

Public Document Pack



Helen Barrington
Director of Legal and
Democratic Services
County Hall
Matlock
Derbyshire
DE4 3AG

Extension 01629 538328
Direct Dial 01629 538328
Ask for Ivan Walters

PUBLIC

To: Members of Standing Advisory Committee for Religious Education

Friday, 10 March 2023

Dear Councillor,

Please attend a meeting of the **Standing Advisory Committee for Religious Education** to be held at **1.30 pm** on **Monday, 20 March 2023** in Committee Room 1, County Hall, Matlock, DE4 3AG, the agenda for which is set out below.

Yours faithfully

A handwritten signature in black ink that reads 'Helen E. Barrington'.

Helen Barrington
Director of Legal and Democratic Services

AGENDA

PART I - NON-EXEMPT ITEMS

1. To receive apologies for absence (if any)
2. To receive Declarations of Interest (if any)
3. To confirm the non-exempt minutes of the meeting of the SACRE held on 14 November 2022 (Pages 1 - 4)
 - 3 (a) Matters Arising from the minutes
4. Guidance for Link Advisors on Religious Education (Pages 5 - 14)

5. New Guidance - Equality Act 2010 (Pages 15 - 42)
6. SACRE Development Plan - Discussion
7. OFSTED Update
8. Development Day Planning
9. Any Other Business

PUBLIC

MINUTES of a meeting of **STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION** held on Monday, 14 November 2022 at Committee Room 1, County Hall, Matlock, DE4 3AG.

PRESENT

LEA Representatives (Committee D)

Councillors C Dale, R Flatley (In the Chair) N Gourlay and S Swann

Teacher's Associations (Committee C)

D Hammond

Church of England Representatives (Committee B)

L Seymour

Other Christian and Non-Christian (Committee A)

I Newberry

Co-opted representatives

L Whitney

In attendance - Mr S Ford (Childrens Services) M Sharma (Legal Services) & Mr I Walters (Commissioning, Communities and Policy)

Apologies for absence were submitted on behalf of Councillor A Dale and J Clapham, K Gibbs, N Hoskin – Stone, A Howes, S Lewer, K McRae, A Rehman

17/22 TO RECEIVE DECLARATIONS OF INTEREST (IF ANY)

There were no declarations of interest

18/22 TO CONFIRM THE NON-EXEMPT MINUTES OF THE MEETING OF THE SACRE HELD ON 4 JULY 2022

RESOLVED to confirm the minutes of the SACRE held on 4 July 2022

There were no matters arising from the minutes

19/22 SACRE REPORT 2022

Prior to the meeting members had received a copy of the Derbyshire and Derby City SACRE's report 2022.

For those members who hadn't been present at the previous meeting, Steve Ford gave a brief overview of what was contained within the report including the introduction from the Chairs of both SACREs and was also delighted to announce that RE Today Services had worked closely again with Derbyshire SACRE and for the first time Derby SACRE to produce the 2020-2025 Joint Derbyshire and Derby Agreed Syllabus. Comments made at that meeting had been taken into account and the minor amendments made.

It was anticipated that the document would be published and circulated to all schools in the county and city in the next few weeks

RESOLVED to note the report

20/22 GUIDANCE FOR LINK ADVISERS ON RE

Prior to the meeting members had received a copy of 'Primary Subject Information : Religious Education 2022/2023'.

The document had been written to support Derbyshire link advisers to carry out a curriculum review of religious education and provide some background information where the link adviser was not a subject specialist

It was hoped that Headteachers may also find it helpful to share the information provided with their subject leaders.

RESOLVED to note the report

21/22 FEEDBACK FROM DEVELOPMENT DAY

The Chairman opened by saying that he felt the Development Day had gone successfully and that the presentation and discussion on Journeys of Destiny had been well received. He also hoped that the event could become more SACRE member led in future years and encouraged members to come forward with areas of discussion for the day.

Steve Ford highlighted for those not present at the Development day and last meeting that Fiona Moss RE Today had attended the meeting In conclusion, it was generally agreed that the future of SACRE's was uncertain and that over the coming months Derbyshire and Derby City SACRE's needed to continue discussions on what the way forward was and more detailed work be carried out in relation to succession planning though it was felt vitally important that someone with local knowledge was required to carry this forward with the ongoing support of RE Today Services.

Following discussions at the last meeting about how best to use the resource in schools, given the unlikelihood of extra funding being available to roll the production out through live performances in schools, Steve Ford had spoken with Ava Hunt.

It had been suggested to Ava that perhaps a way forward would be for her to make an educational pack including video to be available in schools and that teachers in schools would find creative ways to deliver that to students, which would be beneficial also in terms of providing CPD to colleagues. It was also felt that this would make an excellent transition project across Years 6 and 7. Discussion would continue

RESOLVED to note feedback and updates from the Development day

22/22 COLLECTIVE WORSHIP PROPOSAL AND CONTINUING DEVELOPMENT

At the last meeting it had been agreed that clearer advice and guidance was required by schools in terms of Collective Worship and having discussed the good work being done by Sandwell Council, contact had been made with Sandwell, and following that meeting Steve Ford had now asked RE Today to cost a similar project that could be adapted for Derbyshire and Derby. This would then provide a valuable resource that could be piloted and then be disseminated more widely.

RESOLVED to note the update

23/22 PROPOSED RE TODAY TRAINING

Prior to the meeting members had received details of the future training proposals for Derbyshire and Derby SACREs 2022-23. These were contained in the SACRE Annual report and would be delivered to teachers in Derbyshire and Derby, through RE Today Services. The training programme would be initiated in 2023.

RESOLVED to note the update

24/22 ANY OTHER BUSINESS

A Howes had commented that OFSTED were recognising the many schools that were not meeting the legal requirement for RE. She believed that the agreed syllabus was a bit 'thin' in guidance for KS4 and KS 5. Comments from Inspectors had suggested that 10 hours of RE at KS5

was 'light touch' and whilst the syllabus outlined the following of an accredited course and suggested hours there was little to support those not following an accredited course for a qualification.

It was agreed that this was an area that needed discussion and should be an agenda item for the next meeting in March

The meeting finished at 2.00 pm

PRIMARY SUBJECT INFORMATION

RELIGIOUS EDUCATION

2022-2023

Introduction

This document has been written to support Derbyshire link advisers to carry out a curriculum review of religious education and provide some background information where the link adviser is not a subject specialist.

Headteachers may also find it helpful to share this information with their subject leaders.

All maintained schools without a religious character are legally required to follow the locally agreed syllabus, which can be found on the Derbyshire SchoolsNet site:

[Derbyshire and Derby City Agreed Syllabus for RE](#)

The Derbyshire and Derby City Agreed Syllabus 2020-2025 was devised in partnership with RE Today Services.

Statutory basis of the Agreed Syllabus

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and which prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach RE to pupils at every key stage.

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Legal requirements: What does the legislation in England say?

RE is for all pupils:

- RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over). It is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.

RE is determined locally, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.

- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.

RE is plural:

- The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs.

RE, academies and free schools:

Free schools are academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to academies includes free schools.

As set out in their funding agreements, all academies are required to provide RE for all pupils, from Reception to Sixth Form, except those whose parents exercise their right to withdrawal.

An academy must adopt a syllabus for RE. There is no requirement for an academy to adopt a locally agreed syllabus, as long as its own RE syllabus meets the requirements for a locally agreed syllabus, set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

RE is not subject to nationally prescribed purpose of study, aims, attainment targets, and assessment arrangements, but it is subject to inspection.

What religions are to be taught?

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Religious traditions are to be studied in depth as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

This is the **minimum requirement**. Many schools may wish to go beyond the minimum.

Time for RE

Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents.

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

There is no single correct way of making appropriate provision for RE as long as the outcomes are met.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is **a minimum allocation of 5 per cent of curriculum time for RE**. This is set out in the table below and based on the most recent national guidance.

4–5s	36 hours of RE , e.g. 50 minutes a week or some short sessions implemented through continuous provision
5–7s:	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s:	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Important notes:

- **RE is legally required for all pupils.** Plural RE that conveys and accords equal respect to different religions and non-religious worldviews (e.g. humanism) is a core subject and an entitlement for all pupils throughout their schooling.
- **RE is different from assembly.** Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for Religious Education.
- **Flexible delivery of RE is often good practice:** an RE themed day, or week of study can complement – but not usually replace – the regular programme of timetabled lessons.
- **RE should be taught in clearly identifiable time.** There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of Religious Education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear. In EYFS, teachers should be able to indicate the opportunities

they are providing to integrate RE into children’s learning.

- **Coherence and progression.** Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in the locally agreed syllabus to provide coherence and progression in RE learning. Any schools in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve appropriate standards in their RE.

RE in EYFS: Programme of Study

The Early Years Foundation Stage (EYFS) describes the phase of a child’s education from birth to the end of the reception year at the age of five. Religious Education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE may, however, form a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child’s interest and curiosity leads.

Early Years Foundation Stage (EYFS)		Key Stage 1
Nursery	Reception	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children’s activities if they choose to.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to this Agreed Syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this Agreed Syllabus for RE.
Early Learning Goals outline what pupils should achieve by the end of reception year. The National Curriculum is not taught.		The National Curriculum is taught alongside Religious Education.
Some settings have children from both Nursery and Reception in an EYFS Unit. Planning will need to take account of the needs and expectations of both age groups.		

What do pupils get out of RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

RE in KS1: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Aims:

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to:

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

RE in KS2: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Aims:

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to:

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols	B3. Observe and consider different dimensions of	C3. Discuss and apply their own and others' ideas about

and actions so that they can understand different ways of life and ways of expressing meaning.	religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
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RE in special schools

Planning for RE in special schools

The law says that the agreed syllabus is to be taught to pupils with SEND ‘as far as it is practicable’. Given the complex and individual needs of pupils in special schools, it is important that teachers avoid a ‘deficit model’ of planning, where the syllabus is watered down, adapting a few units of work, or teaching units for 4–6 year olds to 7–11s or 11–14s. Instead, we should draw on the key ideas of ‘discovering, exploring, connecting and responding’ from this agreed syllabus. Special school RE should explore authentic and central concepts from religions, on the basis of what will connect with pupils’ experiences and enable them to respond.

Assessment, achievement and attainment

The end of key stage outcomes support teachers’ planning for all pupils.

- Teachers in RE should plan their approach to the whole key stage with the learning intentions of the end of the key stage in clear view.
- Using the learning outcomes for each key question is also essential when planning learning activities for pupils.
- Setting high expectations early in the key stage, in terms of the matters, skills and processes of RE is most likely to enable pupils to reach the highest possible standards for all groups of pupils.

RE and British values

From September 2014, school inspection in England explores and judges the contribution schools make to actively promoting British values. RE can make a key educational contribution to pupils’ explorations of British values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.

Questions about whether social and moral values are best described as ‘British values’ or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for the purposes of teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

Values education and moral development are a part of a school’s holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils’ moral development is a whole-school issue.

Models of curriculum provision

The syllabus allows flexibility in RE provision and it is for schools to decide how RE should be delivered, ensuring that there is continuity and progression in learning across key stages, and that annual reports of pupils' progress can be provided.

Primary schools will have different approaches to meet different requirements. They may use the following approaches or a combination of them:

- teaching RE as a separate subject either timetabled on a weekly basis or delivered in blocks of time at different points in the school year (ensuring the requirements of the agreed syllabus are met)
- teaching RE within whole-school topics which bring together a number of subject areas (note: if this approach is followed it is essential that RE is planned to meet the objectives of the agreed syllabus)
- teaching some religions separately, or systematically – there are several units that enable this
- teaching RE units thematically i.e. teaching units which draw on more than one religion to explore a religious concept such as sacred books, worship or life as journey – there are units that take a thematic approach
- organising a rolling programme of study units, in order to meet the needs of schools with mixed-age classes, with units planned so that the pitch and expectations for each unit are matched to the different ages and abilities within the class. (For example a mixed year 3 and 4 class may be taught a sequence of RE units over a two year cycle, year A and year B, ensuring learning outcomes and activities are carefully planned to meet pupils' different ages and abilities)
- in small schools, the emerging, expected and exceeding learning outcomes in each unit mean that it is also possible to use a spiral curriculum in which the same RE unit is taught across all classes, ages and abilities at a given time, planned so that pitch and expectations are matched to different ages and abilities across the key stage
- some schools use an 'RE Week' or an 'RE Day' to focus learning, then follow up the 'big experience' with linked lessons over several weeks. Such 'big events' planning is demanding of teachers, but can help the whole school to focus and develop the subject. A day is about 5 hours, so is not, of course, a substitute for a term's work. The key to success is clarity about the RE learning that is planned.

Planning to ensure continuity and progression

Continuity can be achieved if planning starts from the agreed syllabus and careful attention is paid to what has been taught before and what is likely to follow.

Progression is the development of knowledge and understanding, skills, concepts and attitudes in a key stage and in relation to previous and subsequent key stages. It is achieved through building on earlier learning. It is not just about accumulation of knowledge but concerns a developing ability to deepen understanding by making use of reflective, interpretative and evaluative skills. Pupils should increasingly be challenged to discover the underlying messages of the teaching behind religious traditions, stories, artefacts and ceremonies.

Progression is characterised by the provision of opportunities for pupils to:

- extend their knowledge and understanding of religions and beliefs
- extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms
- deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose
- explore fundamental questions of beliefs and values in relation to a range of contemporary issues.

Continuity and progression can be achieved when pupils have increasingly challenging opportunities to:

- appreciate the importance of religion in the lives of many people
- grow in understanding of the influence of belief on behaviour, values and attitudes
- consider their own beliefs, values and attitudes
- consider religious perspectives on contemporary social and moral issues.

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Equality Act 2010: The new Ofsted Framework and its expectations

steve.ford@derbyshire.gov.uk

Overview

The course will explore:

- the broader responsibilities on all public bodies including schools;
- the concept of due regard;
- the need for schools to publish on their website their equality objectives.

Outcomes

Participants will:

- consider appropriate equality objectives for their own schools;
- share their developing practice with each other;
- be clear about their responsibilities and able to take effective action to secure a positive judgement from Ofsted regarding this aspect of the school's provision.

Equality Act

Impact Assessment – Ofsted’s phased return to inspection – Ofsted (Jan. 2021)

- Equality, diversity and inclusion statement on how Ofsted’s return to routine inspection activity enables us to fulfil the requirements of the Equality Act 2010.

Page 18

Facts Don’t Lie – The Runnymede Trust (Feb. 2021)

- The failure of successive governments to enact part of the Equality Act, which would have imposed a duty to address socio-economic disadvantaged, has exacerbated inequalities during the pandemic.

9 Guiding Principals:

Principal 1:

- All learners are of equal value.

Principal 2:

- We recognise and respect difference.

Principal 3:

- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

Principal 4:

- We observe good equalities practice in staff recruitment, retention and development.

Principal 5:

- We aim to reduce and remove inequalities and barriers that already exist.

Principal 6:

- We consult and involve widely.

Principal 7:

- Society as a whole should benefit.

Principal 8:

- We base our practice on sound evidence.

Principal 9:

- Each year we formulate and publish specific and measurable objectives.

11 generic tasks and challenges for governing bodies and senior leadership teams

Page 20

Tasks and challenges

1. Equality of outcome

Planning and implementing programmes which will close the gaps in achievement between relevant groups and increase the participation of under-represented groups in higher and further education.

2. The equality of participation

Planning and implementing programmes which will close gaps in participation and involvement, for example, increasing the participation of girls in science and mathematics and the participation of boys in literacy-based subjects.

3. The equality of belonging

Enabling all pupils to feel that they belong to their school, are known and respected and have a stake in the school's well-being and flourishing.

Tasks and challenges

4. Curriculum coverage

Including equality and diversity issues and the positive images of under-represented groups in curriculum materials, modules and topics wherever possible and appropriate.

Page 22

5. Understanding of law and concept

Ensuring all members of the school community understand the requirements of legislation and also certain essential concepts, for example, the social model of disability.

6. Involvement and consultation

Ensuring that members of under-representative groups are involved in the design and implementation of measures and projects intended to be of benefit to them – “Nothing about us, without us” – and are listening to their views and voices.

Tasks and challenges

7. The formation of allies

Fostering and developing the quality skills and insights of allies – pupils who are not themselves directly affected by discrimination and inequality, but who give moral, political and practical support to those who are.

Page 23

8. The public life of the school

Involving pupils with a wide range of backgrounds and characteristics in the public life of the school.

9. Whole-school approaches

Ensuring senior leadership teams and governing bodies give a strong and explicit lead, both in written documents and in oral communication of various kinds and in their presence at and participations in significant events.

Tasks and challenges

10. Evidence and information

Collecting and using a range quantitative and qualitative evidence and maintaining a robust information base to show the extent and progress towards greater equality.

Page 24

11. Objectives and action plans

Creating and regularly reviewing plans for creating greater equality, and reporting on progress to governing bodies.

The concept of due regard

I balanced all,
brought all to
mind

The Equality Act is concerned with three broad aims.

In legal language, these are to do with **eliminating discrimination, advancing equality of opportunity and fostering good relationships.**

In more homely and every day language, they are to do with treating everyone the same (namely eliminating discrimination), treating everyone differently (namely advancing equality of opportunity) and helping people to get on with each other (fostering good relations).

These three aims are not entirely separate from each other. On the contrary, they effect, reinforce and constrain each other.

Inequality

Unacceptable and indefensible – inequality in schools and society

Page 26

- We have one of the most stratified and segregated school systems in the world, with a gap between our private schools and the state system, wider than in almost any other developed country.
- On an ethical level, the gap between the rich and the poor is indefensible. Reducing the inequality is not only the guiding ethical imperative of our education policy; it is also an absolute necessity if we are to compete economically on the global stage.

Our school is committed to equality – one school's declaration

- Our school is committed to equality. Therefore – we welcome the emphasis in the Ofsted Framework on the importance of narrowing gaps in achievement, which affect:
 - Pupils from certain cultural and ethnic backgrounds;
 - Pupils who belong to low income households;
 - Pupils who have special educational needs;
 - Boys in some subjects and girls in certain other subjects.
- We welcome our specific duties under the Equality Act 2010 to publish information every year about our school population; to explain how we have due regard for equality; to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

Our school is committed to equality – one school's declaration

Page 28

- We welcome our duty under the Education and Inspection Act 2006 to promote community cohesion and our duty under the Equality Act 2010 to foster good relations between people of different backgrounds.
- We recognise that these duties reflect international human rights standards, as expressed in the UN Convention on the rights of the child, UN Convention on the rights of people with disabilities and the Human Rights Act 1998.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.

Our school is committed to equality – one school's declaration

- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example, through talking with pupils, parents/carers and to our school council.

Ofsted inspection

- The bringing together of the Equality Act and the narrowing of social economic gaps is a feature of the Ofsted Framework.

Page 30

The inspection is primarily about how individual pupils benefit from their school.

In any one school, such pupils may include:

- Disabled pupils and those who have special educational needs;
- Boys;
- Girls;
- Groups of pupils whose prior attainment may be different from that of other groups;
- Those who are academically more able;
- Pupils for whom English is an additional language;
- Pupils from minority ethnic backgrounds, including Gypsy, Roma and traveller children and young people;
- Those with poor mental health;
- Those suffering bereavement;
- Looked after children;
- Pupils from lower income households, for example those known to be eligible for free school meals and the Pupil Premium;
- Lesbian, gay and bisexual pupils and those who are questioning their sexual identity;
- Transsexual pupils;
- Young carers;
- Pupils who have a family member in prison;
- Pupils who are refugees or are seeking asylum.

Being smart – choosing and writing objectives

Introductory Notes:

- Equality objectives have to be specific and measurable and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.
- This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps or else about fostering good relations. Some examples of such objectives are cited in the following slides.
- Further, equality objectives have to be related to issues highlighted in the information which a school publishes to demonstrate compliance with the Public Sector Equality duty (PSED).
- A possible way of writing equality objectives is shown on the following slides.

Narrowing the gaps

- To narrow the gaps in the English at all key stages between boys and girls and between pupils for whom English is an additional language and other pupils.
- To narrow the gap in attendance rates between Gypsy Roma traveller children and other children throughout the school.
- To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at Key Stage 2.

Narrowing the gaps

Page 34

- To narrow the gap in the experience of punishments and sanctions between pupils from lower income households and other pupils (please note: This is not an equality objective within the meaning of the Equality Act 2010, since belonging to a low/ lower income household is not a protected characteristic named in the act. The school might well, however, wish to adopt such an objective along with objectives which do count as equality objectives within the meaning of the act).
- To narrow the gap in participation in the public life of the school between disabled pupils (including learning disabled pupils) and other pupils.
- To narrow the gap in mathematics between boys and girls at the end of Key Stage 1.

Fostering good relations

- To reduce the incidents of prejudiced-related bullying, hostility and suspicion, particularly in relation to homophobia and sexism and hostile attitudes and behaviours towards people who are disabled.
- To promote and enhance community cohesion and a sense of shared belonging in the school and in the school's neighbourhood.
- To promote spiritual, moral, social and cultural (SMSC) development through the teaching of English and literacy, with particular reference to issues of the Equality Act.

Questions arising

With regard to each objective which a school decides on, it will need to consider questions such as the following:

- Page 36
1. Why have we chosen this objective? For example, what relevant data do we have?
 2. Specific activities – what are the principal things we shall do in order to pursue this objective?
 3. Measurable success indicators – what will count as relevant and measurable evidence that we are succeeding or have succeeded?
 4. Timing – by when do we expect to see signs of progress or success?
 5. Responsibilities – who will be responsible for ensuring the objective is pursued and achieved?

Questions arising

With regard to each objective which a school decides on, it will need to consider questions such as the following:

- Page 37
6. Training – do some or all staff need special training?
 7. Learning from others – what plans do we have for finding out what has worked well elsewhere?
 8. Expense – how much are we budgeting and on what items of expenditure in particular?
 10. Problems – what problems or difficulties might arise and how shall we deal with them? Who might be opposed or lukewarm and how shall we respond?
 11. Engagement with stakeholders – who have we consulted when deciding on this objective?

Gathering and using data – a self-evaluation checklist

Statement	Strongly agree	Agree	Disagree	Strongly disagree
The school has clearly identified its disadvantaged pupils				
The school knows how well disadvantaged pupils are performing on key performance indicators				
The school knows the gap between the performance of disadvantaged pupils and others and how this compares to National and local averages				
The school tracks the performance of disadvantaged pupils.				
The school targets interventions, based upon the findings of the tracking system				
The school supports all disadvantaged learners, including middle and high ability				
The school has an agreed and public strategy that directly tackles disadvantaged				
The school meets the needs of all pupils, without compromising on high academic standards				
The school's annual self-evaluation update includes explicit reference to the performance of disadvantaged learners				
The school's development plan shows how the school is raising the performance of disadvantaged learners				
A senior leader has managerial responsibilities for overseeing and co-ordinating the work on improving the standards achieved by disadvantaged learners				
Disadvantaged pupils have equal access to the best teachers in the school				
The school has strategies to improve pupils' social and emotional skills				
The school has strategies to develop pupils' confidence and self-esteem				
The school tracks pupils' personal development as well as their academic performance				
The school works systematically with parents to support disadvantaged pupils				
The school has many high quality extra-curricular and out-of-school-hours provision and monitors the participation of disadvantaged pupils				
There are suitable arrangements to ensure that disadvantaged pupils have a genuine chance to have their say				
There is well-organised on-site support for pupils to do their homework after school or to have ready access to specialist ICT equipment				
The school actively seeks to work with a wide range of support agencies in the local community, including Social Services, health services and the voluntary sector				
Teaching assistants are trying to work effectively with disadvantaged pupils				
Primary schools enable a quick start on entry to school, through early assessment and intervention				
Transitional arrangements for Key Stage 2 to Key Stage 3 take account of the ne needs of disadvantaged pupils				

Narrowing gaps – measures on projects to make a difference

Page 39

- What can and should schools do to improve the life chances of children and young people who are currently failing to achieve much from their education, particularly those who are affected by economic disadvantage?
- Here are some of the things that are sometimes said or thought

Which five do you consider most important and can you rank them in order:

1. Include more stories and narratives in the curriculum about individuals and groups who fought successfully for better lives or themselves.

2. Show more empathy and sympathy for children and young people, families and households who struggle to make ends meet, both financially and emotionally.

3. Insist more on traditional teaching methods and content – whole-class instructions, streaming, setting high standards in all subjects of spelling and grammar, traditional, not modern subject history and geography, not sociology or economics.

4. Monitor the extent to which pupils from low income households are achieving expected levels of attainment and also the extent to which they are involved in extra-curricular activities, the public life of the school, school trips and sports teams and take conscious steps to improve the situation if inequalities are identified.

5. Give a high-profile to social and emotional aspects of learning.

6. Focus on the teaching of academic literacy in all subjects – key terminology, appropriate grammar and ways of talking etc.

7. Teach more about controversial issues in the locality and the wider society.

8. Organise homework clubs, extended stays, Saturday schools, summer schools etc.

9. Organise more team teaching and partnership teaching.

10. Place greater focus on both generic and subject-specific thinking skills.

11. Place greater focus on speaking and listening skills in all subjects and therefore on collaborative group work.

12. Give more time to the visual and performing arts, including new media.

13. Put more emphasis on key transition times, particularly primary/ secondary transfer.

14. Provide mentoring by adults who are not teachers.

15. Older pupils acting as mentors, instructors and tutors for younger pupils.

What next?

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