

Organisational Disobedience / Religious Discrimination in Birmingham schools as reported by OFSTED

School	Ofsted visited	Ofsted's description of the composition & diversity of the school	Ofsted's comment on Daily Act of Collective Worship
Four Dwellings, Quinton	2001	The school draws its pupils from a very wide area. Around two thirds of the pupils are white and most of these live in Quinton. The majority of other pupils travel relatively long distances from central areas of Birmingham, although there are a number who travel right across the city each day. Most of the pupils from the central areas are of African-Caribbean heritage and these pupils make up over one fifth of the school population, although there are small numbers of pupils from each of a very wide range of ethnic backgrounds.	The school's management has been rigorous in addressing all the weaknesses identified in the previous report, with the exception of providing an act of collective worship , and the school now provides a good education for its pupils.
Frankley, Longbridge	2001	The school, which is situated on the southern edge of Birmingham, mainly serves the immediate community which is an area of high urban deprivation. Very few pupils come from minority ethnic backgrounds and only three pupils have English as an additional language.	The school is also failing to provide a daily act of collective worship for all pupils, or religious education for its Sixth Form. The school provision for collective worship does not comply with statutory requirements. Meet statutory requirements for collective worship and information and communication technology. (Paragraph 53,182,191).
Castle Vale	2002	Almost all the pupils are white and of British heritage. The school serves an area which, despite many changes, particularly a significant reduction in the number of unemployed, is still very deprived, with many families in difficult socioeconomic circumstances. The number of pupils eligible for free school meals is well above the national average. There are very few pupils with English as an additional language.	Statutory requirements are not being fully met for collective worship, ICT and religious education. Although, the school still fails to meet statutory requirements for collective worship, assemblies contribute effectively to pupils' spiritual development by providing time for reflection on a range of issues.
Kings Norton	2002	Pupils are from a variety of ethnic groups, about 13 per cent being of minority ethnic groups.	Provide a daily act of collective worship (paragraph: 45). The overall provision for a daily act of corporate worship for all pupils is unsatisfactory and does not meet statutory requirements.
Bartley Green	2005	The socio-economic background of pupils is well below average, there being significant areas of social deprivation. The school is situated in a suburb of Birmingham. The school has a low number of pupils from minority ethnic groups, which is in line with the local demography.	IMPROVEMENTS NEEDED ...to meet statutory requirements: To comply in providing an act of daily collective worship.
Frankley, Longbridge	2006	Frankley High School is set in a predominantly suburban housing area of South West Birmingham. Social deprivation factors in the locality are high, and relatively few children come from families with higher education qualifications. Most pupils are from White British backgrounds. Nearly half the pupils are entitled to free school meals.	The school still does not provide a daily act of collective worship; this was a point for improvement in 2001.

Organisational Disobedience / Religious Discrimination in three inner city Birmingham schools as reported by OFSTED in 2004

School	Date of Ofsted Inspection	Ofsted Comment
Golden Hillock	12-15th January 2004	IMPROVEMENTS NEEDED: Meet statutory requirements for Collective Worship.
Queensbridge	27-29th April 2004	Main...weaknesses: The school does not provide a daily act of collective worship.
Moseley	22-25 November 2004	IMPROVEMENTS NEEDED: To meet statutory requirements: Provide a daily act of collective worship.

Organisational Disobedience / Religious Discrimination in Birmingham schools as reported by OFSTED in 2012

Montgomery Primary

Too many teachers display low expectations of pupils' capabilities, and as a result lesson activities across the curriculum often lack challenge. This is particularly evident in subjects other than English and mathematics, where **many opportunities are missed to promote the development of pupils' literacy and numeracy skills. This lack of challenge and the missed opportunities to deeply explore concepts and ideas, hinder pupils' social, moral, spiritual and cultural development.**

...too few opportunities are provided in lessons to promote pupils' spiritual and cultural development, with pupils often exploring issues only superficially.

Matthew Boulton Primary

The curriculum does not take sufficient account of pupils' interests. It does not engage them or adequately promote their spiritual, moral, social and cultural development.

Sometimes the teacher spends too long talking to the whole class rather than actively engaging pupils in activities that promote their learning including their spiritual and social development.

Provision for pupils' spiritual, moral, social and cultural development is also inadequate because the teaching and guidance that pupils receive does not promote a strong moral framework or social cohesion.

Hobmoor Primary

**...too few opportunities are offered by teachers to pupils to consider spirituality.
...there are weaknesses in spiritual and cultural education**

Four Dwellings

There are far too few opportunities for students to develop their spiritual, moral, social and cultural skills.

Organisational Disobedience / Religious Discrimination in Birmingham schools as reported by OFSTED in 2013

Kingsbury (December 2013)

The proportion of students from minority ethnic heritages is well above the national average; the largest group is from Mixed White and Black Caribbean heritage.

Opportunities are frequently missed to promote students' spiritual, moral, social and cultural development. An exception was seen in a religious education lesson, when an inspired and mature debate took place on the role of Zakat in promoting greater wealth equality.

There are limited opportunities to promote students' spiritual, moral, social and cultural development. There has been no audit or analysis of spiritual, moral, social and cultural education at the school.

What does the school need to do to improve further?

Checks are made on how pupils' spiritual, moral, social and cultural education is provided.

Organisational Disobedience / Religious Discrimination in Birmingham schools as reported by OFSTED in 2014

Lordswood Boys' Academy (September 2014)

This is a school that requires special measures.

The school fails to promote the spiritual, moral, social and cultural development of students.

Many students lack the confidence to contribute to discussions or participate fully in the life of the school.

Improve the effectiveness of leadership and management by:

- giving a high and urgent priority to implementing the school's programme for students' spiritual, moral, social and cultural development
- The school has not had, until the start of the current term, a well-run and fully integrated programme for the spiritual, moral, social and cultural development of students. This has led to large gaps in students' knowledge and understanding and has restricted their achievement. The legacy of the long-established but predominantly sports oriented programme of activities has allowed students few opportunities to access artistic and cultural options, such as ensemble music.

The behaviour and safety of pupils are inadequate:

- The lack, until the very start of the current term, of a well co-ordinated and purposeful approach to the spiritual, social, moral and cultural development of students has left too many with a reluctance to learn. Some students do not always have the confidence to speak up in class.

Conclusion

Birmingham City Council uses Trojan Hoax to peddle *Secular State School System*

<http://t.co/Qi4V2afdWC>

In England there is no such thing as a Secular State School System or secular schools:

<http://www.discoversociety.org/2014/07/01/schools-religious-education-and-the-law/>

To coin a few phrases:

- The tactics that have been used are too similar, the individuals concerned are too closely linked and the behaviour of head teachers too orchestrated for there not to be a degree of coordination behind organisational disobedience and religious discrimination in some Birmingham schools.
- There has been a coordinated, deliberate and sustained action carried out by a number of associated individuals to introduce an intolerant and aggressive atheist, humanist, secularist and evangelical ethos into a few schools in Birmingham. This has been gained by achieving influence on governing bodies, installing sympathetic headteachers or senior members of staff, appointing like-minded people to key positions and seeking to remove concerned governors they do not feel to be sufficiently compliant with their agenda. Whether the motivation reflects a political agenda, a deeply held religious conviction, personal gain or achieving influence within the local education system, the effect has been to limit the life chances of the young people in their care and to render them vulnerable to more pernicious influences in the future.
- There is incontrovertible evidence that both senior officials and elected members of Birmingham council were aware of exceptionally poor attainment, organisational disobedience and religious discrimination in some Birmingham schools but chose not to do anything about it except to promote failed / failing head teachers as School Improvement Partners.