

SNAPSHOT OF SPIRITUAL, MORAL & CULTURAL DEVELOPMENT IN BIRMINGHAM SCHOOLS 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.

SNAPSHOT OF EXTRACTS FROM 2012 OFSTED REPORTS

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.

SNAPSHOT OF EXTRACTS FROM 2013 OFSTED REPORTS

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.

Humanism

<https://humanism.org.uk/campaigns/schools-and-education/collective-worship/>

You could become a member of your local SACRE or a school governor, to help to ensure that children and young people in your area have as inclusive assemblies as possible within the current legislative framework. There might be a vacancy in your area; if you are interested in finding out more, then please email us. You could also proactively contact schools in your area to find out their policies on the matter.

[Birmingham City Council and Mashuq Ally use Trojan Hoax to peddle Secular State School System](#)

<http://t.co/Qi4V2afdWC>

CONCLUSION

Have militant / hardline atheists, humanists and secularists hijacked Birmingham schools?

Ofsted to order training in anti-secularism and anti-humanism.

Children in Birmingham are being denied a “rounded education” to prepare them for life as British citizens, the chief inspector of schools will warn next week when he publishes damning reports into state schools in Birmingham that have been allegedly imposing secularist and humanist practices and attitudes in which the role of the established church, Head of state and Lords Spiritual are not acknowledged.

Sir Michael Wilshaw, the head of Ofsted, the education watchdog, is expected to highlight a worrying pattern of problems across the city in an advice note to Michael Gove, the education secretary, that will be delivered with inspection reports.

Section 78 of the 2002 Education Act and Section 1 of the 2010 Academies Act says that every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the **spiritual, moral, cultural, mental** and **physical** development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Community schools in England have a legal duty to offer a daily act of Collective Worship that is wholly or mainly of a broadly Christian character or apply for a Determination for pupils of other faiths.

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