

## Ofsted Framework 2015 -16

### A diagnostic check-list for Headteachers, Governors and teachers

	Yes	No	Maybe
<b>The quality of education provided in the school</b>			
1. Is your curriculum rich, relevant broad and balanced - is there no unexplained narrowness? Is it likely to promote preparation for and an appreciation of life in modern Britain Does the school present a balanced presentation of views? Is the curriculum communicated through the website?			
2. Is there a teaching of and a support for fundamental British values of democracy, the rule of law (state law as distinctive from religious law and the relationship between the two) individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?			
3. Do pupils have opportunities to distinguish between right and wrong and take responsibility for their behaviour? Do pupils have opportunities to engage in extra-curricular activities and volunteering within their local community?			
4. Are pupils being given opportunities to learn how to resolve conflicts effectively and are they being taught about the dangers of extremism and radicalisation including online safety?			
5. Is there a balanced approach to the pupil's RE that is broadly Christian but takes account of the teaching and practices of the other principal religions in Britain?			
<b>Quality of leadership and management in the school</b>			
6. Does your school include a rounded programme of assemblies that help to promote pupils' SMSC, providing clear guidance on what is right or wrong?			
7. Do governors and the school promote tolerance of and respect for people of all faiths (and those of no faith), cultures and lifestyles – do they support 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?			
<b>The behaviour and safeguarding of pupils at the school</b>			
8. Has the school assessed the risk of pupils being drawn into terrorism or extremism in their context? Are there safeguarding arrangements that include keeping pupils free from the dangers of radicalisation and extremism? Do these include checking and monitoring (e.g. of external speakers at school assemblies and online safety)? Curriculum opportunities to discuss how extremists operate and how to keep safe?			
9. Does the school have effective systems for ensuring a school culture where pupils conduct themselves with respect courtesy and good manners and do they understand how such behaviour contributes to school life, relationships, adult life and work?			
10. Does the school have effective systems for monitoring and tackling all forms of bullying and harassment? (This includes cyber bullying, prejudice-based bullying related to SEND, sex, race, religion and belief, disability, sexual orientation or gender reassignment.)			
11) Does the school safeguard children from particular issues including domestic violence, sexual exploitation, female genital mutilation and forced marriage? Does the school monitor the safety of pupils who have access to prayer and faith facilities?			

**Personal development, behaviour and welfare**

12) Does the school help pupils become confident self-assured learners and does this has an impact on progress?			
13) Does the school help pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view?			
14) Does the school help pupils to 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?			
15) Does the school have a culture and systems that ensure that pupils value their education and rarely miss a day at school?			

Are you offering the appropriate SMSC provision in your school?

Ofsted Definition of SMSC	Yes	No	Maybe
<p><b>1. The spiritual development</b> of pupils is shown by their:</p> <p>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</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences.</p>			
<p>The <b>moral development</b> of pupils is shown by their:</p> <p>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</p> <p>understanding of the consequences of their behaviour and actions</p> <p>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.</p>			
<p>The <b>social development</b> of pupils is shown by their:</p> <p>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</p> <p>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</p> <p>acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and</p>			

<p>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.</p>			
<p>The <b>cultural development</b> of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>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</li> <li>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>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.</li> </ul>			

**Questions**

From this diagnosis :

What is secure?

What do you need to find more evidence about ?

What needs developing?