

OFSTED consultation HRE4ALL RESPONSE March 2019

At the HRE4ALL meeting in January (report circulated) it was agreed that the main focus of our response would be to proposals 1 and 2.

Consultation closes on April 5th

The consultation document can be accessed here:

<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

NOTE:

Draft Ofsted Inspection Handbook =DIH

Draft Ofsted Inspection Framework = IF

Ofsted Proposal 1 states:

We propose the introduction of a new 'quality of education' judgement built around our working definition of the curriculum. It will focus on a provider's educational intent, implementation and impact. Inspectors look at teaching, assessment, attainment and progress under the current inspection framework, and they will continue to do so, but these considerations will contribute, viewed in the context of the provider's curriculum, to a single quality of education judgement. In short, we propose to take a holistic approach to considering the quality of education rather than artificially separating the leadership of the curriculum from teaching, and separating teaching and the use of assessment from the impact this has on the outcomes that learners achieve. This will de-intensify the inspection focus on performance data and place more emphasis on the substance of education and what matters most to learners and practitioners.

To what extent do you agree or disagree with the proposal to introduce a 'quality of education' judgement?

HRE4ALL proposed response:

Agree

HRE4ALL proposed Comments:

The introduction of a new 'quality of education' judgement built around Ofsted's new definition of curriculum is an important improvement based on sound evidence gathering. Both the DIH and the Ofsted YouTube channel programme on curriculum by Heather Fearn (<https://www.youtube.com/watch?v=zcrp5N6c334&index=3&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>) explain that curriculum intent, implementation and impact evaluation need to be based on a more holistic, analytical, learner-centred approach.

We offer the following recommendations to further strengthen the inspection framework in helping schools provide an enlightened education that works for every child.

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- 1. The Draft Inspection Handbook (DIH) should make clear that the proposed “holistic approach to considering the quality of education” will incorporate both the subjects indicated in the national curriculum (or similar) and the dimensions of personal development indicated in the DIH (paras 202 – 207).**

Reasoning:

- i. “The quality of education” section (DIH pp. 40-51) uses examples which suggest that the quality of education criteria (as defined in the handbook) only applies to subjects. Since both elements (subjects and personal development), however, shape “what it’s like to be a pupil in the school” (DIH para 147), the handbook should clearly indicate that the quality of education will be judged in relation to both. This would then help to give similar status to all elements of a curriculum which extends “*beyond the academic, vocational or technical and provides for pupils’ broader development, including their spiritual, moral, social and cultural development*” (DIH para 210).
- 2. The following should be added to the DIH in paragraph 180 on gathering evidence about the impact of the quality of education:**

- **discussions with pupils about what they have remembered about what they have studied including both subjects and the dimensions of personal development**

Reasoning:

- i. Para 169 states: “Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills”.

This is a strong point and applies just as crucially to the personal development dimensions as to subject knowledge.

For example, in order to “develop fluency and unconsciously apply their knowledge as skills” in relation to respecting values of democracy, individual liberty and the rule of law, a carefully planned spiral, interactive programme for affective learning is required. This in turn implies age and ability appropriate teaching about, and modeling of, what it is that we should respect and how to put that learning into practice in a wide range of scenarios.

- 3. In the sections on Curriculum Intent and Impact, the DIH states that curriculum and learning should have an aim. Specifically the inspectors will be looking for evidence that “It is clear what end**

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points the curriculum is building towards, and what pupils will need to be able to know and do at those end points”(DIH para 157). Again in para 177 the DIH states “learning must build towards a goal”.

The handbook should make clear that this criterion The includes values and principles and applies not only subject by subject, but also to all the dimensions of personal development , phase by phase and across the whole school.

Reasoning:

- i. The curriculum needs to be designed and implemented to reflect the school’s stated values and principles. These in turn need to reflect the outward looking qualities of a citizen identified in the inspection handbook, e.g. IH para163 reference to cultural capital, and 202 – 207 references to personal development dimensions including social, moral, spiritual and cultural development.
- 4. The School Inspection Handbook should make clear that it is the development of the whole child, based on the values and principles set out in the United Nations Convention on the Rights of the Child (UNCRC) that will inform its judgements.**

Reasoning:

- i. Article 29 clearly expresses the overarching purpose of education: it states that ‘the education of the child shall be directed to:
 - (a) The development of the child’s personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.”

For amplification see the UN paper on the aims of education here:

<https://www.unicef-irc.org/publications/pdf/crcgencommen.pdf>

- ii. The UK ratified the UNCRC in 1991 and is therefore committed to implement it. In line with this commitment, Ofsted could offer Article 29 as an example of the aims for a holistic, analytical, learner-

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centred curriculum that schools might adopt. In doing so, this would help to give coherence to all aspects of the school curriculum and provide a clear set of overarching principles upon which school ethos and curriculum (intent, implementation and impact) is based.

- iii. This recommendation would help to provide a clear idea of what Ofsted means by “educated citizens” (DIH para 163) .
- iv. With reference to Article 29 (b) above, “the development of respect for human rights and fundamental freedoms” places learning about “Fundamental British Values” of democracy, individual liberty, the rule of law and mutual respect and tolerance (DIH 202) in the context of a wider set of universally agreed principles, thereby addressing the general consensus on the need to nurture outward-looking globally-aware citizens.
- v. The principles for an inclusive, empowering culture set out in Article 29 encourage the needs of the most disadvantaged to feature strongly in curriculum design. This is identified as a priority by Ofsted. For example in para 164 on sources of evidence specific to curriculum intent, the DIH states that inspectors will consider “how the intended curriculum will address social disadvantage”. Indeed Ofsted sees this as an issue of social justice and equity: “Schools should have an inclusive culture” (DIH 234). The presentation on Social Justice in the Ofsted Youtube programme cited above by Matthew Purves, Ofsted Deputy Director, Schools) addresses this theme forcefully.
- vi. Encouraging schools to consider Article 29 would reflect Ofsted’s emphasis on schools looking at the development of the whole child. As the DIH states: “Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school”(para 147).
- vii. There would be a long term benefit to community cohesion at a local and national level resulting from the adoption of principles and language associated with the promotion and modeling of respect for universal human rights across all schools.

NOTE: The UN Declaration on Human Rights Education and Training (2011), endorsed by the UK, highlights three key dimensions of HRE:

- education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;

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– education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect the rights of others. (United Nations General Assembly 2011, Article 2)

Source: Carol Robinson, Louise Phillips & Ann Quennerstedt (2018): Human rights education: developing a theoretical understanding of teachers' responsibilities, Educational Review, DOI: 10.1080/00131911.2018.1495182 [acchttps://doi.org/10.1080/00131911.2018.1495182](https://doi.org/10.1080/00131911.2018.1495182)

The whole declaration can be found here:

[https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx)

Ofsted Proposal 2 states:

We propose to judge 'personal development' separately from 'behaviour and attitudes' to enhance the inspection focus on each and enable clearer reporting on both. This approach recognises the very different elements in focus. We believe that the behaviour and the attitudes learners of all ages bring to learning is best evaluated and judged separately from the provision made to promote learners' wider personal development, character and resilience.

To what extent do you agree or disagree with the proposed separation of inspection judgements about learners' personal development and learners' behaviour and attitudes?

HRE4ALL proposed response:

Agree.

HRE4ALL Comments:

Ofsted's proposal to separate judgements about personal development from behaviour and attitude is to be welcomed. We offer the following recommendations to help strengthen the intended outcomes from separating these two judgements.

- 1. In paragraph 51 of the draft Inspection Handbook, Ofsted should add:
"a statement of the school's shared values / principles and a summary of how these are arrived at and upheld"
to the items it will review and consider prior to an inspection.**

Reasoning:

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- i. This addition is in line with the recommendations 3 and 4 for proposal 1 above, requiring a school's stated overarching goal to include values and principles. DIH, (paragraph 51), includes the following:
"Prior to inspection Ofsted will review and consider:
 - a summary of any school self-evaluation or equivalent,
 - the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust's strategy."

It would seem logical to include this recommendation as this would reflect Ofsted's emphasis on the significance of a school having shared values, arrived at in an inclusive way, in contributing to its overall success.

- ii. Paragraph 186 of the DIH asserts "The factors that research and inspection evidence⁶⁶ indicate contribute most strongly to pupils' positive behaviour and attitudes" include the following:
"a positive, respectful, school culture in which staff know and care about pupils".

In our view the recommended addition to Paragraph 51 would reinforce this point.

2. **The School Inspection Handbook should make clear that inspectors will be looking at how schools help pupils understand the causal relationship between their beliefs, attitudes and values and their behaviours. This expectation could be included in criteria for arriving at a judgement in relation to behaviour.**

To do this, we suggest the current "Good" judgement for personal development "The school prepares pupils for life in modern Britain by developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty and respect" **(para 210) is replaced with the following**

"The school prepares pupils for a responsible life in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples by developing their understanding of universal human rights and how these are upheld by British values of democracy, the rule of law, individual liberty and respect."

Reasoning

- i. The current statement reflects a narrow and parochial vision for young people who should instead be encouraged to see themselves as global citizens. Schools should be seeing themselves as responsible for equipping

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young people with the values, principles, understanding and skills that will help them contribute constructively to an increasingly interconnected world whose main challenges are global in nature.

- 3. The inspection handbook should include reference to the school leadership, staff and pupils having some understanding not only of the Equality Act 2010 but also the Human Rights Act 2000, UN Convention on the Rights of the Child (ratified in 1991) and the role of the Equality and Human Rights Commission (age and ability appropriate).**

Reasoning

i. This would support the emphasis on safeguarding, promoting social justice and non-discrimination which runs through the DIH, as evidenced in I the following DIH extracts:

- Good leadership includes:
 - “Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload” and
 - “leaders protect their staff from bullying and harassment” (254)
- “the extent to which leaders take into account the workload and well-being of their staff in order to deliver a high-quality education, while also developing and strengthening the quality of the workforce” (211)
- “those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding” (254)
- “an environment where pupils feel safe, in which bullying and discrimination are not accepted and in which they are dealt with quickly, consistently and effectively whenever they occur.” (186)
- “promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique” (202)
- “promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation” (202).
- “By promoting equality of opportunity and diversity, the school ensures that pupils understand, appreciate and respect difference in the world .and its people, celebrating what we have in common and promoting

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respect for the different protected characteristics as defined in law".
(210)

- "The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens, who contribute positively to society". (210)
- DIH reference to the law relation to segregation (249)

It would be logical for Ofsted to require Instruments and organisations that exist such as the UNCRC, HRA and EHRC, to be made known as part of the school's ethos and curriculum in order to empower people, both individually and collectively, to act for these principles,

USEFUL REFERENCES (including evaluations)

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- UCL Centre for Holocaust Education evaluation of impact of Beacon schools project (ongoing since 2009): <https://www.holocausteducation.org.uk/research/impact-evaluation/> (accessed March 2019).
- UNICEF UK commissioned evaluation of Rights Respecting Schools Award (RRSA) (data collected 2014-2015, published 2016):
<https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/evidence/>
- UNICEF UK commissioned evaluation of RRSA (data collected 2016, published 2017)
<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/RRSA-Impact-Report-2016.pdf>

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- UNICEF UK Theory of change and evidence of impact of RRSA. See also extensive references at end (2017):
<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2018/01/RRSA-Theory-of-Change-Evidence-Booklet.pdf>
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