The new Ofsted inspection framework and implications for PSHE education

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The new common inspection framework for...

- Maintained schools and academies
- Further education and skills providers
- Non-association independent schools
- Early years

The **common inspection framework** has an accompanying handbook for each remit
In Ofsted’s own words: key messages about the changes

- Emphasis on **impact** across all key judgements
- Impact of the **culture of the school**
- Importance of safeguarding as a golden thread throughout all judgements, including the testing of leaders’ work to meet the new Prevent Duty
- The importance of a broad and balanced curriculum
- A brand new judgement – personal development, behaviour and welfare
- Alignment of the judgements on **early years** and **16-19 study programmes**
Short inspections (one day) for maintained schools, academies and FE providers judged **good** at their last full inspection will take place approximately every three years.

**Two judgements only:**

- **Is the school still good?**
- **Is safeguarding effective?** (PSHE and safeguarding – inextricably linked)

(if the answer to either question is not clear, the inspection immediately converts to a full inspection)
Four key judgements

- Effectiveness of leadership and management (including the curriculum and safeguarding)
- Outcomes for pupils
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare

Before making final judgement on overall effectiveness, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils’ spiritual, moral, social and cultural development
What are the implications for PSHE education?
Personal development, behaviour and welfare

‘Inspectors will evaluate the extent to which the school successfully promotes and supports pupils’:

• *employability skills* so that they are well prepared for the next stage of their education, employment, self-employment or training

• *understanding of how to keep themselves safe* from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media

• *knowledge of how to keep themselves healthy, both emotionally and physically*, including through exercising and healthy eating

• *personal development*, so that they are well prepared to respect others and contribute to wider society and life in Britain.

[CI]F June 2015
Ofsted’s briefing on Welfare

- **Physical and emotional well-being**, including healthy eating, fitness and mental health awareness
- Staying safe **online**
- Safe from all forms of **bullying**

An example from the descriptor for grade 1:

*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.*
Quality of teaching, learning and assessment

Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

- teachers and other staff have a secure understanding of the age group they are working with and have **relevant subject knowledge** that is detailed and communicated well to pupils

- **assessment information** is gathered from looking at **what pupils already know, understand and can do**, and is informed by their parents/previous providers as appropriate in the early years

- **assessment information** is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well

[NB. Individual lessons will not be graded but we need to consider the net effect of PSHE lessons seen on the judgement for teaching, learning and assessment]
Leadership & Management

The extent to which leaders, managers and governors provide a curriculum that:

• has breadth, depth and relevance - meets the needs and interests of children, learners and employers

• actively promotes equality and diversity, tackles bullying and discrimination

• actively promotes British values

• makes sure that safeguarding arrangements ...promote pupils’ welfare and prevent radicalisation and extremism.

• raises awareness and keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism.

[abridged]

www.pshe-association.org.uk
The lead inspector’s planning will be informed by analysis of:

- information on the school’s website, including the **statutory sharing with parents of curriculum information** (so the lead inspector can start to assess the **breadth and balance of the school’s curriculum** and whether it is likely to promote preparation for and an appreciation of life in modern Britain)
Schools must publish their PSHE education curriculum by year group (DfE 2013), so this is our chance to influence the inspectors’ first impression of PSHE education in the school, before the school has even been informed of the inspection.
SMSC Development

From Overall effectiveness: Outstanding (1)

• The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

From Leadership & Management: Outstanding (1)

• Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.

PSHE gives an ideal curriculum context to focus specifically on learning related to SMSC development.
British values

In effectiveness of L and M, inspectors consider:

- how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

"Are you teaching about the importance of tolerating other people and other cultures? Are you doing it through your RE lessons? Are you doing it through your PSHE programmes?

You can tell very quickly whether a school is doing that or not and if they’re not doing that, they’re going to fail an Ofsted inspection."

[Sir Michael Wilshaw]
Safeguarding is not just about how we keep pupils safe whilst in our care, or how we respond when a pupil is at risk.

The responsibilities placed on governing bodies, registered providers, proprietors and management committees include:

- making sure that children and learners are taught how to keep themselves safe.
What are we contributing through our PSHE programme to Safeguarding?

Inspectors will want to consider evidence that children and learners are able to understand, respond to and calculate risk effectively,

so we’ll need to assess skills as well as knowledge and understanding

for example risks associated with . . .
• child sexual exploitation
• domestic violence
• female genital mutilation
• forced marriage
• substance misuse
• knives and gang activity
• radicalisation and extremism,
• e-safety
• relationships (including sexual relationships),
• risks associated with, water, fire, roads and railways

. . . and are aware of the support available to them
How the PSHE Association can help you:

As the national association for PSHE practitioners we can support you in numerous ways to improve your PSHE and ensure it contributes to successful Ofsted inspections, these include:

**Membership:** Join our growing national network of PSHE education to access our training, our full library of resources and support from our subject experts on putting our guidance into practice.

See [www.pshe-association.org.uk/membership](http://www.pshe-association.org.uk/membership)

**Training:** our CPD day: ‘Get Ready for Ofsted - Preparing for whole school inspection through PSHE education (Primary & Secondary) now updated with information on the new framework.

See [www.pshe-association.org.uk/training](http://www.pshe-association.org.uk/training) for upcoming dates. Contact us on 020 7922 7950/info@pshe-association.org.uk to discuss bespoke training.

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)
How the PSHE Association can help you:

• Programme of Study and policy guidance
• Case studies
• Briefings: safeguarding, pornography, sexting, FGM
• Teaching about consent: guidance and lesson plans
• Teaching about mental health and emotional wellbeing: guidance and lesson plans
• Character education project – Programme of Study, scheme of work, guidance
• Quality assured resources
• CPD training and in-school support
A time of opportunity for PSHE education

Greatest level of support from DfE that PSHE education has enjoyed for many years

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Shifting Ofsted focus bringing PSHE’s contribution to the fore

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Perfect opportunity to promote the importance of PSHE and the need to prioritise its development