

The new Ofsted framework and the Race Relations (Amendment) Act 2000

Ofsted Inspection Framework	What schools can do to show how they meet the requirements of the Race Relations Amendment Act
1 How successful is the school?	<ul style="list-style-type: none"> • Present clear information about ethnic and linguistic breakdown of school population and ethnic and linguistic trends
2. What should the school do to improve?	<ul style="list-style-type: none"> •
3.1 How high are standards achieved in the areas of learning and subjects and courses of the curriculum?	<ul style="list-style-type: none"> • Assess outcomes by ethnicity, language, gender, FSM, mobility, prior attainment & combinations thereof • Compare performance of different groups by subject • Develop clear narrative about school's standards in context • Show how analysis informs future action • Set challenging targets for groups of pupils
3.2 How well are pupils' attitudes, values and other personal qualities developed?	<ul style="list-style-type: none"> • Monitor attendance, exclusions and reward system by ethnicity • Have clear procedures for dealing with racist incidents and regular publication of monitoring data for staff • Have visible respect for cultures of all pupils (e.g., through diversity of curriculum) • Ensure high expectations are communicated to all pupils • Ensure <i>pupils are free from bullying, racism and other forms of harassment</i> • Survey pupil attitudes and analyse results by ethnicity
4. How effective are teaching and learning?	<ul style="list-style-type: none"> • Show response to differences in attainment by subject and ethnicity • <i>Promote equality of opportunity</i> • Monitor pupil engagement by ethnicity (through classroom observation and pupil survey) • Support development of inclusive pedagogy by appropriate focus in classroom observation • Ensure effective deployment of specialist EMA staff • Ensure that all pupils, including those new to English, understand assessment systems
5. How well does the curriculum meet pupils' needs?	<ul style="list-style-type: none"> • Monitor participation in OSHL by ethnicity • Audit all curriculum areas for cultural diversity • Monitor by ethnicity participation in range of new Key Stage 4 options • <i>Ensure curriculum is inclusive, by ensuring equality of access and opportunity for all pupils</i> • Ensure pupils have the opportunity to study and gain a qualification in community languages • Ensure needs of early stage EAL learners met
6. How well are pupils cared for, guided and supported?	<ul style="list-style-type: none"> • Ensure child protection procedures are culturally sensitive • Ensure that all teachers, pupils and parents (including those new to the UK) are aware of the legal framework • <i>Have effective induction procedures</i> including for mid-phase admissions • Have clear policies and procedures for refugee pupils • <i>Seek, value and act on pupils' views</i> ascertained through surveys, a Pupil Council and external review

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7. How well does the school work in partnership with parents, other schools and the community?	<ul style="list-style-type: none"> • Monitor attendance at parents' evenings and similar events by ethnicity • Provide support for parental networks • Provide skilled interpreters where necessary & translate key document into main community languages • <i>Provide a resource for, and draw from, the community</i> • Maintain a comprehensive list of community contacts for use by staff • Share information with mother tongue & supplementary schools
8. How well is the school led and managed?	<ul style="list-style-type: none"> • <i>Fulfil statutory duties, including promotion of inclusive policies in relation to. ...race equality</i> • Recruit and retain minority ethnic staff and governors • Leaders demonstrate <i>commitment to running an equitable and inclusive school</i> • Ensure there is race equality dimension to all policy making • Have an equitable and transparent approach to staff development • <i>Provide good role models</i>
9. How good is the quality of education in subjects and courses?	<ul style="list-style-type: none"> • See 3.1, 4 and 5
10. What is the quality of other specific features?	<ul style="list-style-type: none"> • See 3.1, 4 and 5

Phrases in italics are taken directly from the framework.