Her expertise is being used to support other schools in the RLT. Effective staff development and support ensures consistently good subject knowledge across the school. RE is beginning to develop deeper thinking through big questions including questions introduced through the 'Understanding Christianity' resource. Pupils can talk about the way in which what they learn in RE helps them to understand diversity and difference. 'What I learn in RE helps me to know that some people are not different to me, they just believe different things. I should respect that'. Their knowledge of	Good

		Christianity as a global faith is not currently well developed.	
St Mary's and St John's	OFSTED	They learn about different geographical regions, British and world history and major religions, with a positive effect on their understanding of those beyond the school community.	Overall: Good
	SIAMS	RE teaching and learning is generally good across the school with evidence of innovative practice in some classes. Underpinned by the school's Christian vision RE successfully supports and challenges pupils to make deep connections between life and faith. There is some inconsistency in the standard of written recording in RE books in comparison to other core subjects. A comprehensive assessment system identifies that progress and attainment in RE is at least good. Vulnerable pupils, including those with learning difficulties, flourish as a result of structured support.	Overall: Excellent  Effectiveness of RE: Good
Oakham CE	OFSTED	No comment	Overall: Good  T&L: Good
	SIAMS	Through their work in RE pupils have some understanding of diverse cultures and beliefs but this is limited. Through the use of the 'Understanding Christianity' resource, pupils are developing an age appropriate understanding of Christianity as a living and diverse faith. They are able to explain some key concepts of the faith including Trinity and incarnation. Well planned and resourced RE lessons ensure that pupils get the very best out of each RE learning opportunity.	Good
Casterton College	OFSTED	No comment	Overall: Good
Catmose College	OFSTED	No comment	Overall: Outstanding  T&L: Outstanding
Uppingham Community College	OFSTED	No comment	Overall: Good  T&L: Good