

**Herefordshire School Ofsted Reports 2003 –
Multi-Cultural Awareness**

23 schools were inspected by Ofsted during 2003. The reports were searched for references to multi-cultural awareness. The following comments were found.

	Primary Schools	Comment
1	Bromyard St Peter's October	<p>11. The outcomes of the provision for pupils' spiritual moral, social and cultural development are very good. Pupils learn about the major world faiths together with the visual arts and music curriculum. During the period of the inspection pupils in Years 5 and 6 spent a day visiting the Anne Frank exhibition in Hereford. Following this visit there was a whole school assembly during which pupils reflected about the events surrounding the holocaust in a very moving way.</p> <p>32. [Governors] have worked successfully to develop strategies for ensuring that racial equality is fully embedded into the policies and patterns of work throughout the school.</p> <p>43. Teachers use their skills very well to extend children's knowledge of different cultures and religions through a wide range of practical activities. Children are taught many of the customs associated with the Hindu festival of Diwali and, in the Nursery, use Asian cooking utensils in addition to those which they see at home.</p>
2	Clehonger CE May 2003	<p>139. By the end of Year 2... Pupils know the significance of the major Christian festivals, such as Christmas, and can recall some of the events that occurred. They also recognise that some people are special in their lives, such as their parents and teachers, and they learn to respect each other and people of different races and those who hold different ideas. In their study of Judaism, for example, pupils realise that Jews have different customs and that their beliefs affect the way they live.</p>
3	Clifford February 2003	<p>38 Racial equality is actively promoted and staff seek to help pupils to develop tolerant and respectful attitudes towards others. There is an appropriate policy for racial equality</p>
4	Colwall CE October 2003	<p>7. Awareness of cultures very different from that of the Malverns is well promoted across the curriculum and includes the study of several world religions.</p>
5	Gorsley Goffs October	<p>12. Pupils' understanding of their own culture is well supported by the arrangements made for visitors to the school and the many visits made to places of interest. Pupils learn about other cultures when, for example, they study Japan and Kenya as part of their geography topics. They also benefited from meeting visitors from Uganda at the local secondary school.</p>
6	Hampton Dene October	<p>It is good for spiritual, moral and social development but unsatisfactory for developing their learning about other cultures in this country.</p> <p>22. Books, however, have not been sufficiently checked for gender and racial bias. This has some bearing on the opportunities pupils have to prepare for life in a contemporary, multi-cultural society.</p>
7	Holmer CE January	<p>35. Religious education lessons make a contribution to pupils' understanding of the culture and traditions of other countries. The school's annual religious education week includes the study of non-Christian faiths and cultures. However, pupils' awareness of a multicultural Britain is only satisfactory.</p>
8	Hunderton Junior May	<p>31. The school does however, strike a good balance on the whole between the fostering of western culture and that of many diverse ethnic cultures present in the wider society. The annual visit to</p>

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		<p>London is used effectively as a springboard into the world beyond Hereford.</p> <p>88. [the work of artists other than painters]...The school is aware of the need to develop this area of learning, thus contributing positively to pupils' own understanding of their own culture and of different cultures around the world.</p>
9	Kingsland CE June	<p>31. Provision for pupils' cultural development is good overall. The school is aware of the need to prepare pupils for a life in a multicultural society, while living in an area with little evidence of it. To help with this development, the annual residential trip is to London. The school is also in contact with children in Tanzania and exchanges letters with them. Pupils listen to music from other cultures, and learn to sing their songs and dance their dances. Pupils' cultural development is also fostered by their study of world faiths in religious education lessons. Staff also work hard to develop pupils' understanding of their own local culture.</p>
10	Ledbury March	<p>28. Pupils from minority ethnic groups, including the travellers, are included in the curriculum very effectively. Classes study the culture of travellers and of other countries, such as the Caribbean.</p> <p>37. Pupils' own cultures are used to create a better understanding of each other's ways of life. For example, the school held a travellers' assembly and one on India following a visit made by a teacher. In religious education, pupils gain knowledge of the major world religions of Judaism, Sikhism, Islam, Hinduism as well as Christianity.</p>
11	Leominster Junior January	<p>...race issues are not given sufficient emphasis in the developing Citizenship programme.</p> <p>35. ...the school has yet to formalise its policy for race awareness.</p> <p>37. The school makes good provision for the cultural development of its pupils... The school has arranged visits to other communities, especially those of Asian background, in the urban West Midlands to give pupils insights into the diversity and richness of cultures represented in the wider community.</p> <p>134. Discussion with pupils in Year 6 reveals fairly limited knowledge of other faiths, although when talking about prayer or the way in which religion affects your life they show good insight and some spirituality.</p>
12	Longtown January	<p>30. Pupils learn about other faiths and cultures in religious education and show a good level of interest in these. They celebrate festivals from different religions during the year and learn about other countries for example, the Caribbean in art, music and geography. However, the multi-cultural aspect of the provision is under-developed so pupils' understanding of the diversity of cultures within the United Kingdom is limited.</p> <p>90. ... insufficient emphasis is placed on developing pupils' understanding of the diversity of cultures in the United Kingdom.</p>
13	Lord Scudamore February	<p>[What could be improved] The promotion of pupils' understanding of the richness and variety of other cultures found within Britain's multiethnic and multicultural society.</p> <p>Provision for pupils' cultural development is satisfactory – it does not sufficiently develop pupils' awareness of the richness and diversity of cultures within British society.</p> <p>38. In religious education, pupils gain knowledge of the major world religions. There are, however, fewer opportunities to develop pupils' appreciation of the richness and diversity of other cultures, particularly those found in Britain and these are not specifically planned for across the curriculum. This aspect is the weaker element and pupils' understanding of other cultures is</p>

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		<p>underdeveloped.</p> <p>41. The procedures for eliminating any oppressive behaviour are also excellent. Bullying is not tolerated and the one recorded racist incident last year was treated very seriously to promote racial equality in an inclusive school community.</p>
14	Madley July	<p>While there are some outstandingly good examples of the promotion of understanding the culture of far off lands, the promotion of understanding of life in a culturally rich and diverse British society could be more visible.</p> <p>6. Very good opportunities are provided for pupils' cultural development... A very good range of opportunities is presented in religious education for pupils to understand about the Christian faith and to set this understanding in the context of their learning about a wide range of other faiths and cultures. There are very good opportunities to learn about different societies in far-off lands, for example, through the school's very effective link with Kenya and the high quality work in association with a resident Japanese student. However, the recognition of and understanding of the multi-cultural dimension of current British society is less well promoted.</p>
15	Michaelchurch Escley January	<p>The school is very effective in the way in which it promotes equality of opportunity, and has a racial equality policy which is fully reflected in practice.</p> <p>22. Books, artefacts and resources reflect a wide range of different traditions and cultures, and the school celebrates important occasions in as many of the main world faiths as possible.</p>
16	Mordiford February	<p>Areas for development: implementation of the plans to extend children's awareness of non-western cultures so that provision for children's cultural development is as good as other aspects.</p> <p>40. Overall, provision for children to learn about the richness and diversity of other cultures is satisfactory but the school recognises that more could be done and has plans to further develop its provision in this area.</p> <p>70. Children have a growing understanding that people have different views, cultures and beliefs that need to be treated with respect. Resources to raise children's awareness of ethnic diversity are not always available.</p>
17	Much Birch January	<p>24. A good range of local speakers and speakers from further afield promote pupils' awareness of the wider world and cultural activities such as music and visiting artists promote an awareness of the pupils' own cultural heritage as well as developing an understanding of other cultures and faiths.</p>
18	Shobdon March	No mention found
19	St Thomas Cantilupe February	<p>36. The provision for pupils to study their own and other cultures is good. There is opportunity, through the curriculum, through educational visits and visitors, and through the use of information and communication technology, for pupils of all ages to study their own and other faiths and cultures. Good examples include a range of stories and dolls from around the world for the under-fives, finding out about the peoples and cultures of other countries, and a range of projects relating to the culture and demography of Hereford. Pupils gain a good depth of knowledge about other beliefs in their study of world faiths. Art, music and literature are used effectively, to help to develop curiosity, knowledge and aesthetic awareness.</p> <p>38. The school has good systems in place to monitor any incidents of racial harassment or bullying.</p>

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		121. Pupils gain a greater awareness of other cultures through studies of places such as Benin in Africa.
20	Weobley March	37. Cultural and multicultural development are very good and occur naturally as a result of the school's high quality curriculum and links with other groups. There is a long-standing link with a village in Tanzania, and the staff take every opportunity to invite visitors to school to discuss their work and different experiences. All the different subjects are used effectively to teach their different cultural components. 67. Children develop an understanding that culture and practice differs in other places. For example they know that people in other countries speak different languages ...They understand and participate in celebrations such as the Chinese New Year...They recognise religious practices from other cultures when they make diva lamps to mark Diwali.

	High Schools	Comment
1	Haywood February	53. Generally, however, increasing pupils' awareness of the richness and diversity of cultures now present in British society is an area for development.
2	St Mary's RC November	[Main strengths] The school promotes good relationships, spiritual development and racial harmony exceptionally well. This creates a calm and mutually supportive atmosphere that is very conducive to learning. 18. Analysis of the pupils' questionnaire, however, shows that just over one in four pupils knows of incidents of bullying or racist abuse. The inspection team explored this issue with many pupils during the inspection. Although they said that such incidents do occur from time to time, they all feel that the school attaches great urgency to such issues and deals with them very effectively. Inspectors agree with their positive views. Indeed, procedures for managing behaviour are very effective; there is little bullying and racist incidents are exceptionally rare. 22. Awareness of multi-cultural heritage, previously an area for further development, is now being addressed well in daily worship and inter-faith visits, for example, to a mosque and a synagogue. Some particularly good work has been done in English, using texts which highlight the difficulties encountered by Caribbean migrants to England, to the accompaniment of a steel band especially loaned for the occasion.

	Special Schools	Comment
1	Brookfield June	27. Religious education lessons and regular assemblies make a good contribution to the spiritual and cultural aspects of the curriculum. The pupils respond well to opportunities to learn about different faiths and they showed interest in visits made by a local vicar and an army chaplain.