

Review of Fundamental British Values

School	Moorside Primary School		
Meeting with	Dani Worthington head@moorside.calderdale.sch.uk		
Consultant	Ian Ross		
Date of meeting	Thurs 5 th January 2017	Time in school	3 hrs

Context

The visit was arranged as part of Calderdale's support for primary schools and through SACRE's duty to support and monitor religious education. It is conducted by Pennine Learning and contracted by Calderdale Council.

The review had three aims:

- To explore and evaluate the school's promotion of fundamental British values;
- To evaluate how the curriculum provision, including RE, supports these values;
- To summarise strengths and areas for development.

The programme included time with the Headteacher, Deputy Head and SENCo reviewing the key questions. There were also two sessions: with 6 pupils and 5 members of staff.

We reviewed together the following questions, based on guidance from the DfE and other sources, including:

- Is your curriculum broad and balanced? Does it include teaching on democracy?
- How effectively do you challenge prejudice and promote liberty, equality and respect?
- How do you promote knowledge, understanding and tolerance of different faiths?
- What are your school's values and ethos? Is there a commitment to SMSC and the promotion of democratic values?
- How well do you safeguard pupils from extremism and radicalisation?

Summary of review and findings

Is your curriculum broad and balanced? Does it include teaching on democracy?

A broad and balanced curriculum is in place and pupils have a full entitlement to a thorough programme of PSHE education. Assemblies include teaching about 'British values' and pupils could identify some of these clearly. They also made explicit and articulate links with the school's own values. Pupils are given the opportunity to engage with democracy through electing their school council and have also had input about agreeing school rules. They linked democracy to voting opportunities, such as pupils choice for achievement awards.

Although elements of teaching about democracy and the rule of law are communicated through assemblies and pupils could identify some of this, there was some confusion about what democracy meant. Specific curriculum input could not be clearly identified and I recommend you look at the PSHEe/Citizenship provision to ensure there is some discrete time given to teaching about democracy especially in Y5 and 6. The PSHE Association and the parliament.uk/ education websites are very useful in applying the 'British Values' to the curriculum.

How effectively do you challenge prejudice and promote liberty, equality and respect?

There is a clear and firm commitment from leadership and staff to promoting equality, diversity and respect. The programme of assemblies is used to promote these qualities and children were quick to recall and explain the school's own values. The pastoral and behaviour system firmly promotes respect and robustly challenges inappropriate behaviour, bullying or prejudice, with support offered to children. The pupils I spoke to were very confident that school was safe and that rare incidents of bullying or prejudice would be dealt with effectively by staff. One child said, " Teachers help you stay safe in school and outside."

Moorside School has developed a range of opportunities to widen cultural understanding, such as using assemblies to think about different religious festivals and through the comprehensive RE curriculum. There is now scope to widen this further, for example looking for role models or representatives from different faiths to visit school.

The school is considering signing up to become Stonewall School Champions and this will help the school celebrate diversity and encourage discussion about the wider community. Children could explain that name calling and bullying were dealt with strongly and clearly within the comprehensive behaviour programme.

One of the key elements in promoting fundamental values is the confidence of all teachers to in dealing with controversial or sensitive issues. These may be pre-planned curricular topics, responses to topical events or responses to unplanned incidents or comments. As part of professional development, it is worth exploring how best to support staff in this

area; this may well include sharing good practice and considering together how to tackle 'hot potatoes'. The development of a school script to tackle these 'hot potatoes' can also then be shared with parents to encourage them to see the wider picture. Staff interviewed felt very confident in handling sensitive issues, but a school script may be useful in supporting less confident members of staff including support staff/ mid-day supervisors.

How do you promote knowledge, understanding and tolerance of different faiths?

Pupils could recall learning about different faiths. In particular, there is a comprehensive programme of assemblies which had clearly had an impact on pupils. Class assemblies are used to respond to topical events or concerns. The curriculum documentation includes clear links with religious festivals and other events including Black History Month. Further work could be developed on drop down days/ mornings for pupils to study festivals in a cross curricula manner. These drop down days could be enhanced further by having a guest faith representative so all children get chance to meet and talk to a person of different faith.

RE is programmed for a lesson each week based on the Calderdale Agreed Syllabus. This includes coverage of a diverse range of faiths and beliefs and investigation of how believers respond to decisions and live in harmony and respect. Although RE is valued in school and there is a clear monitoring cycle in place, the school is mindful of its duty to ensure that children are prepared for life in modern Britain and wish to enhance RE further with a visit or visitor for each year group linked to the RE scheme so to widen the children's experiences of different cultures.

What are your school's values and ethos? Is there a commitment to SMSC and the promotion of democratic values?

There are clear and shared values in the school which are displayed in every classroom. Children and staff are aware of these and they are foundations on which the ethos of the school is built. Children nominate each other to receive a special award based on the PROUD aims. These values dovetail very well with 'fundamental British values' and these connections are made explicit in classroom displays and around school. It may be beneficial to draw parents' focus on one or two of these values each term. Pupils could articulate what is meant by the different elements of British Values and could explain where they had learned about these both in assemblies and across the curriculum. They felt school was a good place because 'you can make lots of friends', and that it was a place where 'I feel safe'. Lessons are fun' and 'we all work together' came across very strongly from the children.

There is an emphasis on building pupils' self-esteem and confidence through, for example, becoming play leaders or community wardens. To continue the democracy process it is worth displaying what the school council, play leaders and community wardens are working on presently.

Although there is much evidence of good SMS development, the area of cultural development needs further work to bring it in line with the fantastic work the school does

on spiritual, moral and social development and so prepare children for life in modern Britain.

How well do you safeguard pupils from extremism and radicalisation?

Pupils felt that school was a safe and secure place for them to learn. They said that they know where to go if they had any concerns for themselves or others. No issues of extremism had been evident so far but clearly nurturing good communications and alertness of staff are keys to the success of preventing any future issues. All staff had received 'Prevent' training but it is always wise to renew and develop this. It may be worth to provide a 'WRAP' workshop (normally provided free through Prevent coordinators in the local authority).

Summary of recommendations

Curriculum

- Ensure there is curriculum provision for teaching about the process of democracy through the PSHE curriculum;
- Provide more opportunities within classrooms for children to explain their understanding of the Fundamental British Values (this happens in some classes and could be extended across the school)
- Enhance the RE curriculum through meeting a believer sessions and/ or drop down days on different religions and cultures;
- Raise the level of awareness of difficult cultures by examining role models on class displays
- Consider using PSHE association planning and Rights Respecting Schools format to support teachers in tackling British Values in the curriculum.

Staff development and training

- Complete the diversity training provided through Train the Trainer, ensuring this covers all staff as well as teachers;
- Arrange for all staff to have continued training in preventing extremism through, for example, a WRAP workshop (normally provided free through Prevent coordinators in the local authority).

Leadership

- Develop further opportunities to widen pupils' horizons through engaging with cultural and religious diversity, such as a programme of visits from different faiths. (use the faith visitors list and budget for this in each class)
- Make more visits to places of worship detailed in the school communications with parents including the website, prospectus, twitter and newsletters. Combine these trips with others linked to topic work in class.

- Continue to embed the fantastic work carried out in the British Values through considering applying for quality mark badges.
- Continue developing links with local schools to enhance the work begun on school linking. This could be a group of children who are ambassadors for your school meeting with a group from a school with a more diverse background.

Thank you for inviting me to school. The report is only sent to you and is not shared with anyone else, though it may be useful for you to share it with your school improvement partner and your governing body. Later in the year I may write a general report on the overall findings of the 10 or more visits we have arranged but it will not be possible to identify your school in any way from this.

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