



Inspecting values: What Ofsted looks for

Background

Ofsted now places a much greater emphasis on pupils' SMSC development as part of school inspection, and this is reflected in the *Framework for school inspection*¹ and the *School inspection handbook*².

Inspectors must evaluate the effectiveness and impact of provision for pupils' SMSC development before making the final judgement on the overall effectiveness of a school. Provision for pupils' SMSC is also key to obtaining good outcomes under the Ofsted framework for school inspections, including the judgements for leadership and management, behaviour and safety, and safeguarding.

In October 2014 Ofsted published a consultation document entitled *Better inspection for all*³, which outlined a proposed new Common Inspection Framework for registered early years settings, maintained schools and academies. Under the new framework there will be an even greater emphasis on preparation for life and work in Britain today, including in relation to personal development, behaviour and welfare.

Judging overall effectiveness

Before making the final judgement on the overall effectiveness of a school, inspectors must evaluate the effectiveness and impact of the provision for pupils' SMSC development. If this is deemed to require improvement or be inadequate it may also impact negatively on the judgements for leadership and management, and behaviour and safety.

Outstanding

- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.

Good

¹ *The framework for school inspection*, Ofsted (updated December 2014)
<https://www.gov.uk/government/publications/the-framework-for-school-inspection>

² *School inspection handbook*, Ofsted (updated December 2014)
<https://www.gov.uk/government/publications/school-inspection-handbook>

³ *Better inspection for all*, Ofsted (October 2014)
<https://www.gov.uk/government/consultations/better-inspection-for-all>

- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical well-being. There is a positive climate for learning.

Requires improvement

- There are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate

- There are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

Inspecting the quality of leadership and management of the school

The vision for SMSC development should be aligned with the school's vision, ethos and core values.

Good and outstanding SMSC provision will be developed through a planned and coherent whole-school approach, linked to the school improvement plan.

In the current inspection framework there is a strong emphasis on how well leadership and management ensure that good teaching within a broad and balanced curriculum, accompanied by effective SMSC development, is helping to prepare children and young people for life in modern Britain.

In particular, inspectors will consider whether the curriculum:

- Actively promotes fundamental British values.
- Promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics).
- Includes a rounded programme of assemblies that help to promote pupils' SMSC development, providing clear guidance on what is right and what is wrong.

Inspectors will also consider:

- The extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

As part of making the judgement on leadership and management, inspectors will also look for evidence that governors play an active and positive role in relation to SMSC development. The DfE governors' handbook states:

'Every effort should be made to ensure the school's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.'

Inspectors consider whether governors:

- Ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics).
- Support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.

Ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)

Outstanding

- The school's curriculum...has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

Good

- The school...contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.

Inadequate

- The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils.
- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of all faiths (or those of no faith) races, genders, ages, disability and sexual orientations and so do not support and help prepare pupils positively for life in modern Britain.

Inspecting behaviour and safety

This is one of the four key judgements made about a school during a section 5 inspection. The evidence collected for this judgement also contributes to inspectors' evaluation of the school's promotion of SMSC development.

When judging behaviour and safety, inspectors consider a number of aspects that are closely linked to the impact and effectiveness of the school's SMSC provision, including:

- Pupils' attitudes to school, conduct and behaviour, during and outside of lessons and their attitudes to other pupils, teachers and other staff.
- Pupils' contribution and response to the culture of the school and how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults, for example when moving around the school; and their understanding of how such behaviour contributes to school life, relationships, adult life and work.

- Types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment.
- The effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language.

Outstanding

- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.

Good

- Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
- There is a positive ethos in and around the school. Pupils conduct themselves well at all different times of day, including at lunchtime, attend regularly, have good attitudes and are punctual to lessons.
- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.

Inadequate

- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.

Inspecting the quality of teaching in the school

Ofsted acknowledges the important role that teaching plays in promoting the pupils' SMSC development.

Inspectors will look for evidence of SMSC development as part of the inspection of lessons.

Inspecting the effectiveness of early years provision

When inspectors judge the overall quality and standards of early years provision they take into account how well the provision contributes to children's physical and emotional health, safety and well-being, including their SMSC development. Inspectors will consider:

- How well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their

immediate experience.

- The extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe.

Outstanding

- All children are developing a very good understanding of how to keep themselves safe and manage risks and challenges. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.

Good

- Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience.

Better inspection for all

In the proposed new inspection framework inspectors will make graded judgements on the following areas, using the four-point scale:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

There are references to SMSC and equalities in several sections.

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

- provide a curriculum that has suitable breadth, depth and relevance so that it meets any relevant statutory requirements, as well as the needs and interests of children, learners, employers and the local community and nationally. (*paragraph 19*)
- actively promote equality and diversity and fundamental British values, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners. (*paragraph 19*)

Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating:

- equality of opportunity and recognition of diversity are promoted through teaching and learning. (*paragraph 21*)

Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating:

- personal, social, moral, cultural and spiritual development, including through access to cultural experiences and work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today. (*paragraph 22*)