

12. In the event of concerns or queries the following telephone number is available to inspectors:
  - Ofsted helpline (0300 123 4234).
13. In the event of an ongoing incident coming to light during the inspection, reference should be made to 'Inspecting safeguarding in maintained schools and academies', which contains guidance on what to include in the inspection report.

## **Inspection of religious education and collective worship**

### *Schools with a religious character*

14. If a school (including an academy) is designated as having a denominational religious character, then denominational religious education, school ethos and the content of collective worship are inspected under section 48 of the Education Act 2005 (see chart below). The inspectors who conduct **section 48 inspections** are appointed by the school's governing body, or the foundation governors in a foundation school, having consulted with persons prescribed in regulations (normally the appropriate religious authority). The inspectors are normally drawn from the relevant faith group's section 48 inspection service, although not all faiths have their own inspectors organised in this way. Section 48 inspections should be approximately every five years.
15. In schools with a religious character, section 5 inspectors may comment on educational issues such as the contribution of assemblies to pupils' personal and spiritual, moral, social and cultural development, or the quality of teaching in any subjects, including religious education (RE). In the case of schools without a religious character or voluntary aided or voluntary controlled/foundation schools, academies that were previously voluntary controlled/foundation schools and free schools that are designated as having a religious character, where RE is being provided in line with the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005 and the RE syllabus.

<b>Voluntary aided (VA) schools, academies whose predecessor was a VA school, free schools, and entirely new academies</b>	<b>Voluntary controlled (VC)/ foundation schools and academies whose predecessor was a VC/foundation school</b>
Section 5 inspectors do not inspect the content of denominational RE, but may visit the lessons and assemblies to evaluate teaching, spiritual, moral, social, cultural development, etc. They may also inspect any RE that is provided in line with the locally agreed syllabus following a request from parents.	Section 5 inspectors look at RE as part of the curriculum unless RE is provided in line with the designation following a request from parents.
Section 48 inspectors inspect the denominational content of RE, collective worship and the school's denominational ethos.	Section 48 inspectors inspect collective worship and the school's denominational ethos. Where the RE is provided in line with the designation, this will also be inspected by the section 48 inspectors.
Governors are responsible for deciding the content of the RE syllabus in line with the trust deed or designation.  They may appoint all teachers on the basis of religious beliefs.	RE should follow the locally agreed syllabus unless parents request a denominational one.  Governors may appoint up to 20% of teachers to teach the denominational curriculum.

16. The relationship between section 5 and section 48 inspections is governed by a protocol between Ofsted and signatory faith group inspectorates.
17. The Ofsted lead inspector should check the section 48 arrangements and:
  - if a section 48 inspection is occurring at the same time, the section 5 report should simply mention that a section 48 inspection also took place under the 'information about this school' section; evidence from the section 48 inspection should not be used in a section 5 report
  - if a section 48 inspection has been carried out since the previous section 5 inspection, inspectors should inform themselves of any key issues raised but should not use its evidence in their own inspection
  - if no section 48 inspection by a suitable person has taken place, the lead inspector should check the arrangements; if governors have not arranged for a section 48 inspection, then inspectors should conclude that they have failed to meet a key expectation.

### *Schools without a religious character*

18. Schools, including academies, that are not defined as having a religious character must conform to the legal requirements for non-faith schools:
- RE in maintained schools (except voluntary aided, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus established by the local Standing Advisory Council for Religious Education (SACRE). RE should reflect the religious traditions in Britain, which are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.
  - Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Non-faith academies must provide collective worship that is wholly or mainly of a broadly Christian character. Inspectors should note any requirements of their funding agreements.
  - A school can reflect the religious backgrounds represented in its community in its collective worship and RE, as long as the majority of provision is broadly Christian. Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local SACRE to have the broadly Christian requirement disapplied and replaced by collective worship distinctive of another faith. The headteacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA).

### **Separately registered childcare provision**

19. Early years or childcare provision of more than two hours that is **not managed by the governing body** must normally be registered with Ofsted. Where provision managed directly by a **school governing body** includes care for children under three years old, or where no child attending is a pupil of the school, it must be registered by Ofsted and is not inspected under section 5.

### **The views of parents of registered pupils**

20. Inspectors have a statutory duty to have regard to the views of parents. When the inspection service provider (ISP) sends confirmation of the

- those attending alternative provision.

130. In judging the school's overall effectiveness, inspectors consider whether:

- the standard of education is good (grade 2), or exceeds this standard sufficiently to be judged outstanding (grade 1)
- the school requires improvement as it is not a good school because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development
- the school is inadequate (grade 4) and, if so, whether it has serious weaknesses or requires special measures.

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

131. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

132. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

133. The social development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

134. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Reviews of governance and/or use of the pupil premium**

135. Where governance is judged to be ineffective, inspectors should include an external review of governance in their recommendations for improvement. The form of words to be used in the report under 'What the school should do to improve further' is:

'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'

136. It is for the school to decide how this review will take place, and to commission and pay for it. Such reviews aim to be developmental and do not represent a further inspection. Full details on what might be the form and nature of such reviews can be found on the following link: [www.gov.uk/reviews-of-school-governance](http://www.gov.uk/reviews-of-school-governance).

137. Where the inspection report identifies specific issues regarding the provision for disadvantaged pupils, inspectors should recommend an external review on the school's use of the pupil premium. The form of words to be used is: