

Strand: Overall Effectiveness – Spiritual, Moral, Social and Cultural development. <i>(please note these outstanding descriptors link only to PSHE provision)</i>	Evidence
<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. 	<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. ○ 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 ○ 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. ○ 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.

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?*
- 3. How have the results changed? Why have the results changed?*

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Strand: Overall Effectiveness – Effectiveness of Leadership and Management <i>(please note these outstanding descriptors link only to PSHE provision)</i>	Evidence
<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 this, the promotion of fundamental British values, are at the heart of the school's work. • 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"> ○ Pupil conferencing – use 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. 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. ○ 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 ensure you cover in this policy how you deal with prejudice based bullying. ○ Curriculum mapping – Explicitly state where in your curriculum you promote and develop a sense of diversity and equality ○ Radicalisation and extremism – Provide training for all staff ○ Relationships and Sex Education – provide all staff with RSE training. Have an up to date RSE policy, with input from parents, pupils and staff. ○ 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 these children? ○ External Support – What external support do you use to help develop the wellbeing of the pupils at your school? ○ 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.

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Strand: Overall Effectiveness – Quality of Teaching and Learning <i>(please note these outstanding descriptors link only to PSHE provision)</i>	Evidence
<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 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. 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 RSE lessons and also regularly take up opportunities to learn through extra-curricular activities. 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. 	<ul style="list-style-type: none"> Planning: How are staff in your school expected to plan PSHE Delivery: Are the staff in your school confident in delivering PSHE? How do you know staff are confident? What training have staff received? Assessment: How do teachers assess in PSHE? Is there evidence of this? Do pupils know and understand how they can progress in PSHE? Observations: Do you observe PSHE lessons? What evidence do you collect? How do you identify teachers who need support/training? Staff questionnaires: Do you use staff questionnaires to assess staff's confidence in delivering and assessing PSHE? Curriculum: Does your PSHE provision cover key areas including British Value? Evidence of lessons: Evidence of PSHE books and work scrutiny. Evidence of assessment: Provide evidence of how PSHE is assessed in each year group.

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Strand: Overall Effectiveness – Personal Development behaviour and Welfare <i>(please note these outstanding descriptors link only to PSHE provision)</i>	Evidence
<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 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 	<ul style="list-style-type: none"> ○ Behaviour: Current behaviour and rewards policy Anti-bullying policy Records of bullying (type, rate, patterns, action taken) and how effective the response is ○ Pupils: 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 Pupil voice questionnaires impact of results ○ School Surveys: Schools own analysis and response to behaviour Observation of pupil behaviour ○ Staff: Record of support for staff Evidence of strategies employed to improve behaviour, improve attendance & punctuality and deal with extreme behaviour ○ HRBS results relating to the following topics: 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) ○ Percentage Tables in Health Related Behaviour Survey. At the back of the HRBs document there are % tables relating to various topics including: 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.

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<p>emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are 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. 	
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Strand: Overall Effectiveness – outcomes for pupils <i>(please note these outstanding descriptors link only to PSHE provision)</i>	Evidence
<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 areas • 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. 	<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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