**OFSTED Common Inspection Framework and the Health and Wellbeing Service**

**The current Ofsted framework: Health & Wellbeing Service offer:**

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| **Effectiveness of leadership and management** |
| The rigour and accuracy of **self-evaluation** and how well it leads to planning that secures continual improvement  | **Healthy Schools** - School Health Check (self-review), Assessment Day and report.**SMSC** audit & self- review tool **Investors in Pupils framework** **Self-Review tools** for Physical Activity, SRE, PSHE **TaMHS Emotional Health Review** |
| 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** | Primary and secondary **PSHE Schemes of Work** **My Health My School pupil’s survey** data to design a needs led curriculum and supports in measuring the impact of curriculum and provision.**TaMHS Emotional Health** **Review** (1. 3 Social and emotional learning programmes: problem-solving, social awareness, managing feelings etc.) |
| 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** | **Physical Activity courses/ training** **Healthy Schools** - School Health Check (self-review), **My Health My School pupil’s survey** data to design needs led curriculum and supports in measuring the impact of curriculum and provision.**TaMHS Emotional Health Review** (1.9 Personal development opportunities - for pupils) |
| How **effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils**, and how effectively governors hold them to account for this. | **My Health My School pupil’s survey** data to design needs led curriculum and supports in measuring the impact of curriculum and provision.**Physical Activity courses/ training**   |
| **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 | **Investors in Pupils**Training: British Values, Effective School Council**My Health My School pupil’s survey** data to design needs led curriculum and supports in measuring the impact of curriculum and provision. |
| The quality **of continuing professional development for teachers** at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school | **Healthy Schools** - School Health Check (self-review), **Leadership opportunities** for Healthy Schools, Investors In Pupils and PSHE **TaMHS Emotional Health Review** (1.2 Training for teachers in mental health/emotional wellbeing issues)  |
| How effectively leaders **monitor the progress of groups of pupils to ensure that none falls behind and underachieve**, and how effectively governors hold them to account for this  | **My Health My School Survey**: Analysis Filters for year groups, gender, ethnicity**Investors In Pupils** target setting personal targets **TaMHS Emotional Health Review** (2.4 Identifying and Supporting Target Groups)**Teenage Pregnancy Parenthood Team** – produce an annual report including attendance impact |
| **How well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils** | **Policy reviews:** PSHE, SRE & DE&I **Training: e**ngagement of parents/ carers covered in SRE and Drug Education. **Investors in Pupils**: Sharing pupil personal targets with parents **TaMHS Emotional Health Review** (1.4 Involvement of parents and community: in learning and social aspects), (1.7 Ecological’ understanding of child – as member of and influenced by family, peer group, class, school, community) (2.2 Working with parents to reinforce small group work**Teenage Pregnancy and Parenthood Team** – Speakeasy programme and bespoke parenting sessions |
| **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), races, genders, ages, disability and sexual orientations** (and other groups with protected characteristics[[1]](file:///%5C%5Cnetapp04-cifs%5Clcc017%5CELSSI%5CHWS%5CTEAM%20-%20HWS%5COFSTED%5COFSTED%20%20Framework%20and%20the%20Health%20and%20Wellbeing%20Service.docx#_ftn1)), through their words, actions and influence within the school and more widely in the community | **My Health My School pupil’s survey** data to design needs led curriculum and supports in measuring the impact of curriculum and provision.**Model Policies** that incorporate these areas**Investors In Pupils** - meeting the individual needs of all pupils with ownership of their target and learning |
| The **effectiveness of safeguarding**  | **My Health My School pupil’s survey** data to design needs led curriculum and supports in measuring the impact of curriculum and provision.**PSHE Schemes of Work**: Primary and Secondary **Classroom based workshops** with primary and Secondary pupils (SRE)  |
| The **effectiveness of leaders’ and governors’ work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism** and what the staff do when they suspect that pupils are vulnerable to these issues. | **PSHE Schemes of Work**: Secondary **Classroom based workshops** with primary and Secondary pupils (SRE) **Healthy Schools** - School Health Check (self-review)  |

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| **Governance** |
| Ensure that the school’s finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium | **Healthy Schools** - School Health Check (self-review) physical Activity section   |

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| **Personal development, behaviour and welfare: Attendance and punctuality:** |
| Overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils   | **Ready To Learn** agendaFare Share Free Breakfast information **Investors in Pupils****Teenage Pregnancy and Parenthood Team** - annual report  |
| The extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%) | **Fare** **Share Free Breakfast Clubs****Investors In Pupils****Teenage Pregnancy and Parenthood Team** - annual report |
| Punctuality in arriving at school and at lessons. | **Investors in Pupils****Fare Share Free Breakfast Clubs** |
| 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.[[2]](file:///%5C%5Cnetapp04-cifs%5Clcc017%5CELSSI%5CHWS%5CTEAM%20-%20HWS%5COFSTED%5COFSTED%20%20Framework%20and%20the%20Health%20and%20Wellbeing%20Service.docx#_ftn2) Inspectors will gather the views of parents, staff, governors and other stakeholders.  | **My Health My School pupil’s survey** data to design needs led curriculum and supports in measuring the impact of curriculum and provision. |
| 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.  | **My Health My School pupil’s survey** data to design needs led curriculum and supports in measuring the impact of curriculum and provision.**Investors In Pupils** - all pupil feel they have the opportunity to express their opinions and have their say**Teenage pregnancy parenthood Team** |
| 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 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. | **Teenage pregnancy and parenthood Team** |
| If the school runs (on its own or in partnership with other schools) an off-site unit for pupils whose behaviour is poor or with low attendance, an inspector must visit the unit. Inspectors will assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils’ behaviour, learning and attendance. | **Healthy Schools** - School Health Check (self-review) **Teenage pregnancy and parenthood team** - maternity/paternity leave and home tuition  |

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