

SHOW OFSTED THE WORLD

How Global Learning can help schools meet the new Ofsted criteria

Bridges Global



Schools in England are currently facing a new set of Ofsted criteria. This guide shows how a global learning approach can help schools to meet them, and suggests ways to present this to inspectors. It will be useful for schools already taking a global learning approach, or those who wish to do so.

It suggests that global learning can be an important part of any schools approach to meeting the new inspection criteria. This includes developing the spiritual, moral, social and cultural development of pupils, but also includes supporting improved teaching, pupil behaviour, school leadership and pupil achievement.

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Image: Kingsmead school, Summer 2011

Education 2012 series

This guide was written by Bridges Global in collaboration with Oxfam. It forms part of a short series considering how global citizenship can help schools in the current education environment in England.

Other guides about the links to Ofsted requirements and to school ethos are available at:

www.oxfam.org.uk/education/policy/education2012

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SUMMARY OF KEY POINTS

- Ofsted is generally not prescriptive about how core requirements and outcomes are met
- This leaves schools with the freedom to use a global learning approach, which can contribute significantly meeting the aims of inspection.
- As an approach which supports skills development through real life contexts, and which can support progression from primary school, global learning can contribute to improved achievement for all pupils
- Global learning pedagogies focussing on participation, critical thinking and enquiry can support improved teaching across the school, and improve inclusion of all pupils
- The focus of global learning on developing pupils' values and attitudes towards others can help promote positive and respectful behaviour
- Global learning can support leadership and management by providing a central focus for school development, supporting curriculum development, pupil leadership, staff development and school polices
- Ofsted's consideration of spiritual, moral, social and cultural development offers a significant opportunity for schools to undertake global learning.
- Schools wishing to gain specific recognition of global learning by Ofsted should consider planning to actively highlight the value of global learning to a school's achievement.

WHAT IS GLOBAL LEARNING?

Think Global defines global learning as education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships;
- and optimism and action for a better world.

Schools will have different experiences of global learning: for some their main focus might be the study of a contrasting locality; others will have adopted a global approach across the curriculum and as an integral part of the whole school ethos. Good global learning starts with an assessment of the needs of the school and will inform a school's ethos and practice. This document gives a range of examples of global learning that you may find relevant to your school.

HOW GLOBAL LEARNING CAN HELP SCHOOLS MEET NEW OFSTED CRITERIA

We take each area of inspection listed in Ofsted's '*The framework for school inspection*', and highlight criteria that could be well met through global learning, and signposts where research evidence supports this. Also highlighted are relevant areas of Ofsted's '*School inspection handbook*' and Ofsted's subject specific guidance, both for Inspectors, where they give a clearer indication about the specific elements that inspectors have in mind. We then give examples that schools may recognise from their own practice or draw on in the future, and resources for further inspiration or information.

The four key areas of inspection and evaluation are:

1. the achievement of pupils at the school;
2. the quality of teaching in the school;
3. the behaviour and safety of pupils at the school;
4. the quality of leadership in and management of the school.

Inspectors must also consider:

5. the spiritual, moral, social and cultural development of pupils at the school;
6. the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs. (This guide does not specifically address this point.)

"Ofsted inspectors are interested in identifying any strengths that your school may have. If you can show, by taking a global approach in your curriculum and in the general ethos of your school, that pupils are more motivated, engaged and interested in learning, and that this is having a positive impact upon their outcomes, the inspectors should see that this is a strength and credit you for it."

Steven Taylor, School Improvement Officer, Shropshire

Where Ofsted has been quoted or paraphrased, the text is in italics and the source is given as an end note.

1. Achievement of pupils at the school

A global learning approach can be used to raise pupil achievement in a variety of ways.

Ofsted is particularly looking for academic achievement and the development and application of a range of skills including reading, writing communication and mathematical skills. ^{(A) 1}

Global learning supports the development of a range of skills, including communication, critical thinking and reasoning. However one of the strengths of global learning activities is that they provide a wealth of real life contexts to which pupils can apply these core skills in areas across the curriculum. The importance of real life contexts is highlighted by Ofsted as motivating learning and accelerating achievement across a range of subjects in the subject specific guidance.^(B)

Activities you may already use or could start using in your school include:

- Reading fiction and non-fiction books about other countries, cultures and global issues
- Writing with a purpose, such as writing persuasive letters to MPs highlighting a global issue or using school linking to develop friendships and communicate through online correspondence.
- Using real world data, such as countries' development statistics, for mathematical problems.

Ofsted wants to see the planning of clear outcomes, achievement and progress and evidence that pupils' previous attainment is informing the planning of future learning activities and moving them forwards. ^(A)

The following **resources** have been used to inform how global learning is planned and evaluated.

- ... Are we nearly there? A self evaluation framework for global citizenship. RISC. This resource provides a comprehensive framework for assessing progress in global learning. (www.globaldimension.org.uk/resources/item/?r=1802)
- Education for Global Citizenship: A guide for schools. Oxfam. This resource provides a framework for progression for global citizenship, including knowledge, understanding, values, attitudes and skills related to key stages. (www.oxfam.org.uk/education/gc)

Ofsted also considers how well pupils are prepared for the next stage of their education, training and / or employment. ^(A)

¹ Note, the spiritual, moral, social and cultural achievements of pupils are not specifically considered in this section.

Global learning is one approach that can be used to maintain progression from primary to secondary school. For example the resource *Going up, growing up: peer education for global citizenship: a tool for transition* by Manchester Development Education Project provides teachers with practical activities on how to ease primary to secondary school transition using peer education and global dimension methodologies.

(www.globaldimension.org.uk/resources/item/?r=1701)

The following research into global learning and associated methodologies provides evidence to support their use to raising pupil achievement.

- Research into the Philosophy for Children (P4C) methodology has shown it has a statistically significant impact on cognitive abilities, discussion and national performance in maths. In addition, 30% of schools using Philosophy for Children in global learning found it had a 'strong' positive impact on pupils.^(C)
- An evaluation of schools participating in UNICEF's Rights Respecting Schools Award demonstrated positive impacts on raising pupil attainment, motivation and engagement in lessons.^(D)
- Research into global learning in primary schools found that 40% of respondents reported it had a strong positive impact on pupils when delivered within the subject curriculum.^(C)
- Research has shown that in preparation for employment, 93% of business leaders said it was important that schools be developing the ability of pupils to think globally and three quarters said the UK was in danger of being left behind by emerging countries if pupils could not do so.^(E)
- Research into using global learning activities with pupils excluded, at risk of exclusion or 'disengaged' from their learning found pupils demonstrated increased participation and full engagement.^(H)

2. Quality of teaching in the school

Global learning uses a wide range of different strategies and methodologies and can contribute significantly towards improving teaching.

Ofsted will be looking at the quality of teaching and will consider how well teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum.^(A) Schools graded 'Outstanding' will demonstrate teaching that over time enables almost all pupils to make rapid and sustained progress. Ofsted's 'School Inspection Handbook' states that inspectors 'will not be looking for a preferred methodology'.^(F)

Participatory methodologies used for global learning are specifically designed to enthuse, engage and motivate pupils. They have a particular focus on encouraging critical thinking and independent learning. You may already be using or could try:

- Philosophy for Children (P4C) which emphasises the importance of enquiry and questioning skills, imaginative and meaningful dialogue, and careful reasoning and reflection. (www.sapere.org.uk/Default.aspx?tabid=162)
- Open Spaces for Dialogue and Enquiry which offers a set of procedures and ground rules to structure safe spaces for dialogue and enquiry about global issues, and perspectives focusing on interdependence. (www.osdemethodology.org.uk)
- Enquiry led approaches to help enable pupils to explore and progress through a series of questions. *Climate Change – local and global an enquiry approach TIDE ~ global*

learning (<https://bit.ly/M67Dy4>) is an example of a planning framework for an enquiry led approach.

Ofsted will also consider how well “teachers and other adults create a positive climate for learning in which pupils are interested and engaged”^(A)

Global learning provides **opportunities** to bring real world people and places into the classroom, making learning real and increasing interest and engagement:

- Inviting outside speakers and role models from the local community, representing the diversity of your area or region, can help create a climate where each pupil feels respected.
- Global school partnerships provide opportunities for teachers exchanges, bringing first-hand stories and resources from different countries into the classroom.

Global learning **resources** often use a range of learner-centred and participatory approaches and techniques, appealing to different learning styles and thereby helping all children to participate and progress. Activities use techniques such as role play, simulation games and photograph analysis.

Global Dimension www.globaldimension.org.uk is a search engine for global learning resources.

The following research shows global learning pedagogies can have on the quality of teaching:

- Research into global learning in primary schools found that 28% of surveyed schools said global learning enhanced their teaching methods.^(C)
- An evaluation of Global School Partnerships found that engaging in a school link had a positive impact on teachers’ personal and professional development and contributed positively on teaching materials and resources.^(G)

Bishop’s Castle Primary School in Shropshire were making a film to educate other schools about global issues when they were inspected.

The inspector writes... “Where the planned curriculum supports academic and personal skills well, teachers use topic work to extend and develop pupils’ basic skills and they relate learning to real life to make the learning relevant and gain the interest of pupils. For example, year 6 pupils acted as film makers and explored the good and bad features of sustainability, developed their note taking skills and discussed their findings”

Bishop’s Castle Primary School, Ofsted Report April 2012

3. Behaviour and safety of pupils at the school

Global learning places great importance on pupils’ respect for others and promotes positive and respectful behaviour. It therefore supports the development of pupils’ values and attitudes.

Ofsted is looking at “pupils’ behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment and discrimination” and also that “teachers ... ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity”^(A)

- Global learning **activities and approaches** that can be used to support respectful behaviour include:
- challenging negative stereotypes of people from different places and cultures with a view to developing greater respect for all;
- relating rules and behaviour in the classroom to broader issues such as conflict and international relations;
- using methodologies that nurture respect for others and encourage pupils to value a range of different opinions;
- involving members of local communities in developing greater understanding of the situation of, for example, ethnic minority groups, asylum seekers and refugees;
- using story, drama and images to develop empathy and debate for example through books such as *Grandpa Chatterji* by Jamila Gavin;
- learning that protecting human rights is an essential part of being a responsible citizen;
- engaging disengaged pupils in education using participatory activities.

The following research has shown that global learning approaches can impact positively on pupils' behaviour and participation.

- An evaluation of schools participating in UNICEF's Rights Respecting Schools Award found positive impacts on relationships between pupils and staff, pupil behaviour around school and reduced bullying – including reductions in fixed term exclusions.^(D)
- Research into global learning activities with pupils excluded, at risk or exclusion or 'disengaged' from their learning found pupils had shown increased participation and full engagement when given the opportunity to use global learning approaches.^(H)

4. Quality of leadership and management of the school

Ofsted considers the extent to which leaders and managers: provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development.(F) In addition 'outstanding' schools are referred to as having a rich and relevant curriculum.(G)

Global learning provides a central concept around which the curriculum and general ethos of the school can be organised. This focus supports the development of a clear identity and meaning for the whole school. Approached in this way, global learning can have the greatest impact within any individual area of the school, as concepts, ideas and values are continually reinforced.

The following suggestions provide some **ideas** for integrating global learning across school life:

- reflecting a global dimension in whole-school development plans and policies, for example by incorporating values such as social justice;
- appointing a staff member and lead governor who have responsibility for global learning in the school;
- developing pupil leadership by involving pupils in planning activities and governance
- developing schemes of work that are planned around skills, key concepts and big ideas such as interdependence and justice;
- adopting more holistic curriculum models such as the International Baccalaureate or Index for Inclusion
- participating awards which create a focus for the whole school, for example, the UNICEF Rights Respecting Schools Award (which puts the UN Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos), Fairtrade Schools Award, Global Schools' Award and International School Award.
- supporting charities that reflect the global ethos of the school;
- adopting procurement policies that reflect what is being taught in the classroom, e.g. buying fairly traded products for school use and following sustainable practices.

Ofsted also considers the extent to which leaders and managers: engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.^(A)

Global learning activities provide many **opportunities** for involving parents and your school's wider community including:

- Using open evenings, parent's evenings, events and award evenings as an opportunity to display pupils' work reflecting their views and perspectives.
- Inviting parents to assemblies and performances where arts from a range of cultures represented in your region are featured.

Ofsted's guidance for subject specific inspections highlights the following areas that provide opportunities for global learning^(B): 'Outstanding' schools and departments will:

- *develop learning and understanding about current and relevant local, national and global issues and of the histories of cultures other than their own (Citizenship, Geography, History, Science)*

"Education for sustainable development ... is about equipping learners with the skills, knowledge and understanding to be effective citizens in a complex and changing world through the curriculum ... Through education, people may develop the knowledge, values and skills to participate in decisions about the way we do things, individually and collectively, locally and globally, that will improve quality of life now without damaging the planet in the future."

Ofsted Report: Sustainable development in learning and skills inspections, guidance for inspectors, February 2012

- *have forged excellent links with other agencies and the wider, as well as the global, community (Citizenship, Geography, Religious Education, Science)*
- *have a curriculum that is sensitive and responsive to local, national and international issues as they emerge and provides highly positive, rich and memorable experiences for your pupils (Citizenship, Economics, Business and Enterprise Education)*
- *resources are matched to needs and challenge and support inclusion, race and diversity. (Citizenship, Religious Education)*

The following research has shown that global learning approaches have most impact when implemented across the school:

- Research into global learning from Wales indicated that when approached across the whole school there were positive impacts on pupil motivation, community links and improved school ethos^(I)
- Schools participating in UNICEF's Rights Respecting Schools Award, which is a whole school approach focussed around rights, found positive impacts on staff-student relationships, improved a sense of community and improved values development across the school.^(D)
- Research into global learning activities with pupils excluded, at risk or exclusion or 'disengaged' from their learning found pupils had shown increased participation and full engagement when given the opportunity to use global learning approaches school partnerships found that when they were implemented more holistically across the school they had greater positive impacts on school ethos, professional development and the school development plan.^(G)

5. The spiritual, moral, social and cultural (SMSC) development of pupils at the school

Global learning can play a major role in helping to ensure pupils' spiritual, moral, social and cultural (SMSC) development needs are met.

Ofsted will consider pupil's SMSC in the context of the curriculum, interactions with teachers and other adults and with the local community. 'School inspection handbook' provides the following examples of where inspectors can find evidence of this, including the following which relate to global learning.^(G)

- *Pupils are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning;*
- *Pupils develop and apply an understanding of right and wrong in their school life and life outside school;*
- *Pupils develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability;*
- *Pupils develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain;*
- *Pupils respond positively to a range of artistic, sporting and other cultural opportunities;*

- *Pupils understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.*

Ofsted's subject specific guidance indicates areas where global learning can support pupils' achievement.^(B) With reference to the SMSC aspects of learning, Ofsted are looking for schools that:

- *are developing a real sense of curiosity about the world and the people who live there*
- *(Science, Geography, Business and Enterprise Education, Economics)*
- *have a good understanding of interdependence (Geography)*
- *(Citizenship)*
- *have confidence in exploring how the action of individuals and groups can make a difference in society and understand the principles of political engagement (Citizenship)*

"Social and emotional skills are really important to understanding the global dimension and this in turn is really rich material for SEAL. There is lots of mutual benefit."

SEAL (Social and emotional aspects of learning) and the global dimension, Development Education Centre (South Yorkshire)

Global learning **activities** that could support the development of SMSC include:

- adopting approaches that emphasise values and respect;
- adopting culturally responsive and rights-based approaches;
- focusing on developing concern and empathy for others around the world through, for example, story, drama and global partnerships;
- helping learners understand their own communities and making links to different and wider communities;
- using images, story and discussion to challenge religious and cultural stereotypes
- ensuring cultural experiences reflect the richness and diversity in the local, UK and global community;
- engaging with campaigns that help others such as *Global Call To Action Against Poverty* which bring together hundreds of thousands of people who want to make better for others;
- using a Philosophy for Children approach which develops caring and thinking of others as a key type of thinking.

The following research has found evidence that supports the use of global learning to achieve outcomes related to SMSC:

- An evaluation of schools participating in UNICEF's Rights Respecting Schools Award illustrated pupils involved are more likely to display positive attitudes towards inclusivity and diversity within society and develop increased empathy, confidence and a heightened ability around conflict resolution.^(D)
- An assessment of the international dimension in education in schools in Wales found that all schools reported positive impacts on learners including: well-being, developing attitudes and values and participative skills.^(I)
- An evaluation of Global School Partnerships found that engaging in a school link had a statistically significant impact on pupil' attitudes and responses to global issues.^(G)
- Research into global learning in primary schools found that: 76% of schools recognised the contribution of global learning to developing pupils' respect for diversity; 69% recognised the contribution to developing empathy; 62% recognised the contribution to developing fairness and 61% to developing respect.^(C)

PRESENTING GLOBAL LEARNING: BEFORE AND DURING AN INSPECTION

Schools wishing to gain specific recognition of global learning in their Ofsted report should consider planning to actively highlight its contribution to a school's achievements. Schools may find useful the following ideas to help highlight global learning, or indeed any other approach, as making a contribution to a school's success:

- Inspectors will generally look at RAISEonline data and a school's website around six weeks before an inspection^(G) – ensuring global learning is reflected in the mission statement, activities, photographs etc online will help inspectors identify it as a core element of a school's success.
- Self Evaluation Frameworks (SEFs) are optional, however completing one gives a school an opportunity to present and evidence global learning
- Senior leaders may wish to brief all staff to ensure values and approaches important in school, such as global learning, are highlighted in discussions and interviews during the inspection process.
- Teachers that are observed can ask for feedback and could mention global learning if they feel it contributed to the successful outcomes of the lesson.
- Finally, global learning should be framed in terms of the contribution it makes to outcomes – mapping these in advance, for example by using this guide, will help schools highlight global learning at inspection time.

WHAT NEXT?

Depending on your schools' previous level of engagement with global learning, this guide may encourage you to:

- Consider how you can use some specific global learning activities within different subject areas to improve relevance and skills development of pupils
- Find out more about some of the participatory methodologies common to global learning such as Philosophy for Children or Open Spaces for Dialogue or Enquiry
- Consider using approaches to rights, perceptions and relationships to focus on improving behaviour
- Think about how global learning can support whole school development, by providing a lens to bring together work on the curriculum, pupil leadership, staff development and community engagement

Doing so may support your school in meeting the new Ofsted criteria.

For schools who already carry out global learning across the school, this guide may also help you consider how you can demonstrate this to Ofsted clearly within the new framework.

OFSTED AND OFSTED RELATED LINKS

The Framework for School Inspection (for inspections conducted from September 2012)
www.ofsted.gov.uk/resources/framework-for-school-inspection-september-2012

School inspection handbook (for inspections conducted from September 2012)
www.ofsted.gov.uk/resources/handbook-for-inspection-of-schools-september-2012

Our Expert Knowledge - follow links to subject specific guidance
www.ofsted.gov.uk/resources/our-expert-knowledge-0

Use the key: a website for head teachers with many Ofsted related articles
www.usethekey.org.uk/

REFERENCES

A - Ofsted (June 2012) The Framework for School Inspection (for inspections conducted from September 2012) (www.ofsted.gov.uk/resources/framework-for-school-inspection-september-2012)

B - Ofsted (2012) Our Expert Knowledge www.ofsted.gov.uk/resources/our-expert-knowledge-0 - follow links to subject specific guidance

C - Hunt, F. (2012, forthcoming) Global learning in primary schools. Draft. DERC Research Report. Institute of Education: London

D - UNICEF / University of Brighton / University of Sussex (2012) Evaluation of UNICEF's Rights Respecting School Award (www.unicef.org.uk/Latest/Publications/RRSA-Evaluation-Sussex-Brighton/)

E- Think Global / British Council (2011) The Global Skills Gap: Preparing Young People for a New Global Economy (www.think-global.org.uk/resources/item.asp?d=6404)

F - Ofsted (June 2012) School inspection handbook (for inspections conducted from September 2012)

(www.ofsted.gov.uk/resources/handbook-for-inspection-of-schools-september-2012)

G - National Foundation for Educational Research (NFER), (2011) Global School Partnerships Programme: Impact Evaluation Report (www.nfer.ac.uk/nfer/publications/GSPP01/GSPP01.pdf)

H - Kaimacuata, A (2010) 'Engaging the Disengaged through Development Education: Challenges and successes' in Policy & Practice: A Development Education Review, Vol. 11, Autumn 2010, pp. 58-68, available: www.developmenteducationreview.com/issue11-focus4

I - National Foundation for Educational Research NFER (2010) – Assessing the International Dimension in Education in Schools in Wales: Phase II (www.britishcouncil.org/final_report.pdf)

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