

**Decision Maker:** STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Date:** Wednesday 27<sup>th</sup> February 2019

**Decision Type:** Non-Urgent Non-Executive Non-Key

**Title:** OFSTED DRAFT FRAMEWORK CONSULTATION

**Contact Officer:** Stacey Burman, RE Advisor to Bromley SACRE

**Chief Officer:** Jared Nehra, Director of Education

**Ward:** (All Wards);

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**1. Reason for report;**

- 1.1 Ofsted has launched a public consultation on proposals to make changes to the education inspection framework. The consultation closes on 5<sup>th</sup> April 2019.
  - 1.2 The new framework proposes a shift in focus towards inspecting the substance of education, what is taught and how it is taught, with learning outcomes considered only within that wider context rather than in isolation.
  - 1.3 The attached document highlights the key elements linked to the provision of RE within the proposed new framework.
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**2. Recommendations;**

Members of Bromley SACRE are asked to:

- 2.1 Consider and discuss the information in the attached summary document.
- 2.2 Make recommendations regarding the impact these proposals may have on RE in schools, for inclusion in the consultation response to be submitted by the Local Authority.

## Corporate Policy

1. Policy Status: Existing Policy
  2. BBB Priority: Children and Young People: this report relates to schools and their role in supporting Bromley's children to attain and achieve to their potential.
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## Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: n/a
  3. Budget head/performance centre:
  4. Total current budget for this head:
  5. Source of funding: n/a
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## Staff

1. Number of staff (current and additional): n/a
  2. If from existing staff resources, number of staff hours: n/a
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## Legal

1. Legal Requirement: Statutory Requirement:
  2. Call-in: Not Applicable:
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## Customer Impact

1. Estimated number of users/beneficiaries (current and projected): n/a
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## Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### 3. Commentary;

#### Collective Worship

- In schools without a religious character, Ofsted inspects RE and collective worship as part of inspections under section 5 of the Education Act 2005.
- ...in schools with a religious character... 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.
- If a school has been designated as having a religious character, Ofsted is not able to comment on the content of collective worship or on denominational RE. 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.

#### Curriculum Intent - Content

- The curriculum *reflects the school's local context* by addressing typical gaps in pupils' knowledge and skills.
- *All pupils in maintained schools are expected to study the national curriculum subjects, religious education and age-appropriate sex education.*
- *Academies are expected to offer all pupils a curriculum that is similar in breadth and ambition to the national curriculum, including the requirements to teach English, mathematics, science, and religious education.*
- *At the heart of an effective KS4 curriculum is a strong academic core: the EBacc. (misses out RE!)*
- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- See the Education Act 2002 for maintained schools and section 1A of the Academies Act 2010 for academies. All state-funded schools are required to *teach a balanced and broadly based curriculum that promotes the spiritual, moral, social, cultural, mental and physical development of pupils* at the school; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

#### Curriculum Narrowing

- The curriculum remains as broad as possible for as long as possible, and *pupils are able to study a strong academic core of subjects, such as those offered by the English Baccalaureate (EBacc).*
- Ofsted's research into the curriculum has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research shows that this has a disproportionately negative effect on the most disadvantaged pupils.
- Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums. If a school has shortened key stage 3, inspectors will look to see that the school has made provision to ensure that *pupils still have the opportunity to study a broad range of subjects in Years 7 to 9.*

- If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing and are able to show that it has been implemented effectively, then inspectors will assess a school's curriculum favourably.

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

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

- 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
- 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.

- 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 recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

- 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.

- 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 shared 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 and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Sources of evidence specific to **personal development**:

Inspectors will use a range of evidence to evaluate personal development, including:

- how well leaders promote British values through assemblies, wider opportunities, visits, discussions and literature
- where appropriate, the quality of debate and discussions that pupils have

**Cultural capital**

- As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are *equipping pupils with the knowledge and cultural capital they need to succeed in life*.
- It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping *to engender an appreciation of human creativity and achievement*.