

# **SACRE Monitoring report**

**Updated May 2016**

## **Achievement (2015)**

SACRE recognises the high quality of religious education in Lancashire schools and appreciates schools' support in gathering end of key stage data.

70% of primary schools, 24% of secondary schools and 17% of special schools submitted data in 2015. More primary schools responded than in 2014 but fewer secondary schools.

### **KS1**

2015 data indicates that a rising trend in attainment has continued at the end of KS1.

87% of pupils met the expected standard in target 1 – Learning about Religion

86% of pupils met the expected standard in target 2 – Learning from Religion.

This is 3% higher than results reported in 2014. Standards compare favourably with local and national results for the core subjects (reading, writing and mathematics).

More than 80% of pupils reached Level 2 or above at the end of Key Stage 1 in 106/129 primary schools reporting results (82%).

Fewer than 70% of pupils reached the expected level at the end of both Key Stage 1 in 14/129 primary schools (11%).

### **KS2**

At the end of KS2 85% of pupils met the expected standard in both targets 1 and 2.

This is 2% improvement on results reported in 2014. Standards are in line with local and national results in reading, writing and mathematics at the end of KS2.

More than 80% of pupils reached Level 4 or above at the end of the key stage in 96/124 primary schools reporting results (77%).

Fewer than 70% of pupils reached the expected level at the end of Key Stage 2 in 10/124 primary schools reporting results (8%).

### **KS3**

This improving trend is also consistent with results reported at KS3 however data has not been generated from a sizeable group of schools so must be treated with some caution.

86% of pupils reached the expected level of attainment in both attainment targets which again constitutes a 2% rise on 2014 standards.

More than 80% of pupils reached Level 5 or above at the end of Key Stage 3 in 5/11 secondary schools reporting results (45%).

Fewer than 70% of pupils reached level 5 or above at the end of Key Stage 3 in 4/11 secondary schools (36%); 3 of these were special schools.

## **KS4**

The proportion of pupils entered for the full GCSE course in all Lancashire schools rose by just over 1% to 61% in 2015. Levels of attainment in Lancashire's Schools remained above the national average for all schools, with 75% of pupils gaining a GCSE at grade A\*-C compared with 71% nationally.

Disadvantaged pupils (those eligible for pupil premium funding) did not perform as well as others within Lancashire.

Students of Indian and Chinese heritage made the most progress as well as those whose first language was not English. Pupils of Black Caribbean heritage made the least progress.

30% of pupils gained a grade A\*-A in Religious Studies (32% 2014).

## **Quality of provision**

The new 'Common inspection framework' came into effect in September 2015.

Ofsted now conduct short inspections of schools that were judged to be **good** at their most recent section 5 inspection. These short inspections will last for one day and take place approximately every three years.

A short inspection will determine whether the school continues to provide a good standard of education and that safeguarding is effective. It is only when a short inspection is **converted** to a section 5 inspection that inspectors will make the full set of graded judgements using the four-point grading scale and produce an inspection report. The outcome of a "section 5 conversion" could be that the school drops a grade/s, moves to outstanding or remains good after further investigation.

Schools that are in Ofsted categories or require improvement will continue to undergo a full section 5 inspection as was previously the case.

This will impact on SACRE's ability to evaluate provision within consistently good schools as fewer section 5 reports will be published.

**The following paragraphs, which report on the quality of social, moral, spiritual and cultural development, are extracted from published OfSTED reports for Lancashire schools between September 2015 and May 2016.**

### **Primary**

*57 reports were published in total; 20 for community primary schools. Out of these 20, there were 17 'section 5' inspections.*

### **Burnley Briercliffe: OE Good**

Treating each other with respect and care is central to the philosophy of the school. Links with the Burnley Faith Centre are providing more frequent opportunities for pupils to learn about other religions and cultures. Every week, awards are given to those pupils who are deemed worthy of being 'star citizens'. Pupils have the opportunity to have their

voices heard through the school council. These and other activities provide a sound basis for promoting British values.

**Skelmersdale, Crawford Village:** OE Outstanding

Spiritual, moral, social and cultural development is a core strength. Pupils feel safe, behave very well and all ages mix harmoniously. Pupils become increasingly responsible, understand right and wrong, and know and appreciate British values. The pupils who act as 'values champions' are keen to spot others putting values into practice, such as being kind to others. They respect different religions and cultures and are well prepared for life in modern British multicultural society.

**Preston, Frenchwood:** OE Good

Pupils have a good understanding of different cultures and faiths. Many pupils attend mosque but have a good knowledge of other religions such as Christianity, Hinduism and Judaism and visit different places of worship. Pupils celebrate their own and different cultures through theme weeks and special days and events. Pupils say that no matter what you look like, or what kind of family or culture you come from, you would be treated the same in their school. They understand the importance of shared values, including democracy.

**Colne, Park:** OE Good

Pupils' spiritual, moral, social and cultural development is central to all learning and pupils are taught to think about and celebrate British values from an early age. Topics such as 'It's OK to be different' and the 'Building bridges' project, which involves working with pupils from another local school where there is a wider multi-ethnic population, provide pupils with opportunities to understand and respect differences. The pupil parliament, school council, a visit from the mayor, assemblies and work in personal, social and health education promote a good understanding of democracy. Older pupils have a clear awareness of the dangers of exploitation and extremism.

**Skelmersdale, Little Digmaor:** OE Good

Pupils successfully learn about British values and life in modern Britain. The school creates a culture where pupils learn to welcome, respect and accept others as equals. It teaches them to realise that there could be times when someone might try to tempt them to do something they know to be wrong, and they should be strong and resist such temptation. By doing so, it enables pupils to consider carefully the dangers associated with extremism and radicalisation in different walks of life.

**Morecambe, Morecambe Bay:** OE Good

The school prides itself on ensuring that pupils become confident and responsible individuals. Their social and moral attitudes and values are strongly developed through a values education programme which is embedded in many aspects of the work of the school. Last term the focus was on tolerance and this term on determination. This programme promotes British values very well and is evidenced by the way the large number of pupils from Eastern Europe (especially Poland) have settled into the school and become a part of the school community.

Pupils' spiritual development, although promoted through relevant assemblies and focus days, is less well supported through the teaching of religious education as the programme currently lacks cohesion and rigour.

#### **Colne, Trawden Forest:** OE RI

Leaders have begun to exploit the wider curriculum to develop pupils' awareness of different cultures in modern Britain and of British values such as democracy. Children learn about the similarities and differences in faiths through religious education lessons and understand the need for tolerance and respect for others' views or beliefs.

#### **Preston, The Roebuck:** OE RI

Spiritual, moral, social and cultural development is underpinned by the school's ethos and values. The work of the school council demonstrates an understanding of how democracy operates. Messages given in lessons and assemblies prompt pupils to reflect on their own values and beliefs and those of others. Pupils are well prepared for life in Britain today.

#### **Leyland, Woodlea:** OE RI

Overall, pupils have good opportunities to develop their spiritual, moral, social and cultural skills. Visits and visitors enhance pupils' experiences, including a residential visit and opportunities to debate issues at the Council Chambers. Pupils are able to consider each other's viewpoints and show tolerance and respect where these differ from their own. Pupils learn about different faiths and have had opportunities to visit different places of worship. Although pupils have some understanding of different cultures, leaders are aware that this could be further developed. Consequently, the new leader has planned activities to extend pupils' understanding of different cultures and an appreciation of the diversity of life.

#### **Chorley, Gillibrand:** OE Outstanding

Leaders ensure that the fundamental British values, including those of respect and tolerance, are both taught well, and embedded throughout the culture of the school. Pupils understand the concept of democracy and the importance of voting as 'having a voice' and being able to influence the decisions that are made.

#### **Lancaster, Ryelands:** OE Good

Provision for pupils' social, moral and cultural development is good and pupils are well prepared for life in modern Britain. The school teaches pupils effectively about fundamental British values, such as responsibility, and this work is then linked to different activities such as charity fundraising to highlight those values in action. Work on democracy was enhanced by members of the school council taking part in local 'Pupil Parliament' activities which included meeting the Mayor of Lancaster.

#### **Colne West Street:** OE Good

Senior leaders' work to promote pupils' spiritual, moral, social and cultural development is highly effective in this harmonious and culturally diverse school. Pupils learn about the major world faiths including Christianity, Hinduism, Judaism and Islam. They are highly

respectful to adults, caring towards each other and welcoming to visitors. Pupils understand British values well. They know that with rights come responsibilities, empathise with those less fortunate than themselves and enjoy thinking of new ways to raise funds for various charities. Pupils regularly practise democratic principles and regularly apply in writing for various positions of responsibility in the school.

#### **Heysham Trumacar: OE Good**

Pupils are taught about being good citizens through the curriculum. Pupils appreciate diversity and respect the views and opinions of others. The school takes positive steps to widen pupils' understanding of different cultures and religions. This helps prepare them well for life in modern Britain.

Spiritual, moral, social and cultural development is a strength as it is central to all that the school does. Whether in class or around school, it is promoted and modelled by both staff and pupils equally. Leaders are keen to ensure that pupils are equipped and prepared for the joys and the challenges of life. They are reflective in nurturing pupils in this regard, not shying away from issues such as drugs, alcohol and keeping safe.

#### **Preston Ingol: OE Good**

Staff promote pupils' spiritual, moral, social and cultural development effectively and this is reflected in the good conduct of pupils. The school's deeply held values of tolerance, kindness and respect regularly feature in school assemblies and align closely with British values. Pupils learn about democracy through the work of the school council. The older pupils set an excellent example to the younger ones in the way they commit to fair play. All of this helps to prepare them very well for life in modern Britain.

#### **Preston Holme Slack: OE Good**

British values of tolerance, respect and democracy are demonstrated in lessons and in the way pupils and adults behave with each other. The diverse abilities and skills of pupils are celebrated, promoting equality as a central value in school: for example, a 'signing' assembly encourages all pupils to sign and sing. As a result, spiritual, moral, social and cultural development is central to all that the school does, whether this be in class or around school, and is promoted and modelled by both staff and pupils equally.

#### **Accrington Woodnook: OE Requires Improvement**

The school is committed to promoting equality of opportunity, and discrimination is not tolerated.

Staff promote the pupils' spiritual, moral, social and cultural development effectively and this is reflected in the good conduct of pupils. The leaders' promotion of British values such as tolerance, kindness and respect is a regular feature of school assemblies. Individual pupils are known well by staff, and leaders ensure that pupils' pastoral needs are well supported. Older pupils comment that they have a voice in the school and are listened to. Pupils are taught and know about different faiths and cultures. This helps to prepare pupils for life in modern Britain.

#### **Barrowford C.P – OE – Serious Weaknesses**

The headteacher has placed an appropriate emphasis on developing an inclusive school, where pupils are encouraged to work together well, understand differences and help those who struggle to learn. Pupils are prepared socially and emotionally for a life in modern Britain

Teachers' focus on pupils' spiritual, moral, social and cultural development is not consistently strong across the school. Where it is good, pupils are polite and work effectively together.

## **Secondary**

*19 secondary schools had reports published during this period, 9 of which were community schools. Out of these 9 there were 5 "section 5" inspections.*

### **Burnley, UTC: OE RI**

All staff have completed training in the government's 'Prevent' duty to raise their awareness of radicalisation and extremism and child protection training and updates are completed appropriately.

### **Morecambe, Community High: OE RI**

No statement

### **Leyland Wellfield: OE Requires Improvement**

Pupils' spiritual, moral, social and cultural development is strongly promoted through aspects of the curriculum and a rich range of extra-curricular opportunities. Many pupils take part in activities that enhance their personal development and their education. The Duke of Edinburgh's Award scheme is popular and many pupils benefit from the Science, Technology, Engineering and Mathematics (STEM) programme. The school works well with local primary schools to develop financial and enterprise skills. Pupils support many charities and have a strong commitment to developing life-saving skills. Recently, the school was recognised for this when it received the Cardiac Smart Award.

### **Longridge high school: OE Requires Improvement**

Teachers work hard to foster strong relationships with all pupils. Respect and tolerance permeates the school.

International links are undertaken to develop pupils' understanding of other cultures, for example through the 'Ghana exchange', where overseas teachers share their school's learning. Leaders and teachers strongly promote and build pupils' spiritual, moral, social and cultural development through a planned programme across the school.

### **Colne Park High: OE Good**

Pupils' spiritual, moral, social and cultural development is a very high priority in the school and is led very effectively. Leaders recognise that the school is located in an area that is not culturally diverse, and have placed a great emphasis on creating opportunities for pupils to broaden their horizons. For example, some pupils are working collaboratively with pupils from another school in the local authority that has a much

larger minority ethnic cohort. Leaders are keen that pupils are prepared effectively for life in modern Britain, and respect for diversity in all forms is at the heart of this. All pupils in Key Stage 3 have a 'Personal Development Passport' which encourages them to complete a range of activities, which will broaden their horizons as well as developing them personally.

## **Special schools**

*2 special schools had reports published during this period. They were both community schools. One was a "section 5" inspection.*

### **Preston, Moorbrook: OE RI**

The emphasis made by all staff to improve pupils' spiritual, moral, social and cultural development, including the promotion of British values of tolerance, respect, democracy and the rule of law, was evident during the inspection, for example, when staff consistently model expected social behaviour. The cultural development of pupils is enhanced, for example, when they have opportunities to study and discuss the war poets.

## **Quality of provision and attainment**

Of the 10 primary schools where attainment is below 70% at the end of Key Stage 2, 2 schools are currently judged to be outstanding, 7 judged to be good and 1 requires improvement.

Of the 4 secondary schools where attainment is below 70% at the end of Key Stage 2 are currently judged to be outstanding and 2 good.

## **Pupils' views**

The Pupil Attitude Questionnaire indicates that the great majority of pupils are positive about the schools' work on other cultures and are positive about racist behaviour in their school (see below).

Around 96% of Y6 pupils say that their school helps them understand and care about other people. This has been consistent over the past 3 years.

Around 95% of pupils are positive about racist behaviour in school. This has been consistent over the past 3 years.

Around 83% of Y9 pupils say that their school helps them understand and learn about other cultures. This has improved by around 3% over the past 3 years.

Around 86% of Y9 pupils are positive about racist behaviour in school. This has improved by 4% over the past 3 years.

Around 73% of Y11 pupils say that their school helps them understand and learn about other cultures. This has improved by 3% over the past three years.

Around 84% of Y11 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

## **Some observations**

### **From the evidence it seems that:**

- The rising trend in attainment in RE has continued across all key stages.
- Pupils generally perform as well in RE as they do in English and Mathematics. Whilst there is no direct correlation between the overall effectiveness of a school and attainment in RE, there is no evidence to suggest that RE attainment and provision is markedly different from overall effectiveness.
- There is little difference between standards in both attainment targets.
- At the end of Key Stage 4 attainment in Lancashire is above the national average.
- More primary schools submitted data in 2015 but fewer secondary schools.
- Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 1 in 82% of the primary schools reporting their results.
- Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 2 in around 77 % of the primary schools reporting their results.
- Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 3 in around 54 % of the primary schools reporting their results. Data should be interpreted with caution as this was not a sizeable group.
- Feedback from OfSTED inspections undertaken during the autumn term provides some positive examples of exemplary practice in developing pupils' personal (Social, Moral, Spiritual and Cultural) development.
- Pupils' views about work on other cultures and dealing with racist issues are very positive.

## **Recommendations**

### **In order to gain a greater understanding of the quality of RE provision in Lancashire, SACRE should:**

- Consider how to broaden the methods used to monitor standards and the quality of provision.
- Gather information from teachers, headteachers and pupils about RE and Collective worship including:
  - Professional development needs
  - The effectiveness of support for teaching RE
  - The strengths and weaknesses of the Agreed Syllabus
  - The strengths and weaknesses of support for Collective Worship
- Identify exemplary practice that can be shared with other schools.

### **In order to sustain and further develop the quality of RE in Lancashire SACRE should:**

- Continue to provide a range of support for schools in the teaching of RE which respond to school needs
- Develop approaches to assessment in RE and provide support for schools on assessing RE
- Ensure that the revision of the Agreed Syllabus for RE continues to meet the needs of schools and their pupils



# Common Inspection Handbook September 2015

## Inspection of religious education and collective worship

### Schools without a religious character

In the case of other maintained schools and academies where religious education (RE) is being provided in line with the legislation that underpins the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005.

These schools must conform to the legal requirements for non-faith schools:

- RE in maintained schools (except voluntary aided schools, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus prepared by the Agreed Syllabus Conference (ASC). The RE curriculum should reflect the fact that the religious traditions in Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.
- Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Academies without a defined religious character must provide collective worship that is 'wholly or mainly of a broadly Christian character'. Inspectors should note any requirements of the academy's funding agreement.
- A school can reflect the religious backgrounds represented in its community in its collective worship, as long as the majority of provision is broadly Christian. Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local Standing Advisory Council for Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive to another faith. The headteacher must consult the governing body before doing so. Academies need to apply to the Secretary of State via the Education Funding Agency (EFA).

Before making the final judgement on the overall effectiveness, inspectors must evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development

### Defining spiritual, moral, social and cultural development

1. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
  - sense of enjoyment and fascination in learning about themselves, others and the world around them
  - use of imagination and creativity in their learning
  - willingness to reflect on their experiences.
2. The moral development of pupils is shown by their:
- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
  - understanding of the consequences of their behaviour and actions
  - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
3. The social development of pupils is shown by their:
- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
  - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
  - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
4. The cultural development of pupils is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
  - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
  - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
  - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
  - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Personal development, behaviour and welfare**

### **Grade descriptors for personal development, behaviour and welfare**

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

## **Outstanding (1)**

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## **Good (2)**

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are

marked improvements in behaviour for individuals or groups with particular behavioural needs.

- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

### **Requires improvement (3)**

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

### **Inadequate (4)**

**Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.**

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.