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## **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

Monday 25 March 2019  
1.00 pm  
Warspite - Council House

**Members:**

Martin Edmonds, Chair

Helena Mitchell, Vice Chair

Councillors Mrs Aspinall, Drean, Mrs Johnson, McDonald, Morris, Tuohy.

Bakari Arabi, Dr Judith Beckman, Cathy Bowness, Emma Butler, Katie Freeman, Liz Hill, Gwen Hughes, Malc Halliday, Jayesh Bhagat, Jono Madeley, Ed Pawson, Mirella Paganuzzi, Margaret Thompson, Louis Efthymiou, Claire Linden, Sara Wells, Ben Kerr and Barbara Wintersgill.

Members are invited to attend the above meeting to consider the items of business overleaf.

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**Tracey Lee**

Chief Executive

# **Standing Advisory Council on Religious Education**

## **PART I**

### **Agenda**

#### **1. Apologies**

To receive apologies for non-attendance submitted by SACRE Members.

#### **2. Declarations of Interest**

Members will be asked to make any declarations of interest in respect of items on this agenda.

#### **3. Minutes (Pages 5 - 8)**

To confirm the minutes of the meeting held on 12 November 2018.

#### **4. Chair's Urgent Business**

To receive reports on business which, in the opinion of the Chair, should be brought forward for urgent consideration.

#### **5. Welcome to new Members**

The Chair will welcome new members to the forum.

#### **6. Draft Annual Report 2018/19: (Pages 9 - 20)**

#### **7. Plymouth RE Hub and Learn Teach Read - verbal update:**

#### **8. Local and National Developments - verbal update:**

#### **9. OFSTED - the new curriculum: (Pages 21 - 22)**

#### **10. Agreed Syllabus Update - verbal update:**

#### **11. Student Voice - verbal update:**

#### **12. Update from Members - verbal update:**

#### **13. Dates of future meetings for 2019/20**

The following SACRE dates for 2019/20 were agreed at 28 January 2019 Full Council meeting: 8 July 2019, 11 November 2019 and 23 March 2020.

# **Standing Advisory Council on Religious Education**

**Monday 12 November 2018**

## **PRESENT:**

Martin Edmonds, in the Chair.  
Councillors Mrs Aspinall, Drean, Mrs Johnson and Morris.

Margaret Thompson, Liz Hill, Dr Judith Beckman, Gwen Hughes, Dr Catherine Bowness, Emma Butler and Ben Kerr.

Apologies for absence: Katie Freeman, and Councillors McDonald and Tuohy.

Also in attendance: Heather Ogburn (Senior Leadership Adviser), Michael House (Healthy Child Leadership Associate) and Helen Rickman (Democratic Advisor).

The meeting started at 1.00 pm and finished at 2.20 pm.

*Note: At a future meeting, the committee will consider the accuracy of these draft minutes, so they may be subject to change. Please check the minutes of that meeting to confirm whether these minutes have been amended.*

## 48. **Declarations of Interest**

There were no declarations in accordance with the code of conduct.

## 49. **Minutes**

Members agreed the minutes of the meeting held on 11 July 2018.

Under this item Members discussed the responses received from statistical neighbours regarding the budget allocated to their SACREs:

- Rotherham - £5,000
- Isle of Wight - £4,000, however £3,000 is to purchase the services of the lead officer
- Medway - £15,000
- Portsmouth - £10,000
- Bournemouth - £2,000
- Plymouth – approximately £11,000

## 50. **Chair's Urgent Business**

There were no items of Chair's Urgent Business.

## 51. **Welcome to new Members**

The Chair welcomed Mr Jono Madeley and Emma Butler (Group B) to SACRE.

52. **Student Voice**

Heather Ogburn (Senior Leader Advisor) informed Members that the Student Voice should be a standing item on future SACRE agendas and that it was hoped that students would be able to attend meetings in order to speak to Members.

53. **Religion and World Views**

Ed Pawson provided Members with an update on Religion and World Views: the way forward. A national plan for RE.

Members were advised that the report had been published and set out a national plan for RE comprising of 11 recommendations

Members discussed:

- That religion and world views was too broad a term
- Adding the term world views could be beneficial for those with an ethical and moral framework but do not follow a religious belief system
- What constitutes a world view and who would make the decision as to what it was?
- Taking away the word 'education' or 'studies' changes the nature of the subject;
- It was considered that the teaching of this subject would be diluted due to the increase in areas to cover or would alternatively need more teaching time.

Members were encouraged to read the full report which was published on the internet.

54. **Update regarding the Agreed Syllabus Group**

Heather Ogburn (Senior Leadership Advisor) presented the update on the Agreed Syllabus Group and highlighted to Members that volunteers were still required.

**Action:**

The following Members agreed to form the Agreed Syllabus Group: Dr Catherine Bowness, Emma Butler, Dr Judith Beckman, Katie Freeman and Ben Kerr. Other Members wishing to join the group to contact Helen Rickman, Democratic Advisor.

55. **Response from the NASACRE Survey**

Ed Pawson advised Members that there was no response from the NASACRE survey.

**Action:**

For the 'Response from the NASACRE Survey' to be moved to the next SACRE meeting.

56. **Jayesh session**

This item was not discussed as Jayesh was not in attendance.

**Action:**

This item to be added to a future agenda.

57. **Budget update**

Heather Ogburn (Senior Leadership Adviser) provided Members with an update on the budget. Members were advised that there was approximately £6000 SACRE budget left to spend.

58. **Any Other Business**

Under this item Members were given an update on work undertaken by Heather Ogburn and Jono Madeley regarding Compassionate Plymouth.

Members discussed:

- How the work of Jeremiah's Journey linked in with Compassionate Plymouth
- The important work undertaken by Silverline to support older people
- 9 priorities developed by Plymouth's Youth Council to support staff and students with death and dying – what teaching and learning opportunities are there to support these priorities?
- St Luke's Elmer the Elephant programme
- The Council's loneliness agenda and the importance of cross generational working
- St Luke's Compassionate Friend Training

**Action:**

For the Compassionate Friend information to be emailed to SACRE Members.

Under this item the Chair expressed his thanks to Helen Rickman and Jamie Sheldon for their support to SACRE throughout the year.

59. **Date and venue of next meeting**

Members were advised that the next meeting of SACRE was scheduled to take place on 25 March 2019, 1pm.

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**SACRE REPORT**



**STANDING ADVISORY**  
**COUNCIL on**  
**RELIGIOUS EDUCATION**

*Annual Report*  
**2018 - 2019**

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## **FOREWORD**

SACRE Chair's Report

**Martin to complete.**

Martin Edmonds  
Chair of Plymouth SACRE

## **INTRODUCTION**

Plymouth SACRE is pleased to produce this report as a summary of its work in religious education and collective worship. It provides a valuable opportunity to reflect on its deliberations over the last year and to inform others of its work.

SACRE is a unique organisation and amidst the profound challenges and issues we face, concerning the place of religion in schools and society, there has never been a more important time for the teaching and learning of good quality RE in schools.

## **I RELIGIOUS EDUCATION**

### **I.1 The Agreed Syllabus**

In late 2018 and during the first two terms of 2019 SACRE representatives from Devon, Plymouth and Torbay SACREs liaised and Plymouth SACRE members met as an Agreed Syllabus Conference to agree a new, revised syllabus. Across the three Local Authorities, the RE Today syllabus was agreed and adopted.

In Plymouth, the syllabus was made available to all Plymouth schools: maintained, academies, free and public schools, free of charge. In addition, all were invited to the launch of the syllabus, that included high quality training. XXX schools attended and XX have adopted the syllabus so far. SACRE will seek feedback on this syllabus over the academic year 2019/20

As we continue to move forward, our flexible approach, reflected within the syllabus will allow teachers to take account of relevant national influences and developments in Religious Education.

## **2 STANDARDS IN RELIGIOUS EDUCATION**

### **2.1 Background to exemplification of standards.**

**2.1.1** For several years now the absence of specific Ofsted comments during Inspection on Religious Education has meant that SACRE has lost a major “intelligence gathering” tool.

**2.1.2** SACRE continues to encourage all schools to use the excellent resources now available, nationally, through websites such as RE Today; The Religious Education Council and NATRE.

### **2.2 Examination Results in Religious Studies**

**2.2.1** This year 12 Plymouth Secondary Schools entered a total of 597 candidates for the full GCSE examination in Religious Studies. Plymouth’s entry represents just over 24% of the year groups, in these schools. 50.9% of students achieved grades 9-4, (27% nationally). Fewer students were entered for GCSE, this year, a fall of 224 students on 2017/18.

**2.2.2** Short course and Entry Level data was not available to be included in this report.

**2.2.3** 11 Secondary Schools entered a total of 89 students for the Advanced Level Religious Studies examinations and 98% achieved grades A\*-E (97.9% nationally).

**2.2.4** 6 Secondary schools entered a total of 36 students for AS level and 80.5% achieved grades A\*-E (90.9% nationally).

**2.2.5** SACRE congratulates all the candidates and their teachers on their hard work and achievements at this academic year's examinations in Religious Studies.

### **3 COMPLAINTS ABOUT RELIGIOUS EDUCATION**

No complaints about religious education have been received by SACRE.

### **4 TRAINING AND SUPPORT**

#### **4.1 Plymouth Centre for Faiths & Cultural Diversity (PCFCD)**

SACRE continues to support the innovative work of the Centre that is seen as a unique and major resource for schools, to support and enhance the development of high quality RE at all levels.

The central aim of the Centre is to promote education and understanding of world religions and cultural diversity. Through the exploration of different beliefs and cultures, the common thread of human and spiritual values is explored. These are the values that may help to ensure the future security and well-being of our local and international community. These values are therefore at the heart of the centre's promotion and development of community cohesion and well-being in schools.

The Centre continues to provide opportunities to children and young people across Plymouth to meet representatives from a variety of faiths and cultural backgrounds, either in their schools or in other settings, and is, currently, supported by 44 active faith and cultural speakers.

During the last financial year, over 90 schools accessed the Centre's services either on a subscription or pay-as-you-use basis.

PCFCD provided these schools with sessions and workshops covering a wide range of faiths, the most requested of which were: Islam, Hinduism, Judaism, Buddhism, Christianity, Sikhism & Humanism, and cultural speakers brought alive the Japanese, African, Chinese, and Aboriginal cultures. Storytelling, Meditation/Mindfulness, HMD and British Values workshops were also delivered.

In total, PCFCD's faith and cultural speakers spent more than 400 hours engaged in classroom-based sessions during this period.

PCFCD also provides students with the opportunity to bring their classroom-based learning to life by arranging speaker-led visits and faith trails to places of worship in the city including Plymouth's famous Synagogue, PIETy Islamic Centre, Ashoka Buddhist Centre and many local Churches, including the Greek Orthodox Church, the Minster Church of St. Andrew, Methodist Central Hall and Plymouth Unitarian Church.

During the last financial year, students spent more than 90hrs undertaking these visits and again, the Centre has received positive feedback from its clients.

In total, PCFCD received booking requests that equated to nearly 600 hours of speaker time in the last financial year and, annually, the Centre sees the demand for its services grow with the number of bookings dealt with across the last three years having more than

tripled. As a small charity, funding and staffing, both of which have reduced during the same period, have placed pressures on PCFCD to deliver their services to schools.

## **4.2 Courses, Conferences, Meetings**

Plymouth SACRE was represented at the South West SACRE Conference at Dillington in March that always provides practical support and encouragement for members.

## **4.2 Plymouth RE Hub**

### **4.3**

Plymouth RE Hub remains active and meets six times a year to update current thinking in and to share training with teachers from schools across the city. This year two members of the hub were invited to the House of Commons to attend the launch of the Core Commission final report of Religious Education. Katie Freeman, one of the Plymouth SACRE members, was also invited to the House of Commons in February to talk about 'Excellent RE' in , with Lords and MPs at the APPG for RE. In March, the hub held its annual conference, led by Fiona Moss from REToday. This conference was carefully costed to support schools to attend valuable CPD for RE leaders.

## **5 Collective Worship**

### **5.1 Monitoring and offering guidance on Collective Worship**

Ofsted reports rarely mention Collective Worship and despite national concerns about non-compliance the Government have no current plans to revisit the issues. As part of their Safeguarding review offer to schools, Plymouth City Council Schools Health and Wellbeing Team includes a review of RE provision and Collective Worship, offering advice and guidance, should it be required, as a result of any relevant findings.

### **5.2 Complaints**

No complaints about collective worship have been received by SACRE this year.

## **6. LINKS WITH OTHER BODIES**

### **6.1 Devon and Torbay SACREs**

As stated under 1.1 above, SACREs across the three Authorities have liaised regarding the new Agreed Syllabus and this continues at an informal level. Informal liaison is also undertaken by the Plymouth SACRE facilitator and the SACRE lead for Devon and Torbay

The new syllabus is common to all three Authorities and in Plymouth we continue to encourage schools to develop a unique, local approach based around the key themes relevant within their unique communities.

The annual South West SACRE Conference also provides an opportunity for representatives to meet, share ideas and concerns in an atmosphere of mutual support.

The RE Adviser for Devon and Torbay is a serving member of Plymouth SACRE.

## **6.2 NASACRE**

SACRE acknowledges the essential role of NASACRE in providing support, representation and guidance for local SACREs in the vital role they perform. The Annual Conference provides an opportunity for SACRE representatives to meet and consider best practice and ways forward.

## **7. SACRE ARRANGEMENTS AND PRIORITIES**

SACRE meets once per term and is supported by staff from Plymouth City Council: a Senior Education Adviser and a Democratic Support Officer.

Priorities have continued to be guided by SACRE's responsibility to monitor and review standards within Religious Education and Collective Worship.

### **7.1 Developments across 2018 - 2019**

Priorities during this period have taken account of the limited Education Adviser time and the need to launch the new syllabus.

## APPENDICES

### A Religious Studies Examination Statistics 2001-2018

<b>Examination - GCSE Full Course</b>	<b>Number of schools (including KS4 schools from 2016 onwards)</b>	<b>Number of candidates</b>	<b>% of year group entered in these schools</b>	<b>Boys</b>	<b>Girls</b>	<b>% A*-C (9-5 from 2018)</b>	<b>% A*-G (9-1 from 2018)</b>
<b>2018</b>	<b>12</b>	<b>597</b>	<b>24.0</b>	<b>266</b>	<b>331</b>	<b>50.9</b>	<b>96.5</b>
2017	13	821	32.6	397	424	63.8	97.0
2016	13	659	25.0	295	364	74.0	99.0

<b>Examination - A Level</b>	<b>Number of schools (Total = 15 secondary schools, 2010 onwards = 16 from 2016=18)</b>	<b>Number of candidates</b>	<b>% of year group entered in these schools</b>	<b>Boys</b>	<b>Girls</b>	<b>%A-E (A*-E from 2011)</b>
<b>2018</b>	<b>11</b>	<b>89</b>	<b>4.8</b>	<b>31</b>	<b>58</b>	<b>98</b>
2017	11	106	5.3	33	73	99
2016	10	93	4	35	58	100

<b>Examination - AS Level</b>	<b>Number of schools (Total = 15 secondary schools, 2010 onwards = 16)</b>	<b>Number of candidates</b>	<b>% of year group entered in these schools</b>	<b>Boys</b>	<b>Girls</b>	<b>%A-E</b>
<b>2018</b>	<b>6</b>	<b>36</b>	<b>2</b>	<b>14</b>	<b>22</b>	<b>80.5</b>
2017	10	37	2	14	23	67.6
2016	10	68	3	27	41	90

## **B LIST OF ORGANISATIONS TO WHICH REPORT IS SENT**

Our report will be published, in electronic form, on the Plymouth schoolroom website and sent to the National Association of SACREs (NASACRE) for publication on their website. It will be made available to teachers and parents on request.

## **C THE DUTIES OF SACRE**

SACRE primarily gives advice to the Local Authority about religious education in Community and Voluntary Controlled schools. It can give advice even if the Local Authority does not seek it, but the Local Authority is not obliged to act upon it. In two areas, however, SACRE's decision is binding.

### **Worship 'Determinations'**

It has a duty to make a 'determination' if a community school applies for complete or partial exemption from the requirement that most acts of worship in a school term shall be wholly or mainly of a broadly Christian character reflecting the broad tradition of Christian belief in a manner appropriate to the ages, aptitudes and family backgrounds of the pupils. (For example, there may be a preponderance of pupils of a faith other than Christianity.) It is important to note that SACRE cannot exempt a school from the requirement to provide some form of worship (even if not Christian worship) for all pupils on every school day. The act of worship need not be in the morning or for the whole school at one time and it is open to individual parents to withdraw their children by arrangement.

There have been no applications of this kind to Plymouth SACRE this year.

### **Review of Agreed Syllabus**

At the end of 2018 Plymouth SACRE asked a representative from each of the four houses, together with the SACRE facilitator, to serve on the Plymouth Agreed Syllabus Conference. This work took place and with further input from all Plymouth SACRE members, the launch of the new Revised Agreed Syllabus, as noted in the report above, was held at Plymouth Council House in July 2019.

### **Why a Report?**

An Annual Report has been a legal requirement since the 1988 Education Act. The Education Act 1996, section 391.6 states:

'The Council shall in each year publish a report as to the exercise of their functions and any action taken by representative groups on the Council under Sub-Section 3 above during the last preceding year.

(Sub-Section 3 refers to the procedure for requiring a review of the Agreed Syllabus). The Council's report shall in particular:

- a) specify any matters in respect of which the Council has given advice to the Authority;

- b) broadly describe the nature of the advice given; and where any such matter was not referred to the Council by the Authority, give the Council's reason for offering advice on that matter'.

## **D SACRE MEMBERS 2018 - 2019**

### **Group A: Christian and other religious denominations, not including Church of England.**

Eight places

Malc Halliday	Baptist Church
Jayesh Bhagat	Buddhist Community
<i>Vacant</i>	Hindu Community
Bakari Arabi	Muslim Community
Dr Judith Beckman	Jewish community
Helena Mitchell	Methodist Church
<i>Vacant</i>	Roman Catholic Diocese of Plymouth
<i>Vacant</i>	United Reformed Church

### **Group B: The Church of England, appointed by the Exeter Diocesan Board of Education**

Five places

Catherine Bowness	Diocesan Board of Education, Exeter
Ed Pawson	Diocesan Board of Education, Exeter
Katie Freeman	Bickleigh Down Church of England Primary School
Emma Butler	Diocesan Board of Education, Exeter
<i>Vacant</i>	University of St. Mark & St. John

### **Group C: Teachers' Associations, who should nominate RE teachers**

Nine places (three vacancies)

Martin Edmonds	NASUWT
Gwen Hughes	NUT
vacant	PASH
<i>Vacant</i>	NATRE
<i>Vacant</i>	VOICE
<i>Vacant</i>	UCU
Elizabeth Hill	PAPH (NAHT)
<i>Vacant</i>	ATL
Mirella Paganuzzi	Special Schools



## Group D: The Local Authority

Six places

Councillor Aspinall	Plymouth City Council
Councillor Morris	Plymouth City Council
Councillor Drean	Plymouth City Council
Councillor McDonald	Plymouth City Council
Councillor Mrs Johnson	Plymouth City Council
Councillor Tuohy	Plymouth City Council

## Co-opted Representatives

Seven places

Sara Wells/Claire Linden	Centre for Faiths & Cultural Diversity
Margaret Thompson	Quaker Community
Louis Efthymiou	Greek Orthodox Community
<i>Vacant</i>	Plymouth Association of Governors
Ben Kerr	Humanist
Dr. Barbara Wintersgill	RE Consultant
Mr Jono Madeley	Pagan Community

## Officers

Heather Ogburn	Senior Education Adviser
Michael House	Education Associate
Helen Rickman	Democratic Advisor
Jamie Sheldon	Democratic Advisor

## E. NUMBER OF MEETINGS, RECORD OF ATTENDANCE AND A BRIEF ACCOUNT OF MAIN ISSUES DISCUSSED AT EACH MEETING

Plymouth SACRE meets once per term and has met on three occasions in the academic year 2018 – 2019.

The Autumn Term meeting was held on 12 November 2018 and 12 members and three officers were present and the issues discussed included: -

- Student Voice
- Religion and World Views
- Agreed Syllabus Group Update
- Budget Update

The Spring Term meeting was held on 25th March 2019 at the Council House, Plymouth. XXXXX members and three officers were present, and the issues discussed included:

- Welcome to new members and membership issues
- SACRE Annual Report
- Plymouth RE hub and the Learn Teach Lead RE Project
- Local and National RE issues and developments
- BIG NASACRE survey
- Feedback on HMD and future plans
- South west SACRE conference - feedback
- Plymouth Centre for Faiths and Cultural Diversity
- Agreed Syllabus

The Summer Term meeting was held on 8<sup>th</sup> July 2019 at the Council House **XXX members** and two officers were present and the issues discussed included:

- Welcome to new members and membership update
- Future development of RE in Plymouth
- LearnTeachLead RE project – Plymouth Hub news
- Plymouth Centre for Faiths and Cultural Diversity – developments

Clerks to SACRE – Helen Rickman and Jamie Sheldon – Democratic Support Officers  
 Consultant Education Advisers to Plymouth SACRE – Heather Ogburn and Michael House

## Draft Ofsted inspection pack

From Page 13

### Inspection of religious education (RE) and collective worship

33. The Secretary of State designates certain schools as having a religious character.<sup>24</sup> 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.<sup>25</sup>

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 years<sup>26</sup> (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.<sup>27</sup> 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.<sup>24</sup> A school with religious character – often called a faith school – is designated under section 69(3) of the School Standards and Framework Act 1998;

<sup>24</sup> [www.legislation.gov.uk/ukpga/1998/31/contents](http://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.

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

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

<sup>27</sup> Protocol between Ofsted and signatory faith group inspectorates.

From Page 41

### 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.<sup>58</sup> 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.

*From Page 42:*

### **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.<sup>60</sup> 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.