

## **Extracts from Subsidiary Guidance issued to inspectors January 2012**

The following extracts are taken from official public guidance issued to all inspectors to support Section 5 inspection under the new Framework. The extracts include reference to:

- **Evaluating the curriculum** which includes the statement: 'Where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons.'
- **The curriculum and pupils' spiritual, moral, social and cultural development** which includes clear reference to RE
- The place and definition of **spiritual, moral, social and cultural development** within the inspection process.

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### ***THE QUALITY OF LEADERSHIP AND MANAGEMENT OF THE SCHOOL***

#### **Evaluating the curriculum**

- When considering whether the curriculum has sufficient breadth and balance and the extent to which it meets the needs, aptitudes and interests of pupils, inspectors should note the following.
- A curriculum with breadth and balance in maintained schools is likely to consist of the National Curriculum subjects, religious education (RE) and a variety of other courses and programmes, including extra-curricular and enhancement activities put on by the school and its partners. Where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons. Inspectors are not expected to seek details of individual subject programmes of study.
- Many secondary schools will be providing courses, or planning to provide courses, so that pupils can gain the English Baccalaureate (EBacc). Inspectors should note that provision of the EBacc is not compulsory.
- Initial evidence will be found in school prospectuses, curriculum plans and, where relevant, in options booklets. Inspectors will want to discuss the breadth, balance and where relevant, choice and personalisation, of the curriculum with pupils and staff.
- Inspectors will want to discuss with pupils their knowledge of courses and qualifications and the various progression routes available to them.

However, the increasing diversity and autonomy of schools and the decisions they make about the curriculum may present some contradictions. Inspectors will need to make a professional judgement about the appropriateness of the curriculum with respect to the specific circumstances of the school.

### **The curriculum and pupils' spiritual, moral, social and cultural development**

- Inspectors should gather evidence of the impact of the curriculum on developing aspects of the pupils' spiritual, moral, social and cultural (SMSC) development. This may be through:
  - lesson observations where subjects promote aspects of SMSC provision; RE, art and music are obvious examples but discussion with pupils and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects
  - observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and implemented through activities such as tutorials, citizenship programmes and discussions with pupils about their work
  - evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

### ***OVERALL EFFECTIVENESS***

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils' spiritual, moral, social and cultural development.

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

- All schools should be promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. However, there is no need to present a detailed analysis in the report of the school's promotion of each of the four components of pupils' SMSC development.
- Inspectors should consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for young people to develop their self esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation,

creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

### **Defining spiritual, moral, social and cultural development**

- Pupils' spiritual development is shown by their:
  - beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
  - sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
  - use of imagination and creativity in their learning
  - willingness to reflect on their experiences.
- Pupils' moral development is shown by their:
  - ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
  - understanding of the consequences of their actions
  - interest in investigating, and offering reasoned views about, moral and ethical issues.
- Pupils' social development is shown by their:
  - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
  - willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
  - interest in, and understanding of, the way communities and societies function at a variety of levels.
- Pupils' cultural development is shown by their:
  - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
  - willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
  - interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.