

# Introduction

The public sector equality duty creates a statutory requirement for providers to have due regard to the need to promote equality, eliminate discrimination and foster good relations on the basis of 'protected characteristics' such as race, gender and disability. More detail is provided in section two, but in essence inspectors should look for evidence – such as equality objectives and published relevant information – that providers are addressing key issues affecting different protected groups and have effective steps to address possible disadvantage experienced by them, such as differential attainment, rates of exclusion and bullying.

Aspects of equality and human rights are covered throughout the five inspection areas of the common inspection framework.

The first inspection area focuses on learning. Under this inspection area, Inspectors should evaluate the progress of all pupils across the school including that of different groups of pupils. Depending on the school's context, this might include pupils eligible for free school meals, boys and girls, pupils with English as an additional language (EAL), pupils who are more able, pupils with alternative timetables or regularly receiving education off-site and those from minority ethnic groups.

The second inspection area is about wellbeing and attitudes to learning. In this area, inspectors should consider how well all pupils are developing as ethical, informed citizens, for example through their awareness of fairness, equality, sustainability and children's rights. Inspectors should consider the trends in the overall provider attendance rate and the most up-to-date information available, including any notable variations between particular groups of pupils and others, for example those eligible for free school meals.

The third inspection area relates to teaching and learning experiences. When evaluating the provider's curriculum, inspectors should consider how well:

- the provider develops the Curriculum for Wales to fully reflect the nature of the school's context, including designing learning activities that reflect the cultural, linguistic and ethnic diversity of Wales and the school's local area
- the provider's curriculum provides for specific groups of pupils, for example more able pupils, those with additional learning needs and pupils with English as an additional language. (In Welsh-medium schools or Welsh-medium streams, this might include provision for pupils with little prior knowledge of the Welsh language. In schools with pupils receiving part of their education off-site or on-site in nurture groups or inclusion provision, inspectors should evaluate how well this curriculum

meets these pupils' needs)

Inspectors should consider the extent to which teachers and other practitioners have high expectations of all pupils. Inspectors should evaluate how well teachers develop a shared understanding of progression to ensure that their assessments are valid, accurate and reliable. When evaluating teachers' use of the outcomes of their own and external assessments, inspectors should consider how well they use this information to:

- assess the progress and development of individuals and specific groups, for example those pupils at risk of underachievement or those who are more able

The fourth inspection area is care, support and guidance. Inspectors should consider how well the school or PRU:

- helps pupils, including those from different groups, such as those eligible for free school meals, to take on responsibilities and to play a full part in the school and wider community
- helps pupils to develop an understanding of their culture, the local community and the wider world
- helps pupils to understand issues relating to equality and diversity and develops the values of respect, empathy, courage and compassion
- fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse world
- challenges stereotypes in pupils' attitudes, choices and expectations, and how well it promotes human rights
- promotes principles that help pupils to distinguish between right and wrong
- provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs
- develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values

Inspectors should consider how well the school or PRU:

- develops pupils' knowledge and understanding (in line with their stage of development) of emotionally damaging or unsafe behaviours, for example grooming, harassment, discrimination, bullying and extremism
- keeps pupils safe from the dangers of radicalisation and exploitation
- responds to and manages any alleged incidents relating to prejudice-related bullying, harassment and discrimination, whether by staff or by fellow pupils, including onward referral and reporting where appropriate
- uses its arrangements to promote and support an anti-bullying culture and a positive approach to managing pupils' behaviour
- records and addresses poor behaviour and specific types of bullying, including those involving protected characteristics, and how well leaders use the records to

improve the provision

Inspection area five is about leadership and management. There are three reporting requirements, and implicit across them is the impact that leaders and managers have in meeting the needs of learners from the different groups. Inspectors should evaluate the extent to which leaders and managers have established and communicated a clear vision. They should consider whether there are appropriate aims, strategic objectives, plans and policies that focus on meeting all pupils' needs to ensure that all pupils achieve at least as well as they should. They should consider the priority that leaders have given to ensuring that all staff understand and promote the school's safeguarding culture. Inspectors should consider how well leaders and managers act in accordance with the principle of sustainable development and how well they make decisions, for example relating to spending, and set priorities for improvement that balance immediate, short-term needs with the long-term needs of pupils, the local community and Wales.

This supplementary guidance gives some further information for inspecting these areas.