St. Peter's C of E School
SELF-EVALUATION

Personal Development, Behaviour and Welfare

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Inspectors should:	
Evaluate	• A judgement about behaviour • A separate clear written judgement about personal development and welfare • 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.
Consider	**Attendance and punctuality** • 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 10%) • Punctuality in arriving at school and at lessons.
Take into account	• Evidence seen during the inspection as well as evidence of trends over time. • Documentary evidence about behaviour, including how the school tackles poor behaviour • Discussions with and observations of pupils at break times, lunchtimes and between lessons. • The school's use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils. • Views of parents, staff, governors and other stakeholders. • 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. • 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 and those with mental health needs. • A small sample of case studies about the experience of these pupils • 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.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

EVIDENCE BASE	
Source	***Consider***

Safety
- School policy documents e.g. Bullying, Racism, Equal Opportunities
- PSHE/SEAL evidence
- Pupil & parent questionnaires
- School Council minutes
- Observations
- Playground incident reports
- Pupil discussions
- Internal data
- Play leader training
- Bikeability training

Safety
- *Reported incidents of bullying*
- *Whether learners feel safe from bullying and discrimination*
- *The extent to which learners talk about and have the skills and confidence to challenge prejudice and racism*
- *Whether learners know whom they can turn to if they do not feel safe or are being bullied*
- *Whether learners are aware of the potential dangers to their safety, health and well-being*
- *Whether learners adopt safe practices and apply what they have been taught*
- *Whether learners act responsibly in high risk situations e.g. use of equipment, contact sport, swimming*
- *If learners know how to use and move equipment safely, including ICT, the internet and other technologies*

Behaviour
- Questionnaires
- Pupil discussions
- Lesson observations
- Home/school agreements
- Class rules
- Playground systems
- School Council minutes
- Class forums
- Club attendance
- Work scrutiny evidence
- Reward systems

Behaviour
- *Pupils' attitudes to learning and their behaviour in lessons.*
- *The proportion of lessons disrupted by weaknesses in behaviour*
- *Pupils' treatment of each other, school facilities and behaviour around the school*
- *Pupils' awareness of each other's needs at break times, between lessons and in assemblies and other activities*
- *Pupils' politeness to each other and adults*
- *Pupils' ability and willingness to manage their own behaviour*
- *The extent to which pupils modify their behaviour in response to the school's behaviour management strategies*
- *The impact of exclusion strategies*
- *Records of: racist and bullying incidents; 'on-call' systems; 'seclusion' rooms*
- *The types of incidents which occur at break, lunchtime and social times*
- *Exclusions, including any over-representation from different groups*
- *Parents' and pupils' views on the standard of behaviour*
- *Pupils' views about being safe from harassment*
- *How well pupils from different backgrounds get on with each other.*

Attendance
- Attendance data
- Raiseonline
- Promotion of attendance
- EWO links

Attendance
- *Whether attendance is broadly in line with the national averages*
- *The level of unauthorised absences*
- *The percentage of pupils who are persistently absent*
- *The attendance of different groups of pupils, including those with learning difficulties and/or disabilities and those from minority ethnic groups*
- *Patterns of absence*
- *Proportions of pupils with particular levels of attendance, for example below 85% or above 95%, and whether these proportions are changing.*
- *Whether learners attend regularly and arrive punctually at school/lessons*

Spiritual, Moral, Social and Cultural
- PSHE/SEAL opportunities
- Links with other communities/faiths
- Buddy systems
- Peer mentoring
- Playground leaders
- Racial incident reports
- Worry boxes in all classes

Spiritual, Moral, Social and Cultural
- *How pupils are encouraged to use their beliefs, religious or otherwise, to inform their perspective on life*
- *Pupils' interest in and respect for different people's feelings and values*
- *Whether pupils demonstrate a sense of enjoyment and curiosity when learning about themselves, others and the world around them*
- *Evidence of the use of imagination and creativity in their learning*
- *Pupils willingness to reflect on their experiences*
- *Pupils' ability to recognise the difference between right and wrong and to apply this in their own lives*
- *Pupils' understanding of the consequences of their actions*
- *The level of interest in moral and ethical issues*
- *Pupils' appropriate use of a range of social skills in different contexts*
- *Pupils' willingness to participate in a variety of social settings*
- *Cooperation with others and the ability to resolve conflicts*
- *Pupils' understanding of the way communities/societies function*
- *The extent to which they understand, accept, tolerate, respect and celebrate diversity*

Wendy Figueira - 19/10/2016

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	**Good (2)**	**Requires Improvement (3)**	**Inadequate (4)**
Personal Development, Behaviour and Welfare	• 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.	• 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' 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.	**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.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Personal Development, Behaviour and Welfare	• 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.	• 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.		

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	JUDGEMENT			Statements to support the judgement made _including_ where evidence can be found
1	**2**	**3**	**4**	
✓				

Statements	Evidence
WELL-BEING	
⇒ Children report that they are happy to attend school	*Surveys*
⇒ Attendance is good (97-97%).	*LA data SIMS*
⇒ The open door policy applies to children as well as parents and the children are generally confident to talk to any member of staff if there is a problem.	
⇒ There is a trained well-being mentor in the school and the Head teacher is a qualified counsellor.	*Training log*
⇒ All new children are given a buddy to help them settle quickly.	*Parents/children/newsletters*
⇒ Each class has a worry box which is carefully monitored.	
⇒ There is a good uptake for school meals and children are consulted about menu choices.	*LA data*
BEHAVIOUR	
⇒ The behaviour of the pupils both in lessons and around the school is excellent. This means that pupils treat each other as well as adults with respect and politeness.	*Ofsted 2013* *SAIS report* *Governor visit notes*
⇒ In the playground children of all ages look after each other; this means that playtimes are happy, enjoyable times. Children from Years 3 and 4 act as Play Leaders and ensure that all the younger children are looked after and have a friend to play with.	
⇒ The School Council regularly reports on playtimes and every effort is made to put their appropriate ideas into practice.	*Governors visit school council and report in*
⇒ Merit certificates and badges are awarded and presented weekly in a parents' assembly so that all success is shared. They are popular with pupils and parents and help promote self-esteem, good behaviour and hard work.	*Governor minutes* *Parents*
⇒ Pupils are complimented on their good behaviour and awarded 'Good Choice' stickers by all members of staff for their attitudes and behaviour- linked to the 'fruits of the spirit'. This is a whole school system where positive behaviours are rewarded by means of stickers and a weekly raffle where those awarded the stickers are put into a draw.	*Assembly* *Award record book*
⇒ The Behaviour Policy was comprehensively reviewed, has been shared with all stakeholders and is fully supported by parents.	*Website*
⇒ Clubs are well attended and outside agency staff report that behaviour is good. SMT is always on site if the club is organised by an outside agency.	*Website/newsletters*
⇒ Class rules and school expectations are clearly signposted in all areas of the school.	*Posters*
⇒ Governor visits all include behaviour monitoring.	*Minutes of visit notes*
ATTENDANCE	
⇒ Governors set the attendance high (98%) and the school generally achieves this.	*LA data*
⇒ All requests for term time holiday are refused and all absence is rigorously pursued.	
⇒ Children are encouraged to be punctual and any lateness is followed up.	*Late book entries*
⇒ Good attendance is rewarded each half term with a certificate which is awarded in assembly and there is a gold badge for those achieving 100% over the year.	*Newsletters*
SAFE & HEALTHY	
⇒ The school has clear policies and procedures to ensure safe-guarding and welfare of pupils.	*Website*
⇒ The HT attends all the Essex safeguarding termly updates	*Attendance records*
⇒ The Head is the CSE champion	*ESCB records/certificate*
⇒ Head leads on Prevent training and updates in school.	*Certificate*
⇒ There is a programme of staff first aid training in place which ensures that all teaching staff are fully trained and all staff are knowledgeable and well informed.	*Training log*
⇒ Governors are committed to providing a healthy and safe environment for all pupils, whilst ensuring that this does not adversely affect the provision for pupils or the special relationship with parents and volunteers.	*Minutes of all meetings- agenda item in all meetings*
⇒ Governors monitor the school's provision on a regular basis and regular health and safety walks are carried out.	*Minutes*
⇒ There is an appointed community liaison and wellbeing governor.	
⇒ Appropriate risk assessments are carried out and reviewed to ensure the safety of pupils and staff, both on the school premises and during off-site educational visits.	*Evolve website*
⇒ Parent questionnaires are sent out and views sought each year. Governors report back at meetings and create action plans	*Audit of results*
⇒ The school council has a very active role and children offer peer support to improve behaviour.	*Children*
⇒ Each child in Reception has a Year 6 buddy and the buddy sits with them each lunchtime. They have a shared school trip.	*Diary*
⇒ Children complete a survey each year and report that they feel safe from bullying and discrimination.	*Audit of results*
⇒ Children are helped to develop the skills and confidence to challenge prejudice and racism.	*Curriculum plans*

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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

⇒ Children report that they know whom they can turn to if they do not feel safe or are being bullied.   *Audit of survey*
⇒ Children in Year 4, 5 and 6 attend a workshop each year, run by the EST safety team.   *Diary*
⇒ There is a parent workshop and information evening to support the above.   *Diary*
⇒ Children understand how to behave appropriately around sports and gym equipment   *Lesson monitoring*
⇒ The school has the Healthy Schools award and this is retained each year.   *Certificates*
⇒ Children complete Bikeability in Year 5 and 6.   *Badges*

	Summative Judgements	
Prompt	⇨ **Consider the judgements and statements you have made** ⇨ **Using the OFSTED criteria consider areas for development e.g. if you have judged the school to be good (2) what is needed to make it outstanding (1).** ⇨ **What actions need to be taken to achieve this?**	**Statement of actions to be taken to raise the overall effectiveness for outcomes of learners' following the judgements made.**
Actions to be taken to raise outcomes for all learners	**Consider the questions below to identify areas for further improvement:** • Are there key areas that are repeated in more than one phase? • Does any area needing further development at a particular Key Stage or across the school? • Are there specific groups of pupils who are not behaving as expected or in need of additional support? • In each case you need to consider strategies/actions that could be put in place to support the improvement of either pupil well-being, behaviour or attendance. • **These key priorities will also need to be reflected in the School Improvement Plan as it is essential that clear links can be seen between the self-evaluation of a school and the action that a school then intends to make as a result of the self-evaluation.**	**See School Improvement Plan 2016- 2017**
	<u>REMEMBER</u> Identify → Improvement → Impact = SEF → School Improvement Plan → Pupil Progress	