Self-review audit tool for schools

Providing for pupils' spiritual, moral, social and cultural development

Including provision for social cohesion and British Values

Providing for pupils' spiritual, moral, social and cultural development (smsc)

The 1988 Education Reform Act began:

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which —
(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

The Ofsted Framework 2014 reinforced the importance of the promotion of smsc. From September 2015 schools are inspected under the 'Common inspection framework: education, skills and early years' (CIF).

In line with the CIF, inspectors will make key judgements on the following areas:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

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
- the extent to which the education provided by the school meets the needs of the range of pupils at the school including:
  - disabled pupils
  - pupils who have special educational needs.

The spiritual, moral, social and cultural elements of pupils' development are inter-related with much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society, and cultural understanding.
However, it is useful to track their delivery separately across the school's provision in order to ensure clarity of understanding and consistency of delivery. This booklet supports schools as they review their existing provision and plan for future developments.

The starting point is how well the school provides an environment in which pupils' spiritual, moral, social and cultural development can flourish. The climate and values of a school may be evident from the moment one enters it: whether it is welcoming, keen to help the visitor, and proud of the achievement of those who work and learn there.

Integral to good practice is the promotion of a drive for learning and respect for reflective responses. Other pointers include:

- the values projected by staff, governors and pupils;
- the relationships the school encourages between pupils and staff and between pupils;
- the way staff address each other and pupils;
- the way pupils address and care for each other;
- the way disputes and dissent are dealt with;
- the quality of the physical environment;
- the range of opportunities provided by the school outside the formal curriculum;
- the relationships developed by the school with the wider community; and
- the tone and content of material published by the school.

In addition, some activities will be consciously planned to contribute to pupils' SMSC development; for example, activities such as assemblies, acts of collective worship, extra-curricular programmes and lessons in PSHE, citizenship, careers education and guidance, SRE and drug education. There will also be important contributions from National Curriculum subjects.

On July 1st 2014 Ofsted released new guidance for September 2014 including this:

Achieving a broad and balanced curriculum

Inspectors see a range of curricula across maintained schools and academies (including free schools). It is right that schools develop their own curriculum to respond to the particular needs of their pupils and ensure they receive a broad and balanced education.

A school's curriculum must comply with the legislation to give pupils the opportunity to study a wide range of subjects. In addition, provision for pupils' spiritual, moral, social and cultural (SMSC) development should promote tolerance of and respect for people of other faiths, cultures and lifestyles. Good teaching in a broad and balanced curriculum, underpinned by an effective approach to the SMSC development of children and young people, will help to prepare them for life in modern Britain.

Therefore, from **1 September 2014**, inspectors paid even greater attention to the curriculum and commented in more detail on its effectiveness in the leadership and management section of the inspection report.

Provision for smsc development links closely to the duty on schools previously to promote community cohesion. *'By community cohesion, we mean working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community'* from Guidance on the duty to promote cohesion. 2007. DCSF publication, ISBN No: 978-1-84775-014-3

The promotion of pupils' spiritual, moral, social and cultural development contributes to pupils' understanding of and engagement with their local community and the development of a positive attitude to living and participating in a pluralist society.

In November 2014 non-statutory advice was published for maintained schools on 'Promoting fundamental British values as part of SMSC ' by the Department for Education. Maintained schools, it reminded schools, have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This new guidance related specifically to the requirements to actively promote fundamental British values in schools and explained how this can be met through the general requirement in the 2002 Act. Through ensuring pupils' SMSC development, it said, schools can also demonstrate they are actively promoting fundamental British values. The guidance is online at: https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Fundamental British values
'Schools should promote the fundamental British values of **democracy**, the **rule of law**, **individual liberty**, and **mutual respect** and **tolerance of those with different faiths and beliefs**.

The Guidance continues:
'Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.'

Through their provision of SMSC, schools should:
 • enable students to develop their self-knowledge, self-esteem and self-confidence;
 • enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 • enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
 • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
 • encourage respect for other people;

• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.'

Inspectors and other evaluators will draw on all these sources and more, when reaching judgements about the quality of pupils' SMSC development and what the school does to promote it. This updated toolkit supports a whole-school approach to self review and evidence gathering.

A.   Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Please note:
Spirituality does not equate with religiosity. Pupils with religious beliefs are likely to contribute to their own community including by dialoguing with other pupils about the beliefs and values of their faith. Understanding their own beliefs and values and those of others enables pupils to develop a positive attitude to diversity and the ability to support each other despite the differences they recognise. For example it encourages them to refrain from bullying on the grounds of difference.

Spiritual development contributes to the development of being 'at peace' with oneself – a good basis for learning. A child who has a broad and balanced education catering for the mind, body and spirit, is likely to find their educational experience more enjoyable. Pupils who are encouraged to take spiritual development seriously are likely to develop a reflective approach to organising their lives including their study.

Spiritual development contributes to serving the needs and promotes the cohesiveness of the school's community, for example by promoting good relationships between learners from different backgrounds.

In **2015** Ofsted said that 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.

Question	Secure	Developing	Requiring Improvement	Notes / references
Do pupils explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives?				
Does the school promote an appreciation of the intangible – e.g., beauty, truth, love, goodness, order, mystery, paradox and ambiguity?				
Are pupils helped to develop an ability to think in terms of the 'whole'- for example, concepts such as harmony, interdependence, scale, perspective?				
Are pupils encouraged to develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their behaviour?				
Where pupils already have religious beliefs, are they respected, supported and helped to develop these beliefs in ways which are personal and relevant to them?				
Are pupils able to express their values and beliefs openly and honestly, demonstrating respect for the values and beliefs of others?				
Does the school encourage pupils to explore and develop what animates them and others?				
Are pupils helped to develop an increasing ability to reflect, and learn from this reflection?				
Are pupils given the opportunity to understand human feelings and emotions, the way these impact on people and how an understanding of them can be helpful?				
Does the school have a climate or ethos within which all pupils can grow and flourish, respect themselves and others and be respected?				

Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school accommodate difference and respect the integrity of individuals?				
Are teaching styles promoted which: a) value pupils' questions and give them space for their own thoughts, ideas and concerns?				
b) enable pupils to make connections between aspects of their learning?				
c) encourage pupils to relate their learning to a wider frame of reference – e.g. asking 'why', 'how' and 'where' as well as 'what'?				
Are pupils developing a sense of empathy with others, demonstrating concern and compassion?				
Are pupils encouraged to show courage and appropriate persistence in defence of their aims, values, principles and beliefs?				
Are pupils developing an understanding of feelings and emotions and their likely impact?				
Is there respect for insight as well as knowledge and reason;				
Are pupils encouraged to challenge all that would constrain the human spirit, e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination?				

Question	Secure	Developing	Requiring Improvement	Notes / references
Is the school meeting the statutory requirements for Religious education in all key stages and does the RE curriculum provide strong support for promotion of pupils' spiritual development?				

What do we do well??

How can we do better?

Evidence & comments:

**B.	Moral Development**

Moral development is about the building of a framework of moral values for pupils which regulate their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are contentious issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Please note:
Provision for pupils' moral development encourages the development of the ability to live in respectful disagreement with others, including developing safe practices towards others. The development of emotional intelligence promotes understanding of why people act as they do.

Provision that leads to the development of a personal moral code allows pupils to engage in ethical discussion and reflection. It encourages respect for the contribution of all in the school's community including adults.

Good behaviour is likely to be an outcome of effective moral development.

Pupils will learn to recognise that there is a choice element in contributing to their community and good moral development should foster that and the ability to make positive choices.

Provision for community cohesion includes developing consideration of the needs of others and how to behave morally and ethically with and towards them.

Promoting good relationships between learners from different backgrounds contributes to moral development

Promoting common identity and values contributes to the development of a moral society. The appreciation and valuing of diversity, the awareness of human rights, and the skills for participating in society all contribute to pupils' moral development

In 2015 Ofsted said that pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues

Question	Secure	Developing	Requiring Improvement	Notes / references
Is there a clear moral code in school which forms a basis for behaviour, is promoted consistently through all aspects of the school and understood by pupils and their families?				
Do we promote racial, religious and other forms of equality?				
Are opportunities provided consistently across the curriculum to explore and develop moral concepts and values – e.g. personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong?				
Are pupils helped to understand how citizens can influence decision-making through the democratic process?				
Is there an open, safe learning environment in which pupils can express their views and practise moral decision-making?				
Are expressions of moral insights and good behaviour?				
Are breaches of moral codes discussed where they arise - for example, in the press, on television and the internet as well as in school?				
Are pupils developing an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures?				
Are pupils encouraged to have the confidence to act consistently in accordance with their own principles?				
Are pupils developing the ability to think through the consequences of their actions and those of others?				

Question	Secure	Developing	Requiring Improvement	Notes / references
Are pupils encouraged to appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety?				
Are pupils developing the ability to make responsible and reasoned judgements on moral and ethical dilemmas?				
Are pupils encouraged to be committed to personal values in areas which are considered right by some and wrong by others?				
Is a considerate and respectful style of life fostered?				
Are pupils developing respect for others' needs, interests and feelings, as well as their own?				
Do pupils explore their own and others' views, and are they encouraged to understand the need to review and re-assess their values, codes and principles in the light of experience?				

What do we do well??

How can we do better?

Evidence & comments:

C.   Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Pupils experience community at different levels. These start with the families or other units in which they live, work and play and go on to embrace local, national and global societies which are accessible to them through their own mobility, or through the media and ICT. Schools have a vital role to play in developing pupils' contacts with society at these different levels. This is very well recognised in different guidance to schools. For example, in the non-statutory guidelines for PSHE published with the latest version of the National Curriculum, one of the three elements is headed 'Developing good relationships and respecting the differences between people'. It goes on to say that pupils should be taught a range of things linked to different levels of society including the family, work and friendship groups, and society as a whole.

Please note:

Pupils need to understand how communities function in order to make meaningful and positive contributions. They should learn to understand that belonging includes both rights and responsibilities. Eventually they can consider and evaluate the impact of their contribution to their community and that of others both positively and negatively.

Learners need to understand that economic well being is linked to how society functions.

Social development of pupils contributes directly to the school's promotion of social cohesion. To do this effectively schools need to have good knowledge of the communities they serve and to be preparing pupils for active and positive participation in the community locally, nationally and globally.

In 2015 Ofsted said 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.

Please log in these boxes where your evidence can be found e.g. governor's minutes, policy, School Council, staff meetings etc

Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school identify and promote key values and principles on which school and community life is based?				
Is a sense of community fostered, incorporating common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, age and religion / belief can flourish?				
Do pupils work co-operatively?				
Are pupils helped to recognise and respect social differences and similarities?				
Do pupils understand that the freedom to choose and hold a faith or belief of their own is protected in law?				
Does the school ensure that pupils understand that others having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour?				
Are positive collaborative experiences – e.g. through assemblies, team activities, residential experiences, school productions provided?				
Do pupils develop personal qualities which are valued in a civilized society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect?				
Are pupils supported to challenge, when necessary and in appropriate ways, the values of a group or wider community, e.g. their attitude to age, gender, race or disability?				
Does the school encourage an understanding of the importance of identifying and combating discrimination?				

Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school help pupils to resolve tensions between their aspirations and those of the group or wider society?				
Are pupils encoucraged to develop a conceptual and linguistic framework within which to understand and debate social issues?				
Are there opportunities for hearing and responding to pupils' opinions and for them to engage in the democratic process by participating in community life, e.g. via school council, contributing to school policies and appointing staff?				
Can pupils: - adjust to a range of social contexts by appropriate and sensitive behaviour? - relate well to other people's social skills and personal qualities? - work successfully, as a member of a group or team?				
Do pupils: - exercise responsibility? - understand how societies function and are organised in structures such as the family, the school and local and wider communities?				
Do pupils: - participate in activities relevant to the community? - understand the notion of interdependence in an increasingly complex society?				
Are pupils given advice, from e.g. those in authority, external agencies or with counselling roles?				
Are pupils encouraged to appreciate the rights and responsibilities of individuals within the wider social setting?				

Question	Secure	Developing	Requiring Improvement	Notes / references
For both pupils and their families, does the school address ways in which to resolve conflicts and counter forces which militate against inclusion and unity?				
Are pupils encouraged to reflect on their own contribution to society and to the world of work?				
Do pupils show respect for people, living things, property and the environment?				
Are pupils encouraged to share their views and opinions with others, and work towards consensus?				

What do we do well??

How can we do better?

Evidence & comments:

Cultural Development

Cultural development is about pupils understanding their own culture, other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the Internet. It is about understanding that cultures are always changing and helping pupils understand and cope with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

What is culturally literate person?
Someone who is able to:

- Define their personal identity/identities and understand how these have developed and contributed to their uniqueness
- Understand other people's cultures (e.g. rooted in nationality, race, faith, class, gender etc)
- Read different social contexts and is able to articulate perceptions in order to participate/interact effectively
- Understand the interplay between different cultures within the wider culture
- Participate in other people's cultures and cultural events with confidence and sensitivity
- Challenge stereotyping

Please note:

An understanding of one's own and other cultures enables everyone to function positively in a pluralist society. And the development of knowledge and understanding of one's own culture and that of others in order that all can be valued and respected is significant.

In 2015 Ofsted said that 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.

Please log in these boxes where your evidence can be found e.g. governor's minutes, policy, School Council, staff meetings etc

Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school provide opportunities for pupils to explore their own cultural assumptions and values?				
Are pupils presented with authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality?				
Are pupils' knowledge and use of cultural imagery and language across the curriculum being extended?				
Does the school recognise and nurture every pupil's particular gifts and talents?				
Are opportunities provided for pupils to participate in literature, drama, music, art, crafts and other cultural events from a range of different heritages and are they encouraged to reflect on their significance?				
Are partnerships with outside agencies and individuals used to extend pupils' cultural and multicultural awareness and involvement - for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges?				
Are the cultural values of the school's community reinforced via displays, posters, exhibitions, etc?				
Do pupils understand the influences which have shaped their cultural heritage and that of others in their community?				

Question	Secure	Developing	Requiring Improvement	Notes / references
Are pupils developing the ability to experience and appreciate cultural diversity?				
Are pupils open to new ideas and willing to modify their cultural values in the light of experience?				
Does the school accord dignity and respect to everyone's values and beliefs, thereby challenging racism and valuing race equality?				
Does the school encourage understanding of how Britain's democratic parliamentary system has shaped the history and values of Britain and how it continues to do so?				
Are pupils encouraged to use language and understand images/icons, for example, in music, art, literature, religious education which have significance and meaning in a culture?				
Are pupils willing to participate in, and respond to, artistic and cultural enterprises?				
Does the school encourage a regard for the heights of human achievement in all cultures and societies; and an appreciation of the diversity and interdependence of cultures?				

What do we do well??

How can we do better?

Evidence & comments:

Appendix   **Related extracts from the Ofsted School Inspection Handbook**

Grade descriptors for overall effectiveness

Outstanding (1)
■ The quality of teaching, learning and assessment is outstanding.
■ All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
■ 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.
■ Safeguarding is effective.
Good (2)
■ The quality of teaching, learning and assessment is at least good.
■ All other key judgements are likely to be good or outstanding. In exceptional circumstances one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
■ Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
■ Safeguarding is effective.
Requires improvement (3)
■ Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.
■ There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.
■ Safeguarding is effective.
Inadequate (4)
■ The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

Grade descriptors for the effectiveness of leadership and management

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)

- 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 focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.

- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.

- 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.

- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.

- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.

- 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 counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

- 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 competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.

- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.

- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.

- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.

- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly.

- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.

- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Requires improvement (3)

- Leadership and management are not yet good.

- Safeguarding is effective.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following apply:

- Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.

- Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.

- Leaders are not aware of or are not taking effective action to stem the decline in the progress of disadvantaged pupils.

- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils. Pupils are entered for public examinations inappropriately early. The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.

- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.

- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.

- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

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.

- 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, 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.

- Pupils use 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. They 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.