

# Inspecting schools' development of character in their pupils

Roary Pownall HMI

National Lead for personal, social and health education  
and for citizenship



# This presentation will:

- Explain where we are currently at with the proposed Education Inspection Framework
- Outline the draft criteria inspectors will consider when looking at how schools help develop their pupils' character
- Explore the ways inspectors are likely to inspect
- Highlight potentially positive elements of provision

# Where are we now?

- Consultation on the new framework has now closed
- 15,000 responses nationally
- Ofsted will publish its responses to the consultation findings and a final version of the framework before the end of this term
- Inspectors will receive detailed training on the new framework before they begin using it in schools from September
- During last term and this, 'pilot' inspections to feed into the process to ensure it is a success

# Proposals

- To separate the two judgements inspectors will make on 'Section 5' (full inspections):
  - one judgement on personal development
  - one judgement on behaviour and attitudes

# Behaviour and Attitudes: the proposal



Behaviour and conduct  
in classes and around  
the school

Bullying, aggression and  
derogatory language,  
and how they are dealt  
with

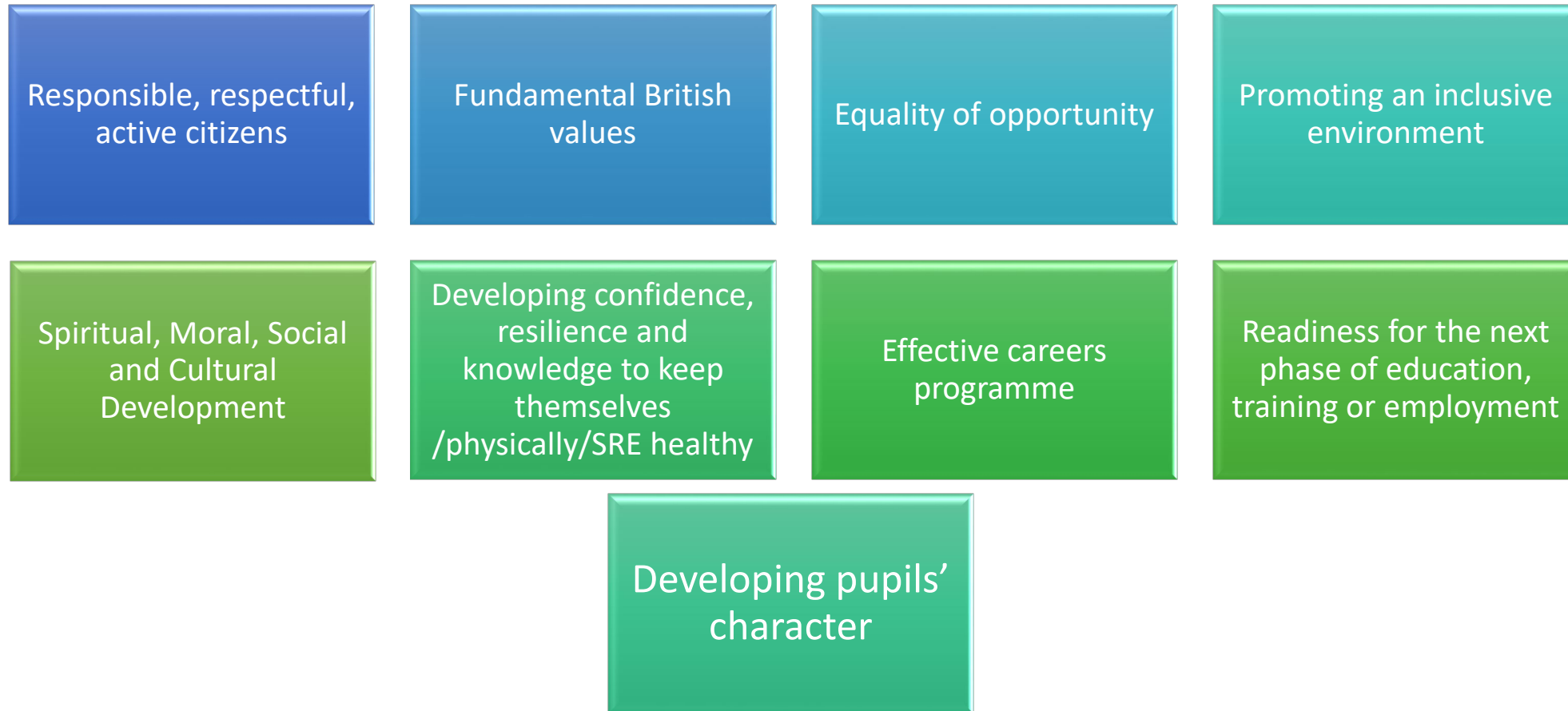
Pupils' attitudes to their  
education

Appropriateness of  
exclusions and follow-up  
work by leaders

Respectful relationships  
between pupils and staff

Attendance and  
punctuality

# Personal Development: the proposal



# A grade of 'good' for Personal Development

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development, including their spiritual, moral, social and cultural development.
- The curriculum and the school's wider work support pupils to develop character.
- The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.
- The school prepares pupils for life in modern Britain by developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty and respect.
- By promoting equality of opportunity and diversity, the school ensures that pupils understand, appreciate and respect difference in the world and its people, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens, who contribute positively to society.
- Secondary schools prepare pupils for future success in education, employment or training by providing: unbiased information to all about potential next steps and high-quality careers guidance and opportunities for encounters with the world of work.

# The grade of 'outstanding'

- The school consistently goes 'the extra mile' to promote the personal development of pupils, so that they have access to a rich set of experiences.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The school ensures that participation in extra-curricular activities is consistently very high, including among those from disadvantaged backgrounds, so that all can benefit from these opportunities and experiences.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.



# Ofsted's proposed definition of character

- A 'set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.'

# Our approach

- We propose to judge the **quality and intent of provision** but will not measure the impact on the lives of individual pupils

**Inspectors may use the following inspection activities to gather quality evidence of personal development**

(including how pupils' character is developed)

- 
- Senior leadership meeting
  - Middle leader meetings
  - Teacher meetings
  - Work scrutiny
  - Lesson observations
  - Pupil meetings
  - Pupil questionnaire(s)
  - Meeting those with responsibility for governance
  - Website messages
  - Displays around school

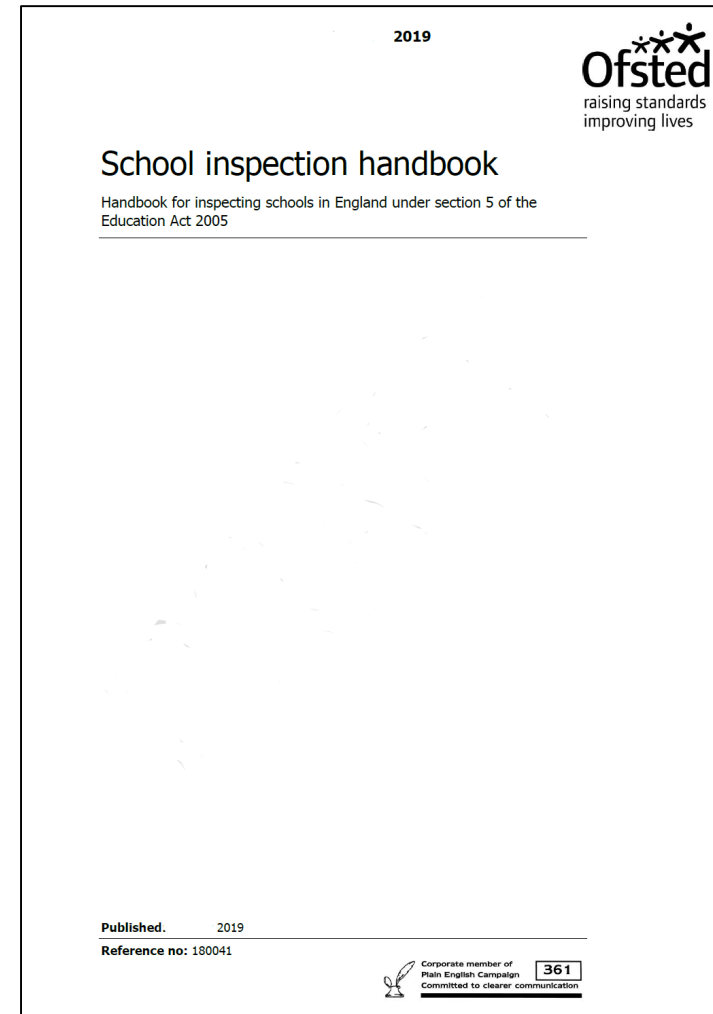
# Inspectors will NOT expect to see

- A particular definition of character being developed
- Character being developed in a particular way
- Schools taking part in research
- A specific number of after-school clubs
- A specific proportion of pupils who take part in them
- A head boy or head girl, house system or prefect system
- A separate policy for developing character

# Positive indicators

- Leaders have a clear idea about the traits they want pupils to develop over time and clear systems to implement it
- There are consistent messages being given across the school which align with this (assemblies, displays, reward systems etc)
- The school's approach to behaviour reflect this ethos
- The school's communication with parents also reflects this ethos
- Staff consistently model the traits themselves
- There is evidence of training or information to staff so staff know the aims of personal development and there is a consistency of approach
- The governing body is keen to ensure that personal development (inc. character development) is of good quality, and check this is monitored well
- Pupils can speak about these traits and how it affects them
- There are opportunities for pupils to demonstrate their character

# The new framework



**'Leaders and staff use effective ways of developing pupils' character.'**

# Ofsted on the web and on social media

[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

<http://reports.ofsted.gov.uk>

 [www.linkedin.com/company/ofsted](http://www.linkedin.com/company/ofsted)

 [www.youtube.com/ofstednews](http://www.youtube.com/ofstednews)

 [www.slideshare.net/ofstednews](http://www.slideshare.net/ofstednews)

 [www.twitter.com/ofstednews](http://www.twitter.com/ofstednews)

