

School Inspection Handbook

Part 1: How school will be inspected

41 Literacy

Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum. Inspectors should give attention to pupils' writing and communication skills, as well as their reading skills.

Part 2: The evaluation schedule – how schools will be judged

105 In addition, inspectors must consider:

the spiritual, moral, social and cultural development of pupils at the school

Evidence of pupils' spiritual, moral, social and cultural development can be found, for example, where pupils:

- are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals;
- take part in a range of activities requiring social skills;
- develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability;
- develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain;
- respond positively to a range of artistic, sporting and other cultural opportunities;
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Subsidiary Guidance

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

112 Inspectors should investigate the impact of the curriculum on the pupils' spiritual, moral, social and cultural (SMSC) development.

Identity Pack – Curriculum Links

113 This may be seen through:

- lesson observations of different subjects like RE, Art and Music. Discussion with pupils and staff will provide an important insight into how well SMSC is planned as part of the curriculum in other subjects.
- observation of other activities. Inspectors should investigate whether there is a coherent approach to the promotion of SMSC through activities such as tutorials, citizenship programmes and discussions with pupils about their work.
- the 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.

Inspecting equalities: briefing for section 5 inspection

Overview

24. The public sector equality duty requires schools to have due regard for the need to eliminate unlawful discrimination, to advance equality of opportunity and foster good relations for pupils, staff and others using school facilities.

25. Meeting these three requirements contributes greatly to achieving outstanding progress and attainment because achievement of these aims means that pupils work – whether it is in class or in the school – in an ethos and atmosphere of dignity and fairness, where they are free to develop themselves, knowing that differences are respected. They are encouraged to become independent learners, take responsibility for their actions and become good citizens. The inspection framework, as a whole and in the four main judgements, therefore looks at how a school meets diverse needs and advances equality through its focus on:

- How schools secure and maintain excellent teaching, learning and assessment for all pupils;
- How schools “narrow the gaps” in achievement between different groups and national standards;
- How schools ensure pupils are free from bullying in all its manifestations, including all types of prejudice- based bullying;
- How schools deal with unacceptable behaviour and disruptions to learning;
- How schools build cohesive school communities where all pupils can thrive.