

Public Document Pack



NOTICE OF MEETING

Meeting	Standing Advisory Council for Religious Education
Date and Time	Tuesday, 5th March, 2019 at 2.00 pm
Place	Ashburton Hall, Winchester
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website. The meeting may also be recorded and broadcast by the press and members of the public – please see the Filming Protocol available on the County Council's website.

Prior to the start of the main meeting, at 1.30 pm, there will be a short presentation by Chris Anders, Head Teacher of Park Community School, Havant. He will focus on the pressures on head teachers to balance statutory duty to teach RE at KS3 and KS4 with other Ofsted Accountability Requirements.

The main SACRE meeting will start at 2:00 pm.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES (Pages 5 - 12)

To confirm the minutes of the previous meeting 6 November 2018.

4. MATTERS ARISING

To consider any matters arising from the Minutes of the meeting on 6 November 2018.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any Chairman's announcements.

6. DEPUTATIONS

To receive any deputations.

7. MEMBERSHIP REPORT (Pages 13 - 16)

To receive a report from the Director of Children's Services informing members of recent changes in the membership of SACRE.

8. MONITORING GROUP (Pages 17 - 26)

To consider a report from the Director of Children's Services on the activities and discussions of the monitoring group in relation to monitoring the effectiveness of the Agreed Syllabus Living Difference III across Hampshire.

9. THE FINAL REPORT OF THE COMMISSION ON RE: RELIGION AND WORLD VIEWS: THE WAY FORWARD

To receive a verbal report from the Director of Children's Services on the findings of the time-limited group which was convened to discuss the findings of the final report of The Commission on RE and other events that have transpired following the publication of the report.

10. OFSTED UPDATE (Pages 27 - 44)

To receive a report on behalf of the Director of Children's Services regarding the proposals for the new Ofsted Inspection framework from September 2019 and its likely impact on RE.

11. SACRE YOUTH VOICE

To receive a verbal report on behalf of the Director of Children's Services on the activities of SACRE Youth Voice since the SACRE meeting on 6 November 2018.

12. SOUTH CENTRAL SACRE HUB

To receive a verbal report on behalf of the Director of Children's Services on the activities of the South Central SACRE RE Hub since the SACRE meeting on 6 November 2018.

13. ANY OTHER BUSINESS

To receive any other items of business from Members of SACRE.

14. DATE, TIME AND VENUE OF NEXT MEETING

The next meeting is scheduled for Tuesday 25 June 2019 at 2.00pm at a venue to be decided.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

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Agenda Item 3

AT A MEETING of the Standing Advisory Council for Religious Education of
HAMPSHIRE COUNTY COUNCIL held at Ashburton Hall, Winchester on
Tuesday, 6th November, 2018

Chairman:
p Councillor Roz Chadd

Vice-Chairman:
p Councillor Charles Choudhary

p Councillor Anna McNair Scott
p Councillor David Simpson

p Councillor Mike Thornton

Members

p Margaret Boyne, United Reformed Church
p Harmeet Singh Brar, Sikh
a Amanda Cawood, Church of Jesus Christ of Latter-Day Saints
a Rev Seishin Darren Clark, Buddhist
a Sheikh Fazle Abbas Dato, Muslim
p Elizabeth Jenkerson, Baha'i
p Rhian Jones, Salvation Army
a Jo May, Baptist Union
p Sushma Sahajpal, Hindu
p Chris Hughes, Fellowship of Independent Evangelical Churches
a Yasmeen Hussain, Muslim
p Lisa-Marie Taylor, Buddhist
p Heather Thorpe-Tracey, Society of Friends

a Caroline Welch, Church of England
a Richard Wharton, Church of England
p Reverend Jeff Williams, Church of England
p Rev Howard Wright, Church of England
a Robert Sanders, Church of England

p Maureen Barnes, Teachers' Liaison Panel
p Patrizia Timms Blanch, Teachers' Liaison Panel
p Susannah Burns, Teachers' Liaison Panel
p Graeme Rowe, Teachers' Liaison Panel
p Julie Kelly, Teachers' Liaison Panel

Co-opted members

p Pam Brown, Special Education
a Jon Hamer, Secondary Schools
a Gill Heron, Academy Schools
a Rhiannon Love, Higher Education
p Alasdair Richardson, Higher Education
p Chris Robinson, Humanists
p Kate Stubbings, Primary Schools

Also present with the agreement of the Chairman:
Mr John and Mrs Jan Marr who were deputising for Amanda Cawood.
Mrs Rachel Jackson from the Primary RE Steering Group

The Chairman announced that the press and members of the public were permitted to film and broadcast the meeting. Those remaining at the meeting were consenting to being filmed and recorded, and to the possible use of those images and recording for broadcasting purposes.

54. **APOLOGIES FOR ABSENCE**

Apologies were received from Gill Heron, Rhiannon Love, Jon Hamer, Amanda Cawood, Darren Clarke, Yasmin Hussain, Jo May and Sheikh Fazle Abbas Dattoo

55. **DECLARATIONS OF INTEREST**

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore Members were mindful that where they believed they had a Personal interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 4 of the Code, considered whether it was appropriate to leave the meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

Elizabeth Jenkerson noted that she was a judge for the Westhill Awards

56. **MINUTES**

The minutes of the previous meeting on 26 June 2018 were agreed as an accurate record and signed by the Chairman, subject to the addition of Danny Habel as present at the meeting.

It was noted for amendment in future that the Minutes had inaccurately listed all the members, except Councillors, as co-opted, which they are not.

57. **MATTERS ARISING**

Updates were given about a number of matters arising from the minutes of the last meeting.

Item 47 (Page 8): Members were informed that both recommendations had been completed.

Item 48 (page 8): The Annual Survey had been delayed due to a new system being adopted, but was expected to go out before the end of November.

Item 49 (page 9): These recommendations would be discussed as separate agenda items.

Item 51 (page 10): It was noted that the South Central Hub meeting on 19 November had been re-scheduled for 6 December.

Item 52 (page 10): The Chairman informed Members that she had sought the advice of the Leader of the Council and the Director of Children's Services regarding SACRE's suggestion that the MP Damien Hinds should be invited to one of the meetings. The advice had been that it was unlikely that he would have time to visit during the week for a meeting, but instead it was suggested that he should be invited to come on a Friday, when he was likely to be in his constituency, and sample some of SACRE's work, including meeting some of the Members and Youth Voice. It was agreed that the Chairman should invite him, providing him with a variety of dates.

58. CHAIRMAN'S ANNOUNCEMENTS

The Chairman welcomed new SACRE members to their first meeting, Julie Kelly, Graham Rowe and Councillor Mike Thornton. She also welcomed John and Jan Marr who were deputising for Amanda Cawood and Mrs Rachel Jackson from Braishfield Primary School who was a member of the Primary RE Steering Group.

Members were informed of the launch of the Hampshire Interfaith Calendar on Tuesday 13 November at 5pm in the Ashburton Hall and were encouraged to attend. She also indicated that the calendars were available to buy from the Hantsweb shop.

The next meeting of the Reading and Research Group would be on 21 November for a talk on Humanism led by one of the University's masters students, Sophie Etheridge. The County Inspector/Adviser, Dr Patricia Hannam, also had a launch of her book, entitled '*Religious Education and the Public Sphere*' on 9 November. Both meetings would be at Winchester University and all were welcome to attend.

The Chairman also read a letter of thanks from the former Jewish representative, Michael Zeffertt.

59. MONITORING GROUP

The Council considered a report from Patricia Hannam, the County Inspector/Adviser on the discussions and findings of the Monitoring Group at their meeting on 1 October (Item 8 in the Minute Book).

Members were alerted to the worrying drop in attendance at paid-for RE courses (3.2). It was stressed that training for both teachers and managers was key for the Agreed Syllabus to be successful. However, this trend has also been seen in other subjects. The inspectors are working on ways to reach teachers through twilight sessions and additional resources being made available on the RE moodle and schools communication system.

In relation to 'Understanding Christianity', the Church of England resource to support the teaching of Christianity in its schools, the primary inspector indicated that she would be improving some of the current teaching guidance packs to clarify the links between Understanding Christianity and Living Difference III (section 3.3). Representatives from the Diocese confirmed that Understanding Christianity is used in all its schools. Living Difference III must be used in all Voluntary Controlled (VC) schools and remains the RE syllabus in Diocesan Voluntary Aided (VA) schools. Understanding Christianity is not a scheme of work, but only a resource to be used with the locally agreed syllabus (Living Difference III) at the enquire and contextualise step.

The inspectors also highlighted concerns that recent Ofsted reports had raised. Members were informed that Ofsted has a framework and a handbook that should be used for its inspections and that the appendix to the handbook clearly sets out what RE should look like in different types of schools. But these recent reports suggest it is not being followed correctly.

RE is rarely mentioned in primary reports and the primary inspector had decided to investigate whether, where it is mentioned, it is the same inspectors doing so each time. The intention would be to feedback positively to Ofsted those inspectors that are carrying out their job correctly.

Members were provided with further details of the Ofsted reports which were worrying. The reports had been positive about the RE in the schools, but it was obvious from their online RE pages that they are not using the Locally Agreed Syllabus and data suggested no RE was taking place in these schools. Concerns were raised about the training that Ofsted inspectors have, particularly with regard to the Locally Agreed Syllabus. SACRE monitoring visits would be made to these schools urgently and additional resources had been granted to allow for some extra visits.

There was discussion about what SACRE could and should do. It was agreed to support the monitoring group's suggestion that the Chairman should write to the regional and national offices of Ofsted for information about how the inspectors had taken the Locally Agreed Syllabus into account when making their judgements on these schools. The inspectors would raise their concerns at the RE Council AGM. One Member on the NASACRE general council noted that the NASACRE website has template letters for SACREs to use to raise complaints about schools to the DfE. It was also suggested that, although SACRE could request the County Council to do a full assessment of RE provision in its schools, the lack of time and resources would make it difficult to get this information from schools. It was agreed that a short survey should be considered to see how schools were currently meeting their requirements for RE.

RESOLVED:

1.1. That SACRE thanked the monitoring group for their Report

- 1.2. That SACRE agreed that a letter would be written by the Chairman to Ofsted to enquire how their inspectors take the Locally Agreed Syllabus into account when making their judgements about RE in Hampshire Local Authority Schools.
- 1.3. That the Monitoring Group and the Local Authority should undertake further work to gain information on their RE provision.

60. **DEPUTATIONS**

There were no deputations.

61. **MEMBERSHIP REPORT**

SACRE received a report from Patricia Hannam, the County Inspector/Advisor, on the membership of SACRE (item 7 in the Minute Book).

Members were asked to support the appointment of Graeme Rowe, Julie Kelly and Rob Sanders to SACRE.

RESOLVED:

- That Graeme Rowe and Julie Kelly be appointed as representative and substitute representative, appointed by the Teachers' Liaison Panel, to Group C.
- That Rob Sanders be appointed as substitute representative, appointed by the Church of England, to Group B.
- That the officer supporting SACRE extends an invitation to the next SACRE training and offers to link them with an experienced member of SACRE as mentor for the first year of service on SACRE.

62. **THE IMPACT OF THE NEW RELIGIOUS STUDIES GCSE IN HAMPSHIRE**

SACRE considered a report from Patricia Hannam, the County Inspector/Advisor on the findings of the time-limited group convened to consider the impact of the new Religious Studies GCSE (item 9 in the Minute Book).

Members were informed that the group had met on 5 September 2018 and had included members of SACRE and secondary RE teachers from the steering group. They had considered three questions: was the new GCSE too difficult and had led to a reduction in numbers taking it, were there theological problems associated with the content that might lead to reductionism or essentialisation, and was the syllabus content too great which could affect the proper teaching of RE using the Agreed Syllabus?

The group had come to the overall conclusion that where specialist teachers were teaching the subject, the correct amount of time recommended by the exam boards was allocated and where the subject was being studied by students who had opted to do it, then the new GCSE was fine.

RESOLVED:

- SACRE thanked the GCSE review group for their report and requested that, following further GCSE analysis by the monitoring group in January, any outstanding concerns are brought back to the next SACRE meeting.

63. SACRE ANNUAL REPORT 2017/18

The Council considered the SACRE Annual Report for 2017/18 prepared and presented by Patricia Hannam, the County Inspector/Adviser. (Item 10 in the Minute Book). Members were invited to make comments and ask questions.

Commenting on the GCSE results tables on page 38 of the pack, it was highlighted to Members that it has become increasingly difficult to make a full analysis of the data, particularly because short course results are not available. Members expressed concern at the apparent decline in performance since 2013; the Inspector/Adviser explained that this was in part due to Hampshire schools opting to teach the full course GCSE on less than the required time, rather than entering students for the short course which would not count. It was intended to investigate the data to look at the differences in results compared to the ways that schools choose to teach the course. Members were informed that nationally a fair proportion of schools were giving up on the GCSE because it is impossible to get through the content in one lesson a week. It was generally agreed that this was a dilemma for schools.

In relation to primary schools, Members asked what the 'barriers to improvement' were, mentioned on page 40 of the pack. It was answered that schools where the headteacher, governors and teachers value the status of the subject and were knowledgeable about the locally agreed syllabus and where teachers were confident in assessment, were likely to have good RE.

RESOLVED:

- That SACRE approved the Annual Report and that it is made available on the appropriate websites.

64. FINAL REPORT ON THE COMMISSION ON RE (CORE)

The Council considered and discussed a presentation and report from Patricia Hannam, the County Inspector/Adviser, on the recommendations in the Final Report from The Commission on RE. (Item 11 in the Minute Book). Members had been provided with the Executive Summary to the Report as Appendix 1.

Members agreed with the opinion that Religious Education needs rejuvenating because of the variable quality of teaching around the country, the legal arrangements around RE no longer working as schools in many areas have become academies, and young people today encountering a growing diversity of religions and world views in their lives. Some of the recommendations, such as the improvement to primary Initial Teacher Education, additional funding for CPD, and the requirement for inspectors to report on the National Entitlement would not be contentious. However, others could be controversial.

After an explanation of the 11 recommendations Members discussed in small groups three of the recommendations – the change of name of the subject to Religion and Worldviews, the establishment of a National Entitlement to RE and the replacement of SACREs by local advisory networks. Members commented on the difficulties that would be posed in trying to get a countrywide consensus to a National Entitlement and what should be included in such a curriculum; and how would regional diversity be satisfied if the locally agreed syllabus did not exist. One suggestion was that a local SACRE might be responsible for devising a syllabus based on the National Entitlement. Concerns were raised about the new Local Advisory Networks that were intended to replace SACREs; in particular how would they be formed, what accountability would they have and who would be on them.

It was pointed out that the Commission specifically chose not to look at Collective Worship, and therefore, SACREs would still need to exist to monitor what was still a legal requirement. For authorities with a weak SACRE and locally agreed syllabus these Networks might work, but for counties like Hampshire, that have a strong SACRE and a school inspection and improvement service, then it would not be a good move.

Members were reminded that this was not a government commission. It was agreed that the basis of the Report was good, but that many details need to be thought through.

It was agreed that a time-limited group should be set up to consider the recommendations in more detail and draft a response brought to the next meeting for SACRE's approval. Members who were interested in being part of the group were requested to email the inspectors. It was suggested and agreed that the next meeting of the South Central Hub should also formulate a response to the Report.

RESOLVED:

- 1.1 That a time-limited group should be convened to draft a response to the CoRE Report to the Religious Education Council.
- 1.2 That the CoRE Report should also be discussed by the South Central SACRE Hub at its next meeting.

65. **SACRE YOUTH VOICE**

The Council received a verbal report from Patricia Hannam, the County Inspector/Adviser on the activities of the Youth Voice since the last SACRE meeting on 26 June 2018 (Item 12 in the Minute Book).

Members were informed that there had been a very successful Youth Voice conference in July with about 80 students. The new Youth Voice members had not yet met this term.

A new Primary Youth Voice group in the Chandlers Ford/Eastleigh area is being established. Maureen Barnes would ask local primary teachers in the north of the county about having a local area meeting to supplement the conference that they held in the summer.

RESOLVED:

- That SACRE noted the report

66. **ANY OTHER BUSINESS**

Justine Ball, the Primary Adviser/Inspector informed Members that she had received funding for a visit to Berlin in relation to Holocaust Education. This would feed into a pack she was writing for Year 6 children on Remembrance from the Jewish point of view.

67. **DATE, TIME AND VENUE OF NEXT MEETING**

The date of the next meeting was confirmed as Tuesday 5 March in the Ashburton Hall, Hampshire County Council Winchester at 2.00pm.

At 1.30pm, prior to the main meeting, there would be a presentation by Mr Chris Anders, Head Teacher of Park Community School in Havant.

Chairman,

HAMPSHIRE COUNTY COUNCIL

Report

Committee	Standing Advisory Council for Religious Education (SACRE)
Date:	5 March 2019
Title:	Membership Report
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel: **Email:** Patricia.hannam@hants.gov.uk

1. Recommendation(s)

- 1.1. That SACRE welcomes Cllr Wayne Irish to Group D and Sue Bowen as a full representative on Group B.

2. Summary

- 2.1. Councillor Simpson is stepping down as the Liberal Democrat representative on Group D and is being replaced by Cllr Wayne Irish.
- 2.2. Richard Wharton is stepping down as a Church of England representative and Sue Bowen will become a full representative on Group B.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	no
People in Hampshire live safe, healthy and independent lives:	no
People in Hampshire enjoy a rich and diverse environment:	no
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

2. Impact on Crime and Disorder:

2.1. This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?

Through the use of electronic and digital media.

- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.

HAMPSHIRE COUNTY COUNCIL

Report

Committee	Standing Advisory Council for Religious Education (SACRE)
Date:	5 March 2019
Title:	Monitoring Group Report
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel: **Email:** Patricia.hannam@hants.gov.uk

1. Recommendation(s)

1.1. That SACRE thanks the monitoring group for their Report

2. Summary

2.1. The purpose of this report is to inform SACRE of the findings and discussions of the SACRE monitoring group meeting on January 2019.

2.2. The group was updated on the Hampshire summer 2018 RS GCSE examination results. This was in addition to the usual updates on the continuing implementation of Living Difference III (LDIII), as well as other projects. Reports from primary and secondary SACRE monitoring visits, as well as primary and secondary Ofsted reports referring to RE, British Values or SMSC that had taken place since our last meeting were considered in addition to information gathered from other HIAS visits. An update on initial teacher education and current RE staffing was received and considered.

2. Contextual information

2.1. This paper supports the Corporate Strategy (maximising well being) by ensuring children's provision in Religious Education is secure.

2.2. The monitoring sub-group met on 1 October 2018 at The County RE Centre.

Those who attend were:-

Chris Hughes (Chair)

Cllr Roz Chadd

Elizabeth Jenkerson

Rhiannon Love

Alasdair Richardson

Patricia Hannam

(Supporting Officer)

Justine Ball

(Supporting Officer)

2.3. Apologies were received from:-

Cllr Charles Choudhary

3. Key Issues

3.1 GCSE update

- 3.1.1 Analysis of unverified data for the RS GCSE results from 2018 examination series was considered. Concern was noted that there had been 10% drop in full course entries (from 37% of the cohort to 27% of the cohort) between 2017 and 2018. This rapid fall in Hampshire entry numbers was put down to schools focussing to a greater extent on English Baccalaureate (EBacc) accountability measure. This reduction in entries was similar to that in the national. However, although there has been a steady decline over recent years in the national entries, this is new for Hampshire where the full course entry numbers have been consistent at around 37% of the cohort for the previous 3 years.
- 3.1.2 In 2018 there had been 2387 entries and overall achievement 9-4 was 70.6%. This compares to 3242 entries in 2017 achieving 68.5% A*-C and 3323 entries in 2016 with 67.9% achieving the A*-C grades. In 2018 937 students (27.7%) achieved the higher grades of 7+ whereas in 2017 25.1% achieved the A/A* grades and in 2016 this was 26.3%.
- 3.1.3 When the schools entering large numbers of students are taken out and only groups where students have opted for GCSE the overall 4+ grades rise to closer to 76% with some extremely high achieving schools.
- 3.1.4 Overall this has been a pleasing result for Hampshire confirming previous discussions with heads of department that where the new GCSE is taught by specialist teachers in the required amount of teaching time students can achieve well.
- 3.1.5 It is important to note that the entries coming from 11 schools, that entered more than 80% of their cohort, accounted for around two thirds of all the entries. Anecdotal information available to SACRE professional adviser reveals that some of these schools already have plans to move away from core GCSE RS to option groups which would have a negative impact on numbers entering for GCSE in future years.
- 3.1.6 A significant gender gap is evident in some schools' results. A course is being offered to schools in March to address this.
- 3.1.7 Further, concern was expressed about schools that enter only small numbers for GCSE. This will be through a single offer in 1 option group. The Monitoring group wanted to emphasise that all KS4 students should have access to RE and is asking how HIAS in general is working with

schools to ensure that all schools enable all their students to receive their entitlement to good RE at KS4.

- 3.1.8 SACRE monitoring group expressed concern that SIM/LLP training does not at the moment include specific training on the Locally Agreed Syllabus Living Difference III. In addition to this, Headteacher briefings and governor forums should be able to access training in relation to the legal requirements at KS3 and KS4.
- 3.1.9 The names of schools to receive a congratulatory letters were agreed. These letters would be sent to schools in three different groups. (i) schools entering large numbers (above 80% of cohort), (ii) schools where there are multiple option groups (schools with over 30 entries and whose results of 4+ are 80% and above), (iii) schools with one option group (whose results of 4+ are 80% and above).

3.2 Headteacher and other continuing professional development (CPD)

A new Hampshire-wide Learning Management System (LMS) was introduced in October and has had some teething difficulties making it difficult for schools to enrol teachers on CPD. In addition to a difficult situation in terms of restricted budgets, delegate bookings have fallen.

3.3 Understanding Christianity (UC) and LDIII

A course is running in March 2019. A guidance pack for infant schools to support those working with LDIII and UC, has been published as requested by the Diocese

4. Other research developments

4.1 Religious Literacy Research Project

This Culham St Gabriel's funded research project is part of a group of 7 key areas of research being funded by the Trust. This project has been undertaken jointly with researchers at Brunel University London and HIAS.

The first part of the research has been for a post-doctoral researcher to produce a draft report. This report into whether or not Religious Literacy is a way forward for religious education comes a time when there is some significant questioning about the aims of this contested part of the curriculum. The idea of 'religious literacy' continues to capture attention, both as an aim for Religious Education (RE) and as an organising principle for curriculum, pedagogy and assessment. 'Being literate' suggests that one is knowledgeable about religions and able to navigate the complexities of religious domains, which seems to be a worthwhile ambition for RE. Yet, despite the ongoing scholarly, policy and practical interest, religious literacy has not become the notion around which discussions about the present and future of RE have come together. This may have to do with a lack of clarity

about what the idea of religious literacy entails, but also ongoing questions about what it would mean to make religious literacy the ongoing principle for classroom practice.

This report has been discussed at an academic summit over 31 January/ 1 Feb and a teachers' meeting has taken place in Hampshire bringing a group of leading teachers together with the researchers to further consider the report and other matters pertaining to it. The final report will be considered by SACRE in June and published on the REOnline website. It will be referenceable.

4.2 P4C and RE project

Based on the observation that the best RE GCSE results are frequently achieved in schools where philosophical enquiry has been embedded as a complementary teaching strategy to LDIII, seven secondary teachers have undertaken the Level 1 (2 day course) and the Level 2a course (a further 2 days) in Philosophy for Children (P4C) with SACRE Professional Adviser. The professional adviser had also been able to visit schools to run a model enquiry and explore face to face with teachers in schools the benefits and issues arising from integrating this approach into the curriculum. One of the impacts being looked at will be whether this may lead to higher GCSE grades over the next three years (*N.B. other impacts will also be considered including teacher well-being.*)

4.2 AREIAC RE future leaders project

Following modest pilot funding to the Association of RE Inspectors, Advisers and Consultants (AREIAC) from Culham St Gabriel's Trust a model mentoring programme has commenced with three Secondary RE teachers, in order to ensure there is a pool of future RE leaders with the right knowledge of the history of RE as well as the current issues present on the national and international landscape. All those involved in the project have been given a year's membership of AREIAC.

5. Information from SACRE monitoring visits

Reports from four SACRE monitoring visits to primary and schools were discussed and one SACRE monitoring visit to a Hampshire Secondary School. A notable issue arising from the visit to the secondary school was the reduction in funding available for professional development of teachers. In relation to how the Agreed Syllabus can be implemented in this new situation, it was discussed how creative ways can be found by SACRE to ensure teachers have access to suitable training on the Agreed Syllabus.

6. Ofsted reports mentioning RE, British values and SMSC

6.1 Primary

A summary of 15 recent Ofsted reports of visits to primary schools were discussed. Where there was a comment on RE, it seems mainly to be in relation to RE's contribution to SMSC.

6.2 Secondary

In the period since the last meeting there had been Ofsted visits to eight secondary (five academies and three LA schools). However, there was nothing of note in any of these reports for RE.

7. Teacher vacancies and uptake on ITT courses

Secondary PGCE applications for September 2019 were very positive compared to last year, with eight confirmed places and interviews ongoing. It is hoped to reach double figures for 2019/20 cohort. However, more candidates have been seen this year at interview with non-traditional backgrounds. The new subject knowledge enhancement courses are important in these cases and applications have been impressive. There has also been more applications from internal Winchester university students. There is no doubt that the increased bursary from government to train as an RE teacher has helped with increasing applications.

However, in light of there begin fewer positions available at the moment, possibly due to the funding situation in secondary schools, students are finding it more challenging to find suitable appointments.

Our primary adviser is preparing for a half day training session in June with the primary SCITT cluster at Thornden School. Our secondary adviser has run a half day training session with the Portsmouth secondary SCITT based at Park Community school where there are 3 PGCE SCITT students. She is also running a session for the Winchester PGCE students.

8. Matters for future meetings

- (i) withdrawal Survey
- (ii) retention of RE teachers
- (iii) review of Living Difference III.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	yes/no
People in Hampshire live safe, healthy and independent lives:	yes/no
People in Hampshire enjoy a rich and diverse environment:	yes/no
People in Hampshire enjoy being part of strong, inclusive communities:	yes/no

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

See guidance at <http://intranet.hants.gov.uk/equality/equality-assessments.htm>

*Inset in full your **Equality Statement** which will either state*

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

5 Impact on Crime and Disorder:

5.1 This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

6 Climate Change:

6.1.1 How does what is being proposed impact on our carbon footprint / energy consumption?

Through the use of electronic and digital media.

6.1.2 How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.

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HAMPSHIRE COUNTY COUNCIL

Report

Committee	Standing Advisory Council for Religious Education (SACRE)
Date:	March 2019
Title:	New Ofsted Framework and Handbook report
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel:

Email: Patricia.hannam@hants.gov.uk

1. Recommendation(s)

1.1 SACRE notes the report and raises some concerns about how RE is mentioned in the new Ofsted Framework

1.2A small group of SACRE members will meet on 7 March to formulate a response to the new Ofsted framework proposals on behalf of SACRE based on discussions at the meeting

1.3All SACRE members are encouraged to make their own individual response about the new framework

2 Background

2.2 Ofsted currently has a consultation open regarding the handbook to support the new framework on the inspection of schools.

2.3 This document mentions Religious Education and this is welcome. However, there are some differences in the way the legal requirements surrounding Religious Education are mentioned. In addition to this there is some concern regarding the emphasis on the EBacc in the way a school is judged.

3 Summary

3.2 That SACRE convenes a small group to look at the new Ofsted framework proposals, especially the way RE is mentioned in the handbook regarding school inspections, and make a response to the consultation.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	no
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents

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Location

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1. Equality Duty

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- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

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- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

4 Impact on Crime and Disorder:

4.2 This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

5 Climate Change:

5.2.1 How does what is being proposed impact on our carbon footprint / energy consumption?

Through the use of electronic and digital media.

5.2.2 How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.

Inspection of religious education (RE) and collective worship

33. The Secretary of State designates certain schools as having a religious character.²⁴ In schools without a religious character, Ofsted inspects RE and collective worship as part of inspections under section 5 of the Education Act 2005. This is different in schools with a religious character. In these schools, 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.²⁵
34. 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. The fact that the school has been designated as having a religious character must be referenced in the 'Information about this school' section of the inspection report.
35. Section 48 inspections (or the equivalent inspection of an academy) are carried out every three to five years²⁶ (and usually within two to three years of a new voluntary-aided school or academy/free school opening). Ofsted's lead inspector will check the section 48 arrangements, including when the next inspection is due, and will write about this in the 'Leadership and management' section of the inspection report. They will ensure that the required consultation has taken place with the prescribed faith body when a school has a prescribed faith body, and decides not to use that body's inspection service but appoint its own inspector.
36. Inspectors will familiarise themselves with any issues raised in any section 48 inspection (or equivalent) held since the last Ofsted inspection. Inspectors will not, however, use that evidence in an Ofsted inspection.²⁷ The lead inspector will report if the section 48 inspection (or equivalent inspection of an academy) is overdue and that, therefore, the school is failing in its statutory duty. They will do this in the 'Leadership and management' section of the inspection report.
37. If a section 48 inspection (or equivalent inspection of an academy) happens at the same time as an Ofsted section 5 inspection, inspectors will mention this in the 'Information about this school' section.

²⁴ A school with religious character – often called a faith school – is designated under section 69(3) of the School Standards and Framework Act 1998; www.legislation.gov.uk/ukpga/1998/31/contents. In a faith school, pupils are educated in the context of the principle of a religion. It is normal for there to be a formal link with a religious organisation.

²⁵ Regulation 9 of The Education (School Inspection) (England) Regulations 2005: www.legislation.gov.uk/uksi/2005/2038/regulation/9/made.

²⁶ Regulation 4 of The Education (School Inspection) (England) (Amendment) Regulations 2009: www.legislation.gov.uk/uksi/2009/1564/made.

²⁷ Protocol between Ofsted and signatory faith group inspectorates.

- Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.

Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.

The quality of education

154. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils⁵⁷, the most able pupils and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total, and in each subject.

155. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (**intent**). They will also consider the way that the curriculum selected by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (**implementation**). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (**impact**).

Intent

156. In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school and subject leaders.

157. The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to pupils receiving an effective education that enables them to achieve highly. These factors are that:

- 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.

⁵⁷ 'Most disadvantaged pupils' refers to those pupils who are included in the calculation of government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route; www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings. Additionally, in line with government policy, other pupils who may also face educational disadvantage are those who are Children in Need of help and protection, and are receiving statutory support from local authority social care; www.gov.uk/government/publications/review-of-children-in-need.

- It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- 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).
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Curriculum flexibility

158. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge, skills and understanding to be gained at each stage. It enables the evaluation of pupils' knowledge and understanding against those expectations.

159. All pupils in maintained schools are expected to study the national curriculum subjects, religious education and age-appropriate sex education.⁵⁸ 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.⁵⁹

160. Schools taking radically different approaches to the curriculum will be judged fairly. The inspectorate recognises the importance of schools' autonomy to choose their own curriculum approaches. 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.

⁵⁸ Subject to parliamentary approval, the requirement to provide sex education will be replaced by relationships education (key stages 1 and 2), relationships and sex education (key stage 3 and 4) and health education (all key stages 1-4) from September 2020.

⁵⁹ 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 which 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

161. 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.⁶⁰ It is appropriate that, in key stage 1, teachers focus on ensuring that pupils are able to read, write and use mathematical knowledge, ideas and operations. From key stage 2 onwards and in secondary education, however, inspectors will expect to see a broad, rich curriculum. 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.
162. At the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc. The government’s response to its EBacc consultation, published in July 2017, confirmed that the large majority of pupils should be expected to study the EBacc. It is therefore the government’s ambition that 75% of Year 10 pupils in state-funded mainstream schools should be starting to study EBacc GCSE courses nationally by 2022 (taking their examinations in 2024), rising to 90% by 2025 (taking their examinations in 2027). It is important that inspectors understand what schools are doing to prepare for this to be achieved, and they should take those preparations into consideration when evaluating the intent of the school’s curriculum.

Cultural capital

163. 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. Ofsted’s understanding of this knowledge and cultural capital matches that found in the aims of the national curriculum.⁶¹ 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.

Sources of evidence specific to curriculum intent

164. Inspectors will draw evidence about leaders’ curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:
- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breadth and ambition

⁶⁰ See our curriculum commentary phase 1: <https://www.gov.uk/government/speeches/hmcis-commentary-october-2017>.

⁶¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>.

- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how they have planned the curriculum accordingly. This includes consideration of how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
 - how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points
 - how leaders have ensured that the subject curriculum contains content which has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
 - how the curriculum has been designed and taught so that pupils read at an age-appropriate level.
165. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum. Where leaders have an accurate evaluative understanding of current curriculum practice in their school and have identified appropriate next steps to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate 'intent' favourably when reaching the holistic quality of education judgement. They will recognise that the criteria for a judgement of good are best fit.
166. Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not request materials to be produced or provided in any specific format for inspection.

Implementation

167. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.
168. Research and inspection evidence suggest that the most important factors in how the curriculum is taught and assessed are that:
- teachers have expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching
 - teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion
 - teachers check pupils' understanding effectively, identifying and correcting misunderstandings
 - teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
 - the subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is

sequenced so that new knowledge and skills build on what has been taught before and towards defined end points

- teachers use assessment to check pupils' understanding in order to inform teaching
- teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.

Developing understanding, not memorising disconnected facts

169. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. **This must not be reduced to, or confused with, simply memorising facts.** Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

The school's use of assessment

170. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

171. Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.

172. The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate and represent an efficient use of school resources, and are sustainable for staff. The report of the Teacher Workload Advisory Group, 'Making data work',⁶² recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.

⁶² <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

173. Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection, and the time that is taken to set assessments, collate, analyse and interpret the data created from this, and then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.⁶³

Sources of evidence specific to curriculum implementation

174. The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum:

- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum
- discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them
- discussions with classroom teachers about how often they are expected to record, upload and review data
- observations of and interviews with pupils or classes who are following this curriculum in lessons, including scrutiny of the pupils' work
- reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

175. In order to allow the effective triangulation of evidence, inspectors will ensure that they gather a variety of these types of evidence in relation to the same sample of pupils. Inspectors will also ensure that the samples of pupils they choose are sufficient to allow them to reach a valid and reliable judgement on the quality of education offered by the school overall.

Impact

176. When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

177. Inspection experience and research show that the most important factors to consider are that:

⁶³ <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

- a well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests
- what the school has in place to ensure that the most disadvantaged pupils⁶⁴ and pupils with SEND are given the knowledge and cultural capital they need to succeed in life
- national assessments and examinations are useful indicators of the outcomes pupils achieve, but they only represent a sample of what pupils have learned. Inspectors will balance these with their assessment of the standard of pupils' work from the first-hand evidence they gather on inspection
- learning must build towards a goal. At each stage of pupils' education, they are being prepared for the next stage of education, training or employment. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend
- inspectors will also consider whether pupils at ages 16 and 18 are ready for the next stage and are going to appropriate, high-quality destinations
- if pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers. (See paragraphs 280-282.)

Inspectors will not use schools' internal assessment data as evidence

178. While they will consider the school's use of assessment (see paras 170 to 173 above), inspectors will not consider schools' internal assessment data during an inspection. Rather, they will want to use the official IDSR as the starting point and get to see at first hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school. This is because:

- internal data has its limitations and may not be an accurate representation of the education of pupils at the school. The time pressure of inspection does not allow for inspectors to validate the accuracy of the data as presented by leaders
- inspectors will gather evidence of the quality of education in schools

⁶⁴ 'Most disadvantaged pupils' refers to those pupils who are included in the calculation of government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route; www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings. Additionally, in line with government policy, other pupils who may also face educational disadvantage are those who are Children in Need of help and protection, and are receiving statutory support from local authority social care; www.gov.uk/government/publications/review-of-children-in-need.

- inspectors will have meaningful discussions with leaders about how they know that the curriculum is having an impact.

179. Inspectors will, however, ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

Sources of evidence specific to curriculum impact

180. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- nationally generated performance information about pupil progress and attainment. This information is available in the IDSR, which is available to schools and inspectors, and will be analysed for its statistical significance in advance by Ofsted's data and insight team
- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review described above (see 'Implementation – sources of evidence')
- nationally published information about the destinations to which its pupils progress when they leave the school⁶⁵
- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied.

181. Inspectors will recognise that some schools are in turn-around, including when they have been brokered into a MAT or rebrokered from one to another. In these schools, the quality of education may have been poor and may now be showing significant and sustained improvement. In these situations, nationally generated performance data may lag the current quality of education in the school and so inspectors will view the national data in this context.

Reaching a single quality of education judgement, drawing together intent, implementation and impact

182. Inspectors will **not** grade intent, implementation and impact separately. Instead, inspectors will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered, using their professional judgement.

⁶⁵ <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2017>

Grade descriptors for the quality of education

In order for the quality of education provided by the school to be judged **outstanding**, it must meet the following criteria:

Outstanding (1)

- The school meets **all** the criteria for a good quality of education securely and consistently. In **addition**, the following applies.

Intent

- The school's curriculum intent is strong. Across the school, it is evident from what teachers do that they have a firm and **common understanding** of the school's curriculum intent and what it means for their practice.

Implementation

- The school's implementation of the curriculum is **consistently strong**. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum in **being coherently planned** and sequenced towards **cumulatively sufficient knowledge** and skills for future learning and employment.

Impact

- The impact of the taught curriculum is strong; pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes.

183. In order to judge whether a school is good, requires improvement or is inadequate, inspectors will adopt a 'best fit' approach, relying on the professional judgement of the inspection team.

184. * [The sections of criteria in square brackets, below, are included in recognition that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully by September 2019. The bracketed sections are transitional only, and Ofsted will review the handbooks before September 2020 to identify whether they should be deleted.]

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9, [or is in the process of transitioning to such arrangements.*] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.

Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that allows pupils to focus on learning. The textbooks and other teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations, which meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils’ work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- Teaching is frequently of poor quality.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for pupils with such complex or severe SEND that this would be impossible.)
- Pupils' progress is consistently low and shows little or no improvement, indicating that pupils are underachieving considerably.
- The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.
- Pupils with SEND do not benefit from a good-quality education. Staff's expectations of them are low, and their needs are not accurately identified and/or being met.
- Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Behaviour and attitudes

185. This judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

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