

Personal Development Education Ofsted mapping tool.



Ofsted's new Common Inspection Framework includes a judgment on Personal Development, Behaviour and Welfare. As part of reaching this judgment, inspectors will look at the extent to which schools are successfully implementing Personal Development Education and the extent to which schools are monitoring and evaluating the impact of Personal Development Education.

The Health Improvement Team has produced this practical guidance to help school leaders and governing bodies adopt a whole school approach to Personal Development Education. It is designed to be used alongside the Bronze and Silver Healthy Schools Awards as these tools provide evidence and impact of Personal Development Education. Below is a sample of the document, outlining key judgement areas, key questions and possible evidence. The full document contains a more detailed approach.

'Outstanding' grade descriptors	Key questions to ask yourself (Bold headings link to Healthy School London Bronze Award)	What evidence can you use?
Overall Effectiveness – Spiritual, Moral, Social and Cultural development.	<ul style="list-style-type: none"> □ Does your curriculum planning and resourcing contribute pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. □ How does your school environment support your school ethos, culture, environment and SMSC development. □ □ □ What provisions and support for children with low-self-esteem are on offer for pupils at your school? 	<ul style="list-style-type: none"> □ Pupil voice surveys: – What questions do you ask the pupils in your school? Use this data to plan interventions and target groups of children. When this survey is completed provide a direct comparison of results. This will show impact.
Effectiveness of Leadership and Management	<ul style="list-style-type: none"> □ Are your Anti-bullying policy and RSE policy up to date? □ Who did you consult when writing these policies? □ What training has been offered to staff in the last year (safeguarding, Preventing Radicalisation and Extremism' awareness training or emotional health and well-being) 	<ul style="list-style-type: none"> □ Staff questionnaires – use this evidence to record the staff views and also evidence how you actioned any areas for development. Record any CPD and training the staff at your school receives and the impact this training and support has had.
Quality of Teaching and Learning	<ul style="list-style-type: none"> □ Is PSHE being taught in every class? How often is it taught? □ What evidence can you provide for PSHE lessons? (e.g. schemes of work, annotated lesson plans) □ What evidence of PSHE assessment can you provide? 	<ul style="list-style-type: none"> □ Delivery: Are the staff in your school confident in delivering PSHE? How do you know staff are confident? What training have staff received? How has this impacted on teaching and learning?
Personal development, behaviour and welfare.	<ul style="list-style-type: none"> □ How do you teach about e-safety? □ How do you teach about positive body image? □ How do you teach about healthy relationships? □ How is PE and sport helping pupils develop a healthy lifestyle? □ What PSHE provision do you provide? 	<ul style="list-style-type: none"> □ HRBS results relating to Personal Development Education topics. (Bullying attitudes to school, feeling safe at school, trusting school staff, keeping safe online, emotional health and well-being (dealing with feelings, being confident), relationships (with parents, peers other adults), domestic violence, risk taking behaviours (smoking, alcohol or drugs
Outcomes for pupils.	<ul style="list-style-type: none"> □ What emotional health and well-being interventions have you provided? 	<ul style="list-style-type: none"> □ Case studies

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Your Silver Healthy School Award will help you provide evidence.

Evaluation Area: Overall Effectiveness – Spiritual, Moral, Social and Cultural development.

What inspectors look for in this area that your Personal Development provision can evidence?

- Pupils have the 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
- Pupils have the 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
- Pupils have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Pupils understand the consequences of their behaviour and actions
- Pupils 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
- Pupils show an 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.
- Pupils are willing to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Pupils accept and engage 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
- Pupils show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Pupils show an 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
- Pupils show knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Pupils show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Pupils show an 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.

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'Outstanding' grade descriptors (Solely linked to Personal Development)	Key questions to ask yourself (Bold headings link to Healthy School London Bronze Award)	What evidence can you use?
<ul style="list-style-type: none"> 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. 	<p>3. Learning and teaching, curriculum planning and resourcing:</p> <ul style="list-style-type: none"> What educational visits are offered to the pupils at your school? (especially a wide range of religious places of worship) How does your PSHE curriculum teach about right and wrong? How does your PSHE scheme of work teach about British law? Is PSHE taught consistently throughout your school? What evidence do you have of this? Does your PSHE allow children to debate about moral and ethical issues? How do you record this? Do your children have the opportunity to work with a variety of children across the school? How do you group the children in your class? Is it done randomly so children have the opportunity to work with a variety of pupils? How does your curriculum celebrate other cultures? 	<ul style="list-style-type: none"> - Pupil voice surveys: – What questions do you ask the pupils in your school? Use this data to plan interventions and target groups of children. When this survey is completed provide a direct comparison of results. This will show impact. - Pupil conferencing: Every half term work with a group of pupils from your school (representing the demographic at your school – ethnicity, gender, ability, religious beliefs) discuss what it is like to be a pupil at your school (see Pupil conferencing sheet in appendix) Record all responses and any actions that came as a result of this conferencing - HRBS Results: Results and comparisons from all questions could be used to demonstrate impact of school interventions and improvement in pupil's SMSC outcomes. Provide a clear comparison of results overtime and list interventions delivered as a result of these findings. Results could be used to demonstrate: Pupil's values, beliefs and health behaviours to

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	<p>4. School ethos, culture, environment and SMSC development:</p> <ul style="list-style-type: none"> - How do you foster and promote positive emotional health and well-being at your school? - What behaviour system do you use? Does it allow children to reflect on their behaviour? How do you record evidence of children reflecting on their behaviour? - How do you celebrate people from a wide range of backgrounds (religious, ethnic and socio-economic)? - Do you use a wide range of ethnicities/backgrounds/cultures throughout your lessons e.g. famous poets, famous athletes, display materials - Do you have a school council? How are these pupils elected? How do they listen to the pupils at your school? Is there a display celebrating the work they are doing? Do they represent the pupils at your school (abilities, ethnicity, gender, religious beliefs) - How are other cultures celebrated at your school? - How does your school celebrate pupil's achievements inside and outside school (artistic, musical and sporting) 	<p>show how the school ethos is impacting on pupil's experiences. Pupil's responses to questions about equality & inclusivity to identify any areas for whole school or key stage interventions Records of the skills & attitudes of pupils that will impact on their participation & feeling of 'belonging'. This is a strong indicator of pupils feeling isolated and could be used to identify target groups for further intervention.</p> <ul style="list-style-type: none"> - London Healthy School Bronze Award : As this is an audit tool it can be used to show how you have audited and improved the SMSC provision at your school - Education visits to places of worship: Have pictures and pupil's responses to these visits as evidence of how you are developing the children's awareness of and tolerance for a variety of religions - Collect annotated planning for PSHE : this will provide evidence for SMSC development across the school - Record of interventions: record how you identified children for SMSC based interventions (social skills, pyramid club etc.) and record the impact this intervention had.
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	<p>5. Provision of support services for children and young people:</p> <ul style="list-style-type: none">- How do you identify children with low self-esteem? How do you work with these children? What evidence do you have? <p>6. Staff continuing professional development (CPD) health and wellbeing:</p> <ul style="list-style-type: none">- How do you use your induction process to ensure new staff understand the procedures at your school? <p>7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing:</p> <ul style="list-style-type: none">- Do you fundraise with the children at your school? How do you decide who you fundraise for?- Do you provide children at your school the opportunity to volunteer at your school? <p><i>Key question: What is it like to be a pupil at your school?</i></p>	
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Evaluation Area: Effectiveness of Leadership and Management

What do inspectors look for in this area that your Personal Development provision can evidence?

- Whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal development, behaviour and welfare
- How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- How well 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
- How well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils
- How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), race, gender, ages, disabilities and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community
- The effectiveness of safeguarding
- The effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual

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exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

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'Outstanding' grade descriptors (Solely linked to Personal Development)	Key questions to ask yourself (Bold headings link to Healthy School London Bronze Award)	What evidence can you use?
<ul style="list-style-type: none"> Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. Pupils' spiritual, moral, social and cultural development and, within 	<p>2. Policy development: How does your Anti-Bullying policy support equality and tolerance for all?</p> <ul style="list-style-type: none"> Do you have an up to date RSE policy? Is it reviewed regularly? Are parents consulted? <p>3. Learning and teaching, curriculum planning and resourcing:</p> <ul style="list-style-type: none"> How is diversity and equality covered and embedded in the curriculum? What Relationships and Sex Education provision is provided in your school? Is this taught throughout the school? <p>4. School ethos, culture, environment and SMSC development:</p> <ul style="list-style-type: none"> How are the positive relationships between pupils and staff at your school fostered? How do you promote SMSC and British Values at your school? How does your existing PSHE provision support this? 	<ul style="list-style-type: none"> Pupil conferencing – use the pupil conferencing tool to evidence the relationships between pupils and staff at your school. Pupil questionnaires – use this evidence to record the pupils views and also evidence how you actioned any areas for development Parent questionnaires – use this evidence to record the parents views and also evidence how you actioned any areas for development. Recording responses from parent workshops and parent sessions will also support this. Staff questionnaires – use this evidence to record the staff views and also evidence how you actioned any areas for development. Record any CPD and training the staff at your school receives and the impact this training and support has had. HRBS results – the results from this survey can show the progression and development of SMSC skills as well as an understanding of British Values and belonging. Anti-Bullying policy – update your Anti-Bullying policy regularly with consultation from

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<p>this, the promotion of fundamental British values, are at the heart of the school's work.</p> <ul style="list-style-type: none"> • Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. • Leaders work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competence to challenge pupils' views and encourage debate. 	<ul style="list-style-type: none"> - How does your school environment promote positive wellbeing? How can you evidence this? <p>5. Provision of support services for children and young people:</p> <ul style="list-style-type: none"> - How does your school identify well-being needs and then target these needs? - How does your school identify vulnerable children (less vocal/less visible/low self-esteem)? <p>6. Staff continuing professional development (CPD) health and wellbeing:</p> <ul style="list-style-type: none"> - Have your staff received 'Preventing Radicalisation and Extremism' awareness training? Do your staff know how to identify the signs of radicalisation and extremism? Do they know the safeguarding procedure relating to these? How do you monitor and review this? - What PSHE/Emotional Health and Wellbeing CPD is offered? <p>7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing:</p>	<p>pupils, staff and parents, ensure you cover in this policy how you deal with prejudice based bullying. The HRBS also provides evidence for prejudice based bullying – see question relating to the reasons pupils have been bullied.</p> <ul style="list-style-type: none"> - Curriculum mapping – Explicitly state where in your curriculum you promote and develop a sense of diversity and equality. Think about the role models you provide the children with – do these come from a wide range of backgrounds? abilities etc. Think about the display materials you use. Do these promote diversity and equality? - Radicalisation and extremism – Provide training for all staff (PREVENT training for SMSAs, office staff, maintenance staff, support staff and teachers) - Relationships and Sex Education – provide all staff with RSE training. Have an up to date RSE policy, with input from parents, pupils and staff. Use HRBS data to show increase of pupil's confidence in this area – see question relating to body changes. - Vulnerable children – How do you identify vulnerable children (quiet/withdrawn/low self-esteem/less vocal/less visible) How can you evidence that you are actively identifying these children? What support do you provide for
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	<ul style="list-style-type: none"> - Are parents consulted in the development of the RSE provision? <p>8. Identifying need and monitoring impact:</p> <ul style="list-style-type: none"> - How are the views of your pupils recorded and actioned? - How are the views of parents recorded and actioned at your school? - How are the views of staff recorded and actioned at your school? 	<p>these children? How can you evidence the impact of this support?</p> <ul style="list-style-type: none"> - External Support – What external support do you use to help develop the wellbeing of the pupils at your school? How have you measured the impact of this external support (feedback questionnaires, impact on attainment etc.) - Attainment results: Use your breakdown of attainment results to show how children from a range of backgrounds, ethnicities, genders, socio-economic backgrounds and abilities perform. Use this data to plan for improvements and intervention and then provide a direct comparison of results after intervention.
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Evaluation Area: Quality of Teaching and Learning.

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What do inspectors look for in this area that your Personal Development provision can evidence?

- Teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils
- 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
- Equality of opportunity and recognition of diversity are promoted through teaching and learning
- Pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
- Pupils' effort and success in completing their work, both in and outside lessons, are celebrated and recognised so that they can progress and enjoy learning across the curriculum
- How pupils' knowledge, understanding and skills have developed and improved
- How well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Inspectors should note the clarification points set out in Part 1 about pupils' work and marking.
- Teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

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Outstanding grade descriptors (Solely linked to Personal Development)	Key questions to ask yourself (Bold headings link to Healthy School London Bronze Award)	What evidence can you use?
<ul style="list-style-type: none"> Teachers demonstrate deep knowledge and understanding of PSHE and RSE. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. Teachers plan PSHE and RSE lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. Teachers provide adequate time for practice to embed 	<p>1. Leadership, management and managing change:</p> <ul style="list-style-type: none"> How do you check teachers are delivering PSHE and that it is good quality? How has the PSHE co-ordinator improved the quality of PSHE teaching and learning? How can you evidence this? <p>3. Learning and teaching, curriculum planning and resourcing:</p> <ul style="list-style-type: none"> Is PSHE being taught in every class? How often is it taught? What evidence can you provide for PSHE lessons? (e.g. schemes of work, annotated lesson plans) What evidence of PSHE assessment can you provide? Is your PSHE curriculum covering key areas in every year group with a clear progression of skills:: i.e. <ul style="list-style-type: none"> Healthy Relationships Recognising feelings 	<ul style="list-style-type: none"> Planning: How are staff in your school expected to plan PSHE – or how do they adapt the existing planning to suit the needs of the pupils in their class? (i.e. how do they differentiate materials to support the needs of their class) Delivery: Are the staff in your school confident in delivering PSHE? How do you know staff are confident? What training have staff received? How has this impacted on teaching and learning? Assessment: How do teachers assess in PSHE? Is there evidence of this? Do pupils know and understand how they can progress in PSHE? How do you know this? Observations: Do you observe PSHE lessons? What evidence do you collect? How do you identify teachers who need support/training? What impact has this training had? How can you evidence the impact of this training? Staff questionnaires: Do you use staff questionnaires to assess staff's confidence in delivering and assessing PSHE –Do you use this to identify confident members of staff and

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<p>the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p> <ul style="list-style-type: none"> • Teachers check pupils' understanding systematically and effectively in PSHE and RSE lessons, offering clearly directed and timely support. • Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in PSHE and 	<ul style="list-style-type: none"> - Managing feelings - Relationships and sex education - Drugs and Alcohol Education - Healthy Lifestyle including positive body image - E-Safety - Positive self-confidence and self esteem - Equality and diversity - Challenging stereotypes - Resilience - Respect and tolerance for all - Awareness of the wider community and wider world - Conflict resolution - Rights and responsibilities <p>6. Staff continuing professional development (CPD) health and wellbeing:</p> <ul style="list-style-type: none"> - How does the staff training and development contribute to the delivery of outstanding PSHE teaching? 	<p>those who need further training?</p> <ul style="list-style-type: none"> - Curriculum: Does your PSHE provision cover the key areas in column 2? How do you know these topics are being taught? - Evidence of lessons: Evidence of PSHE books and work scrutiny. Discuss pupils learning with them and record their responses. - Evidence of assessment: Provide evidence of how PSHE is assessed in each year group. How are pupils encouraged to continue to develop the skills taught?
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<p>RSE lessons and also regularly take up opportunities to learn through extra-curricular activities.</p> <ul style="list-style-type: none">• Teachers are quick to challenge stereotypes and the use of derogatory language in PSHE and RSE lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.		
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Evaluation Area: Personal development, behaviour and welfare.

What do inspectors look for in this area that your Personal Development provision can evidence?

- Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.
- Evaluating, judging and reporting behaviour and welfare in this way distinguishes between each aspect so that schools and parents clearly understand the two separate judgements. Inspectors must consider carefully the effectiveness of safeguarding when pupils' welfare is judged to require improvement or be inadequate.
- Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. The judgement will be informed by documentary evidence about behaviour, including how the school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons. Inspectors will assess the school's use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils. Inspectors will gather the views of parents, staff, governors and other stakeholders.
- Inspectors must take account of the views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.
- Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), disabled pupils and those who have special educational

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needs, looked after children, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.

- Overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils
- The extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest
- Punctuality in arriving at school and at lessons.

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<ul style="list-style-type: none"> • 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. • 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 	<p>1. Leadership, management and managing change:</p> <ul style="list-style-type: none"> - How do you celebrate pupils' good attendance? What rewards to you have for good attendance? How do you celebrate pupils with improved attendance? - Have you observed learning behaviour in a variety of classes? What has the impact of this been? How do you support teachers to develop a high standard of learning behaviour? - How do you record incidences of bullying? - What systems and processes are in place to monitor, record and respond to incidents of bullying or derogatory/aggressive language? How do you know they are effective? - How is bullying dealt with at your school? - Have you organised PREVENT training 	<p>Behaviour:</p> <ul style="list-style-type: none"> - Current behaviour and rewards policy - Anti-bullying policy - Records of bullying (type, rate, patterns, action taken) and how effective the response is <p>Pupils:</p> <ul style="list-style-type: none"> - Views of pupils, staff, parents/carers - Attitude of pupils and extent of their understanding and response to risk - Evidence of strategies employed to improve behaviour, improve attendance & punctuality and deal with extreme behaviour - Case studies - Pupil voice questionnaires impact of results <p>School Surveys:</p> <ul style="list-style-type: none"> - Schools own analysis and response to behaviour - Observation of pupil behaviour <p>Staff:</p> <ul style="list-style-type: none"> - Record of support for staff - Evidence of strategies employed to improve behaviour, improve attendance & punctuality

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<p>attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p> <ul style="list-style-type: none"> • 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 	<p>for the staff at your school?</p> <ul style="list-style-type: none"> - How do you promote healthy eating? - Do you hold a health fair? - Do you have before and after school clubs? - How do you promote positive mental health? - Could you provide examples of the strategic steps your school takes to create a positive environment that promotes pupil's health and well-being? <p>2. Policy development:</p> <ul style="list-style-type: none"> - Who did you consult to develop your anti-bullying policy? <p>3. Learning and teaching, curriculum planning and resourcing:</p> <ul style="list-style-type: none"> - How do you teach about e-safety? - How do you teach about positive body image? - How do you teach about healthy relationships? - How is PE and sport helping pupils develop a healthy lifestyle? 	<p>and deal with extreme behaviour</p> <p>HRBS results relating to the following topics:</p> <ul style="list-style-type: none"> - Bullying - Attitudes to school - Feeling safe at school - Trusting school staff - Keeping safe online - Emotion Health and Well-being (dealing with feelings, being confident) - Relationships (with parents, peers other adults) - Domestic violence - Risk taking behaviours (smoking, alcohol or drugs) <p>Percentage Tables in Health Related Behaviour Survey.</p> <p>At the back of the HRBs document there are % tables relating to various topics including:</p> <ul style="list-style-type: none"> - Personal development, behaviour and welfare (PDBW) score - Pride in achievement and commitment to learning, supported by a positive culture across the whole provider - Self-confidence, self-awareness and understanding of how to be a successful learner - Managing behaviour - Understanding of how to keep themselves safe from
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At all times think how you can show impact with the evidence provided.

- 1. What did the original data tell us?**
- 2. What intervention/training/support did we provide?**
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<p>rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> What PSHE provision do you provide? <p>4. School ethos, culture, environment and SMSC development:</p> <ul style="list-style-type: none"> How do you recognise pupil's achievements in school? How are these achievements displayed and recognised? How do you provide an arena for open discussion and debate? How do you ensure all pupils' views are listened to? How do you promote positive learning? <p>6. Staff continuing professional development (CPD) health and wellbeing:</p> <ul style="list-style-type: none"> How does your school's induction process ensure new staff understand their role in relation to implementing the anti-bullying policy? <p>7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing:</p> <ul style="list-style-type: none"> How have health and well-being interventions for groups/individuals positively impacted on progress? How do 	<p>relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media</p> <ul style="list-style-type: none"> 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 <p>As well as - Individual Indicators of Concern.</p> <p>Your school can use these % scores to show that you're in line with or above the Ealing average. You can also use these scores to evidence you have improved a particular area and to also show how you are addressing areas for concern.</p>
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<p>confident in staying safe from abuse and exploitation.</p> <ul style="list-style-type: none"> • 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. 	<p>you know?</p> <p>8. Identifying need and monitoring impact:</p> <ul style="list-style-type: none"> - Have you surveyed pupil's attitudes to learning? What evidence do you have of this? - Have you surveyed the children based on whether they feel safe at school? - Have you surveyed the children based on whether they trust the adults at your school? 	
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Evaluation Area: Outcomes for pupils.

- ***What do inspectors look for in this area that your Personal Development provision can evidence?***
- Inspectors will play particular attention to whether the following groups of children are making progress in comparison with national averages:
 - Disadvantaged pupils
 - The most able
 - Lower-attaining pupils
 - Disabled pupils and those with special educational needs
 - Off-site provision

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Outstanding grade descriptors (Solely linked to Personal Development)	Key questions to ask your self (Bold headings link to Healthy School London Bronze Award)	What evidence can schools use?
<ul style="list-style-type: none"> The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points. For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject 	<p>1. Leadership, management and managing change:</p> <ul style="list-style-type: none"> How to these specific groups of children compare to the national average? How do their academic results compare? <p>3. Learning and teaching, curriculum planning and resourcing:</p> <ul style="list-style-type: none"> What interventions have you provided? What impact have these interventions had? How do you know? <p>4. School ethos, culture, environment and SMSC development:</p> <ul style="list-style-type: none"> Do these children feel happy and safe at school? How do you know? Do these children feel supported academically and personally at school? 	<ul style="list-style-type: none"> Analysis of interventions (before and after) Pupils voice questionnaires Case studies Record and impact analysis of interventions

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Personal Development Education Ofsted mapping tool.



<p>areas</p> <ul style="list-style-type: none">• Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.	<p>How do you know?</p>	
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