

## Ofsted Self-Evaluation Framework and Healthy Schools

### How Involvement in Healthy Schools may contribute to the Ofsted SEF

Ofsted SEF	Statement	Healthy Schools involvement
<b>PART A</b>		
<b>1a</b>	Main characteristics of learners	
<b>1b</b>	Distinctive aims and features of your school	National Healthy School Status/working towards Healthy School Status and significant partner agencies/health provision. NHSS themes may be part of the school's distinctive aims/aspirations and may come through a whole school approach and/or special events, clubs, classes.
<b>1c</b>	Contextual issues that act as aids or barriers	NHSS influence may be low key here but could include freedom of access to drinking water
<b>1d</b>	Additional characteristics of your school	Accredited Healthy School – nationally recognised. Indicate any areas of strength related to NHSS that are relevant
<b>1e</b>	Outline main priorities in improvement plan	ECM and NHSS have become more explicit in education thus ensure they are mentioned. Explain how and why these are your priorities. Concluding evaluative comment could include 'We have made significant efforts over the past 3 years to....we have evidence to show the success of...although we recognise that we still....'
<b>2a</b>	Gathering views of learners, parents/carers and other stakeholders	Pupil involvement – needs assessment, peer education, questionnaires, anti-bullying working groups, school and class council, parental questionnaires, parental involvement in policy and practice development in PSHE. Many schools take health and well-being issues to school council.
<b>2b</b>	What do the views of learners and stakeholders tell you about standards etc	Personal development and Well-being clearly link with NHSS
<b>2c</b>	How views of the above tell you about the learning standards, personal development and well-being and quality of provision	Information from 2a informs support provided for learning and personal development/well-being – needs analysis. Included in newsletters, any published reviews of school planning etc.
<b>2d</b>	Examples of action taken based on learners/carers views with evaluation of effectiveness	Planning, development and implementation of PSHE programme HS annual case study and monitoring/evaluation process

<b>3a</b>	Learners' achievement and standards in their work	PSHE programme of work with clear links to other curriculum areas and balance between knowledge, skills and attitudes – end of key stage assessments.
<b>4a</b>	Extent learners adopt healthy lifestyles	PE , healthy eating guidance/policy, water provision, tuck shop, water on desks – HS support on implementing Healthy Living Blueprint. School travel – plan and implementation. Impact of the school's work to promote the learners understanding of healthy lifestyle. Consider also: Substance misuse education, Sex-ed, Anti-smoking work, Special events, litter control, support for 'look after children', involvement in Healthy Schools initiative
<b>4b</b>	Extent learners feel safe and adopt safe practices	Peer mentoring/support on bullying, drug education policy and management of drug related incidents, development of PSHE curriculum to include safety issues, school travel plans, relationships education. Quote from records of incidents. How has the school monitored the impact of policies on the above mentioned?
<b>4c</b>	Learners enjoying their education	Celebrating success, active learning advocacy, support in the development of spiritual, moral, social, emotional and cultural education – links with SEAL (SEBS) and KS3 B/A Collaborative learning. Promoting of emotional health and well-being including (anti) bullying. This may build into the assessment of the way in which attitudes, behaviour and attendance have contributed to standards. Areas for improvement? Plans to address these? CPD in PSHE. Do students take responsibility for e.g buddying/befriending in order to develop personal and group moral welfare?
<b>4d</b>	Learners make a positive contribution to the community	School council development, knowledge, skills and attitudes (KSA) in PSHE scheme of work, Active Citizenship. Evidence from school council about how pupils feel about school. Any involvement with community groups? Local festivals/senior citizens? Evidence the impact through: School council, questionnaires, local issues. How does PSHE contribute to developing understanding? Prefects? Monitors?

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<b>PART A</b>	CONTINUED	
<b>4e</b>	Preparing for future economic well-being	Has NHSS helped to develop personal qualities that enable achievement? Does school encourage the involvement in the running of the school? E.g. managing events? Running shop? Raising funds? Improvements to the school?
<b>4f</b>	Personal, social and emotional development in Foundation stage	Comprehensive PSHE curriculum and NHSS allows judgement on well-being. Use records from nursery provision
<b>4g</b>	Key priorities for development	Outline key priorities related to Personal development and well-being. Comment on how the school is working toward ECM agenda, NHSS ,extended schools, Multi Agency Working, initiatives from Children’s Services
<b>5a</b>	Quality of teaching and learning	KSA development of PSHE scheme of work, support in T/L in PSHE – DfES/HS CPD certification for the teaching of PSHE, Quality Assurance Framework – QAF, planning, implementing and evaluating between schools and external agencies
<b>5b</b>	Curriculum and other activities meet the range of needs and interests of learners	Active learning for PSHE – accelerated learning, development of health services and breakfast clubs, Drop-In centres. How does the school plan and monitor PSHE to ensure health and safety e.g. sun/river safety. Highlight HSS. Team activities, impact of enrichment on well-being and achievement. Opportunities for learners to contribute to the community. Involvement of local community in the curriculum
<b>5c</b>	Guidance and support for learners	Peer mentoring, support for Learning Mentors, development of school meals . Relationships education, including mentoring support. Communication skills. Equal opportunities, disabled access. Impact of advice and guidance on personal development. Are pupils enabled to make choices in their education and other matters?
<b>5d</b>	Quality of provision for Foundation stage	As before
<b>5e</b>	Key priorities for development	NHSS is key

<b>6a</b>	Effectiveness and efficiency of leadership and management	JD for PSHE co-ordinator, support in monitoring PSHE teaching and learning, governors role/training in responsibilities for SRE. School vision/mission statement may well include NHSS. Wrap around services, extended services that promote learning e.g. breakfast club, community health links etc. Especially if they impact on behaviour
<b>6b and c</b>	As before	As before
<b>7a/b/c</b>	Overall effectiveness of provision, steps taken and capacity for further improvement	Work relating to HS status/accreditation. Note especially the work 'inclusive' and use it to bring out those aspects of the NHSS issues that have already featured in the document. Has NHSS promoted improvement since the last inspection? Describe how the school's strengths/staff experience/governor expertise will contribute to future success. Include services which specifically promote NHSS
<b>7d</b>	How effective are links with other organisations to promote well-being of learners?	Refer to: SS, Health services, PCT, Behaviour support, EP service, SEN service, Adult learning, Early Years providers, Extended provision providers, Local schools, colleges. Impact of links?

<b>PART B</b>		
<b>A 17</b>	Specialist categories of school	Other – Healthy School accredited
<b>A 20</b>	Additional Services	Health Drop-in centres
<b>B2-11</b>	Information about the learners	HS support in developing specific programmes of work to address inequalities and social inclusion
<b>E2</b>	Curriculum description	PSHE provision

<b>PART C</b>		
<b>Curriculum 4 and 5</b>	The Governing body – Sex and Relationship Education	Support on legal requirements and good practice re SRE policy