

Coram Life Education and the Ofsted Inspection Framework, 2015

Summary of key points

This paper explores the relevance and importance of Personal, Social, Health and Economic education (PSHE education), Citizenship education and pupils' Spiritual, Moral, Social and Cultural (SMSC) development in helping schools obtain Good or Outstanding overall outcomes under the Common Inspection Framework for Education, Skills and Early Years that will guide inspection policy and practice from September 2015.

It also enables schools to understand how Coram Life Education's work, including new SCARF online materials, can support the health and wellbeing outcomes which are central to PSHE and SMSC, and that are now such an integral part of the Inspection Framework.

The 2015 Ofsted Inspection Framework introduces a major change in the key judgements made by inspectors which increases the importance of PSHE and citizenship education and pupils' Spiritual, Moral, Social and Cultural education. The previous key judgement **Behaviour and Safety** has been replaced with the key judgement **Personal Development Behaviour and Welfare**.

Moreover, the Grade descriptors for Overall Effectiveness (School Inspection Handbook) state that:

"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."

Ofsted HMI and national lead for PSHE, Janet Palmer, in her document *The role of PSHE, Citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015* notes that:

"Throughout the [Inspection Framework] guidance there are numerous references to school ethos, promoting equalities, preventing and tackling discrimination and bullying, cultural awareness, preparing pupils positively for life in modern Britain, challenging extremism and radicalisation, helping pupils to keep themselves healthy and safe... all issues that are central to effective PSHE and citizenship education and make a strong contribution to pupils' SMSC development."

It is clear from the range of inspection guidance that the evidence schools provide regarding the effectiveness of their PSHE and, citizenship education and of pupils' SMSC development is more crucial than ever to informing the judgements inspectors make regarding leadership and management, the quality of teaching and learning, personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the school."

Personal Development, Behaviour and Welfare judgements will check that schools effectively manage:

- **derogatory and aggressive language,**
- **bullying and its prevention,**
- **keeping pupils safe,**
- **helping them to stay healthy, both physical and emotionally and**
- **preventing the misuse of technology.**

The Personal Development, Behaviour and Welfare judgements also seek to identify:

- **knowledge of how to keep themselves healthy, both emotionally and physically through exercising and healthy eating**
- **understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media**
- **personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.**

Personal Development, Behaviour and Welfare will be deemed to be inadequate if:

- **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.**

Under the Effectiveness of Leadership and Management judgement, a Good school will ensure:

- **The curriculum contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.**

Grade descriptors for Outstanding and Good schools include the following:

- **High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.**
- **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.**
- **Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.**

The Quality of Teaching and Learning inspection judgements will evaluate the extent to which:

- **Equality of opportunity and recognition of diversity are promoted through teaching and learning.**

This judgement area will be deemed inadequate if:

- **Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.**

In evaluating Spiritual, Moral, Social and Cultural development, evidence will be sought of pupils':

- **Ability to be reflective about their own beliefs... feelings and values**

- **Sense of enjoyment and fascination in learning about themselves, others and the world around them**
- **Willingness to reflect on their experiences**
- **Understanding of the consequences of their behaviour and actions**

In addition to these key elements, a growing body of evidence now demonstrates the link between pupils' health and wellbeing, and their academic achievement. Recent publications, *The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes*, (Gutman & Vorhaus, 2012) and *The link between pupil health and wellbeing, and attainment. A briefing for head teachers, governors and staff in education settings* (Public Health England, November 2014) both point to this fact, the latter summarising that:

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.

Janet Palmer, states that all of these issues *"...are best explored in PSHE and citizenship education lessons led by skilled, trained specialist teachers who are able to teach the topics effectively with regard to age-appropriateness and the needs of their pupils."*

Coram Life Education can help you to achieve the new standards. Our experienced, highly trained educators are well placed to support the provision of a high-quality, age-appropriate PSHE curriculum that will help schools to meet these requirements. Health and wellbeing outcomes of pupils now have greater importance within the Ofsted Inspection Framework and Coram Life Education remains committed to supporting schools in achieving these outcomes.

The table that accompanies this paper provides details of the specific ways in which our work supports the Ofsted framework.

This table has been designed to show the details of how Coram Life Education's work supports each school in meeting Personal Development, Behaviour and Welfare, and SMSC elements, all of which are central to the 2015 Ofsted Inspection Framework.

Personal development, behaviour and welfare

This is deemed to be Outstanding or Good if:

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| <p>Outstanding (1)</p> <ul style="list-style-type: none"> • Pupils discuss and debate issues* in a considered way, showing respect for others' ideas and points of view. • 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 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>Good (2)</p> <ul style="list-style-type: none"> • Pupils show respect for others' ideas and views. • 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. • Pupils 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. <p><small>* Text in bold indicates CLE's direct contribution to fulfilling the Grade Descriptors</small></p> | <p>Coram Life Education (CLE) contribution</p> <p>Our programmes and surrounding SCARF online resources are specially designed to support and enhance schools' provision in these aspects of PSHE and Citizenship education.</p> <p>Age-appropriate content and learning outcomes carefully match pupils' intellectual and emotional development.</p> <p>Discussion and debate are central to our programmes' content and educators are highly trained in facilitating this.</p> <p>Our programme content addresses key areas of:</p> <ul style="list-style-type: none"> • managing risk and staying safe • keeping healthy, making informed choices • importance of a healthy diet and exercise • developing assertiveness and emotional literacy skills • recognising and managing bullying behaviours <p>Our bCyberwise programme helps pupils explore the risks associated with online technology and develops their skills in keeping safe online.</p> <p>Our SCARF online resources enable schools to reinforce and develop further the learning outcomes covered in our sessions.</p> |
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Personal development, behaviour and welfare are deemed to be inadequate if:

- 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.

Effectiveness of leadership and management

This is deemed to be Outstanding or Good if:

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| <p>Outstanding (1)</p> <ul style="list-style-type: none"> • Relationships between staff and pupils are exemplary. • Staff reflect on and debate the way they teach. • 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. • Safeguarding is effective. Pupils are listened to and feel safe. • High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate. <p>Good (2)</p> <ul style="list-style-type: none"> • 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 • Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | <p>Coram Life Education (CLE) contribution</p> <p>All of our programmes have at their heart the fundamental principles of nurturing pupils’ self-esteem, valuing uniqueness and individuality, and developing a respect for others.</p> <p>These principles underpin the content, ethos and delivery of our programmes, as do the surrounding SCARF online resources.</p> <p>Programmes to support parental involvement in relation to developing children’s healthy lifestyle may be available in your region (the Coram Life Education educator will be able to advise on this).</p> <p>Our educators are trained in, and will model, positive teaching strategies that contribute to these teacher skills.</p> <p>Our SCARF online resources enable schools to reinforce and develop further the learning outcomes covered in our sessions.</p> |
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Quality of teaching, learning and assessment

This is deemed to be Outstanding or Good if:

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| <p>Outstanding (1)</p> <ul style="list-style-type: none"> • Teachers demonstrate deep knowledge and understanding of the subjects they teach. 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 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. • 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 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 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. | <p>Coram Life Education (CLE) contribution</p> <p>CLE educators are highly trained and experienced. Their preparation and teaching skills ensure:</p> <ul style="list-style-type: none"> • an extremely high level of subject knowledge • a wide range of positive teaching and behaviour management strategies • tailoring of sessions to match pupils’ needs and existing understanding • development of pupils’ critical thinking skills and values clarification, including challenging misconceptions • inclusive teaching and learning strategies that encourage and inspire learners • high-level questioning techniques |
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Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Coram Life Education (CLE) contribution

In addition to educators modelling these skills, SCARF online follow-up resources help teachers to embed further the strategies needed for effective teaching and learning across all curriculum subjects – not limited to PSHE lessons. SCARF lesson plans and resources include:

- key questions to explore and extend learning
- interactive, stimulating activities including online games, films and songs
- training films demonstrating teaching and learning strategies for use in Inset and other CPD opportunities
- assessment for learning tools
- teacher reflection sheets for use during observation of a CLE session.

Outcomes for pupils

Inspectors will take account of current standards and progress, including the school's own performance information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:

- progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum

Coram Life Education (CLE) contribution

The link between pupil wellbeing and academic attainment has been clearly evidenced.

CLE's work, through its teaching sessions and follow-up SCARF online resource, promotes the ethos and strategies that nurtures pupils' wellbeing, both physical and emotional, and therefore helps schools in providing an environment that will enable all pupils to thrive.

Spiritual, moral, social and cultural development (SMSC)

Pupils' **spiritual** development is shown by their:

- ability to be reflective about their own beliefs... feelings and values
- sense of enjoyment and fascination in learning about themselves, other and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' **moral** development is shown by their:

- 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
- understanding of the consequences of behaviour and actions
- 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' **social** development 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
- 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.

Pupils' **cultural** development 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.

Coram Life Education (CLE) contribution

Through a combination of highly trained educators, carefully designed curriculum content and an exciting, stimulating teaching environment, CLE is able to provide inspirational, engaging, highly memorable programmes that celebrate each child's uniqueness, whilst also promoting mutual respect and an understanding of the need to balance personal needs with the needs of others.

Teaching and learning strategies that focus on the Spiritual, Moral, Social and Cultural development of pupils are threaded through CLE's core programmes and SCARF online resources, which include a range of materials designed to embed the positive and inspiring approach that is characteristic of our work. CLE's contribution will help to promote a school ethos that embodies pupils' Spiritual, Moral, Social and Cultural education in the broadest, most meaningful sense.

Every year, Coram Life Education helps more than 800,000 children across the UK learn to make responsible life choices. By teaching them about diet, exercise and to manage the risks they may encounter, we plan to help them take responsibility for their own lives.

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Life Education

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