



SECTION 2

CHARACTER CAUGHT:

SCHOOL ETHOS SELF-EVALUATION FRAMEWORK

This section provides a framework, one primary and one secondary, for schools to evaluate their whole school character education provision. The primary and secondary framework should be used as a best-fit model and schools should adapt the framework to meet their needs.

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2.1 HOW TO USE THE PRIMARY AND SECONDARY SELF-EVALUATION FRAMEWORK

For this self-evaluation framework to be truly successful and informative, it must be owned by the school and its completion should include input from the whole school community, including: governors, senior leaders, all staff, students, parents and critical friends.

This self-evaluation framework is seen as a formative process. Though an individual or group may be given responsibility to populate the self-evaluation framework, the evaluation process, and therefore collection of evidence, should encompass the whole school community. When using the self-evaluation framework, practitioners and schools must be reflective and give honest appraisals of their character education provision. It should not be seen as a blueprint, as some sub-heading areas may not be relevant to all schools. Each sub-heading must be looked at carefully and be viewed and discussed within the context of an individual school setting. The self-evaluation framework should be used as a best-fit model and, in some circumstances, a school may be achieving the *establishing* or *enhancing* indicators without necessarily achieving the *focusing* or *developing* indicators. Schools are encouraged to complete all indicators, but it must also be acknowledged that schools may have achieved the enhancing status through different methods. Links have been made to the Teachers' Standards (2011), Ofsted's Common Inspection Framework (2015) and the Department for Education Strategy (2016), and so the evidence gathered can be used against nationally recognised goals.

The self-evaluation framework can be completed and used successfully in many different ways. Using it as a one-off self-evaluation once a year could prove successful, but for reflective practice to take place, its implementation should be an ongoing process. The whole school community needs to be constantly aware of the conclusions gathered and work together to plan and apply new character education strategies to benefit the whole school community. The indicators not met could therefore form an aspirational part of the school development plan.

The self-evaluation framework is split into the following sub-headings:

* **School ethos, culture and vision**

This section focuses on *caught* character education through emphasising the atmosphere and environment of a school, as well as how the development of character and virtues are embedded within the expectations placed on students, staff and the senior leadership team.

* **Curriculum**

The content of this section explains how character education is embedded within lessons and throughout the school day. In addition, this section also considers the impact of this approach on sanctions within the school.

* **Learning outside the classroom**

Opportunities to develop virtues and character through participation in extra-curricular activities, volunteering and student leadership is the focus of this section.

* **Whole school community**

This section considers how community, including: staff, governors, students and parents, understand and demonstrate virtues.



* **Community links**

The focus of this section is on the connections that schools have with external organisations and establishments and the opportunities these present for students to develop their character.

The self-evaluation framework includes the following four levels you can use to direct your self-assessment:

Focusing The school is beginning to focus on this sub-heading area. Action is taken to achieve this by the school but it is either minimal, not successful, or in its early stages.

Developing The school is actively trying to develop this sub-heading area. Several different actions are being taken over a sustained period of time, which are beginning to show progress, even if in their early stages. The actions taken are more developed than in focusing.

Establishing Over a designated period of time, the school has established an array of evidence which shows successful implementation of this sub-heading area within the school's character education provision.

Enhancing Over a designated period of time, the school has established an array of evidence which shows successful implementation of this sub-heading area within character education provision. The evaluation process places the improvement and enhancement of the school's character education provision at the forefront of the school's activity and the school is continually developing and evaluating available evidence. New and innovative ways to meet this sub-heading area are in place, or are being developed in the school.





2.1.2 Collecting evidence as part of the self-evaluation

It is likely you will be collecting evidence as part of evaluating your school's ethos. This self-evaluation framework has been structured to highlight direct links between the evidence you may collect and the requirements and criteria that are part of the Department for Education's Teachers' Standards (2011) and Ofsted's Common Inspection Framework (2015). Links are also made between this self-evaluation framework and the strategic priorities listed as part of the Department for Education's Strategy 2015-2020: World-class Education and Care (2016). This cross-referencing is designed to support a school to make the most of the evidence it collects.

References

Department for Education (2011) *Teachers' Standards*. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf (Accessed: 17 August 2016)

Department for Education (2016) *DfE Strategy 2015-2020, World-Class Education and Care*. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf (Accessed: 17 August 2016)

Ofsted (2015) *The Common Inspection Framework: Education, Skills and Early Years*. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461767/The_common_inspection_framework_education_skills_and_early_years.pdf (Accessed: 17 August 2016)





2.2 PRIMARY SELF-EVALUATION FRAMEWORK

Advice on using the self-evaluation framework can be found in section 2.1 How to use the primary and secondary self-evaluation framework.

SCHOOL ETHOS, CULTURE AND VISION

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
ETHOS	The school has chosen an initial set of virtues and has begun to consider how to embrace them by linking them to the school ethos/mission statement.	The set of virtues has become 'everyday language' within the school, being used by staff and pupils, and virtues are seen in assemblies/speeches/displays.	The ethos created by the chosen virtues is woven into policies and other paperwork, such as the school prospectus; website; schemes of work.	The whole school community is seen to actively embrace and action the school ethos and its core virtues.
SCHOOL IMPROVEMENT	The school makes a mention of character work in its School Improvement Plan and it is led by an individual (either head teacher or supported by the head teacher).	The school has a key focus of character in its School Improvement Plan and it is led by a small team of people, including participation from the head teacher.	Character is a focus in all departmental or pastoral improvement plans, encouraging all staff to be involved in character development.	Lessons refer to opportunities which link to character, and in some cases, support the explicit teaching of some character virtues, ensuring all staff and pupils are involved.
ENVIRONMENT	The school's virtues are displayed in one central place, e.g. in reception.	The school's virtues are seen around the whole school and are starting to be included in classroom displays.	The school's virtues are integrated into many areas of the school. Observation of the physical environment shows that the school is putting into practice its virtues, e.g. respect, so there is little graffiti/litter, and the environment looks cared for.	The school's virtues are integrated into all relevant areas of the school. Pupils and staff are seen to be actively caring for their environment (linking to the school's virtues).
EXPECTATIONS	Expectations of behaviours and attitudes are defined linking to the virtues, and are explained to pupils.	Staff use the language of the different virtues with pupils to support the development of the best possible behaviours and attitudes, which encourage a more positive atmosphere and raised expectations.	Staff and pupils create a positive atmosphere by demonstrating good behaviours and attitudes linked to the increasing expectations across the school, due to links made to the different virtues.	The atmosphere of the school is one of happiness and fulfilment, with the whole school community thriving on high expectations linking to the virtues in all areas across the school.
LEADERSHIP	The head teacher uses character and the virtues to support development within the school, e.g. as part of the recruitment process, within presentations.	Senior leadership use character and the virtues to support the development of other staff, such as staff induction programmes.	All middle leaders, by engaging with continuous professional development based around their own and others' character and virtues, become more reflective which in turn builds capacity amongst the team.	All school leaders, by engaging with continuous professional development based around their own and others' character and virtues, become more reflective which in turn builds capacity amongst the team.





**QUESTIONS AND POSSIBLE EVIDENCE FOR DEMONSTRATING
SCHOOL ETHOS, CULTURE AND VISION**

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
ETHOS	<p>Why were your initial chosen virtues chosen? Who was involved in the process? How will your virtues support your ethos? What would your “ideal” school look like?</p> <p>Examples of evidence could be: Mission statement, list of virtues, photographs of displays, assembly plans, website, schemes of work, school prospectus, policies, pupil and staff voice, lesson observations, learning walks, visitor feedback.</p>	<p>Part1 2a 5bc 7abd 8a Part2 2</p>	<p>OE 125 L&M 138</p>	<p>2a 3a 10b 12a</p>
SCHOOL IMPROVEMENT	<p>Is your character initiative seen to be embraced and led by the head teacher? How many people are involved in driving the initiative? Have they enough capacity? How are the rest of the staff and pupils involved? How many? How often?</p> <p>Examples of evidence could be: School Improvement Plan, Department Improvement Plan or Pastoral Improvement Plan, agendas and minutes, schemes of work and lesson plans.</p>	<p>Part1 2ab 3ab 4a-e 5a-d 6a-c 7a-d 8a-c</p>	<p>L&M 138 OoP 170</p>	<p>2c 3a 4b 10b</p>
ENVIRONMENT	<p>Is your school ethos obvious to visitors? Where do you see your character ethos as you walk around the school, for example:</p> <ul style="list-style-type: none"> * displays - do they have links to different virtues? * behaviour - do pupils demonstrate good behaviour/manners? * physical environment – does it look cared for/respected - any litter or graffiti? <p>Examples of evidence could be: Photographs of displays, pupil and staff voice, visitor feedback, learning walks, character mentioned in the maintenance budget.</p>	<p>Part1 1ac 5c 7abd 8a</p>	<p>L&M 138 PD 165</p>	<p>12a</p>
EXPECTATIONS	<p>What are your ultimate goals in terms of behaviour and attitude? What are your non-negotiables? What are the challenges you are facing in reaching your ultimate goals?</p> <p>Examples of evidence could be: Observation of behaviour and attitude in lessons and around the whole school, behaviour incident forms, staff and pupil voice, academic results, numbers of awards and successes (physical education, drama, extra-curricular, Duke of Edinburgh award scheme), attendance, totals of rewards and sanctions, including analysis of these – fluctuations/decrease/increase, are people smiling?</p>	<p>Part1 1bc 2a 4a-c 5a-d 6a-c 7a-d 8a Part2 2</p>	<p>L&M 138 QoT 152 PD 164 165 Eff 16-19 197</p>	<p>3a 4b 10b 12a</p>
LEADERSHIP	<p>How does the character programme link to the development of leadership within the school? Is this in more than one area? Is it part of meetings, middle or senior leadership training, new staff induction, continuous professional development programmes?</p> <p>Examples of evidence could be: Continuous professional development or other training/induction programmes, questions from interviews, staff voice, outcomes from research or continuous professional development.</p>	<p>Part1 2ad 3ab 5a-d 6a-c 7ab 8abd</p>	<p>L&M 138 141</p>	<p>1ad 2a 3a 10b</p>



CURRICULUM

CHARACTER CAUGHT

2.2

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
CHARACTER PROGRAMME	The teaching/development of character is only present in a single programme, e.g. PSHE, Penn resilience, ASPIRE, Promoting Alternative Thinking Strategies (PATHS), Social and Emotional Aspects of Learning (SEAL).	Development of character is visible beyond the character programme and links can be seen in one or two other areas of the curriculum or in more than one year group.	There is a planned and co-ordinated approach to the explicit teaching of the virtues for most year groups, which is linked to many areas of the curriculum where the virtues can be discussed and reflected upon in context.	The whole school has a co-ordinated programme for the teaching of explicit character virtues which is progressive ^① , but opportunities are taken wherever available to further debate and discuss the virtues in context and demonstrate good sense. ^②
ASSEMBLIES, REGISTRATIONS AND THEMED DAYS	Assembly topics reflect the school's character virtues or a themed day is built around the character virtues.	Assembly topics are linked to the character programme through different approaches. During whole school activities (e.g. registrations, golden time, playtime, themed days) staff support the work on character with designated programmes.	Assemblies, whole school activities and themed days link to the co-ordinated approach to character, ensuring that pupils are beginning to get an all-round experience of the focused virtue.	Pupils are totally immersed within the co-ordinated character programme, with leaders and teachers supporting development of the virtues through differentiated and progressive assemblies, whole school activities and themed days including character led programmes.
BEHAVIOUR FOR LEARNING	The giving of rewards and sanctions are based on the expected levels of behaviours, e.g. effort, attainment, behaviour etc.	Staff use the language of virtues as part of their conversations when giving praise or reprimands in lessons and around school.	By embracing the school ethos and virtues, pupils, in the majority, are able to demonstrate the expected behaviours and outcomes, which has the effect of increasing the number of rewards and a decline in sanctions.	Success is celebrated, though pupils appreciate the concept of long term gratification, meaning that actions are not just for rewards. Due to pupils' improved good sense, sanctions around school are minimal.

① **Progressive** – concepts that develop in difficulty dependent on age and/or number of times virtue has been visited

② **Good sense (Phronesis)** – the ability to make right choices and decisions in different situations





QUESTIONS AND POSSIBLE EVIDENCE FOR THE CURRICULUM

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
CHARACTER PROGRAMME	<p>Are all programmes integrated and linked together? Is there a variety of explicit and implicit teaching of the virtues? Are both taught and caught approaches to character education evident/incorporated within the programme? Are there a variety of teaching styles allowing pupils to discuss, debate, consider 'best choices'? Are pupils introduced to real life dilemmas?</p> <p>Examples of evidence could be: Programmes and overview of provision, schemes of work, lesson plans, lesson observations, pupils' language - are they using the character terms as a matter of course? Pupil confidence and responses - are they demonstrating knowledge and competence when demonstrating and discussing virtues?</p>	<p>Part1 1abc 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d</p>	<p>OE 133-136 L&M 138 QoT 152 156 Eff 16-19 197</p>	<p>11a 11b 11d 12a 12b</p>
ASSEMBLIES, REGISTRATIONS AND THEMED DAYS	<p>How are assembly topics decided? Who has an overview and how are these co-ordinated with the overall programme? Does the registration programme, or any themed days, link to the overall programme? Do the concepts and ideas get progressively more challenging as the pupils get older or as they re-visit a virtue?</p> <p>Examples of evidence could be: Assembly programme, registration programmes, overview of provision including themed days, links to festivals/celebrations or national events, pupils and staff voice and self-reflections, pupil language and answers/ observations – are their answers using the appropriate language? Are they able to argue points from different perspectives? Are they able to make better choices?</p>	<p>Part1 1abc 2a-e 3a-c 4a-e 5a-d 6acd 7a-d</p>	<p>OE 133-136 L&M 138 QoT 152 Eff 16-19 197</p>	<p>11a 11b 11d 12a 12b</p>
BEHAVIOUR FOR LEARNING	<p>What are the school's rewards and sanctions routines and policies - do they link to the school's character virtues/school ethos? Do they encourage and allow pupils to reflect on possible options and make the right choices? Are staff using the right language and giving pupils choices, where appropriate, when faced with inappropriate behaviour? Are changes to behaviour for learning being noticed?</p> <p>Examples of evidence could be: Reward and sanction analysis, observations of lessons and around school, pupil and staff voice.</p>	<p>Part1 1abc 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d</p>	<p>L&M 138 141 PD 165 Eff 16-19 197</p>	<p>4a 11a 12a 12b</p>



LEARNING OUTSIDE THE CLASSROOM (LOTC)^③

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
EXTRA-CURRICULAR	The school reviews available activities and assesses their link to character education. The school offers a variety of after school clubs/ activities, and runs several day visits, holidays or residential.	The school actively encourages pupils to engage with its extra-curricular programme, encouraging regular attendance and commitment, as well as looking to regularly increase opportunities for pupils to support the development of the school’s virtues.	The school actively recruits pupils who have not engaged with the extra-curricular programme by either offering bespoke activities or supporting the pupils to overcome any possible difficulties which stop them from attending. This should ensure most pupils are engaged at some level and have the opportunity to develop their virtues in practice.	The school tracks pupils’ engagement and monitors development of pupils’ virtues and good sense in practice through extra-curricular activities. All pupils engage with some element of extra-curricular activity, whether this is through school or outside of school.
SERVICE AND VOLUNTEERING	Some pupils are involved with volunteering and service (ad hoc).	The school has a programme that encourages volunteering and service for at least one or two year groups. The pupils are encouraged to engage, discuss and reflect on the civic and moral virtues linked to these situations.	The school actively promotes and supports the majority of pupils across older year groups in their engagement with volunteering and service. The development of civic and moral virtues among pupils is demonstrated through action, engagement and reflection.	The school engages the majority of pupils (particularly older year groups) with volunteering and service, and provides internal tracking and monitoring of the impact and outcomes of the civic and moral virtues demonstrated (drawing on the advice and examples found in section 3 of the handbook). Pupils understand the importance and connections of service and volunteering to the civic and moral virtues.
PUPIL LEADERSHIP	There are some opportunities for pupils to take up positions of leadership, e.g. pupil council, which is organised and led by staff.	The school develops opportunities beyond the school council for older pupils to take up positions of leadership, linking to other aspects of the school.	Pupil leadership programmes link to most aspects of the school, including curriculum, involving a larger proportion of the pupils. Improved leadership is seen in older year groups and some projects are pupil led, demonstrating intellectual, civic, moral, and performance virtues.	The majority of pupils have the opportunity to be involved in some element of pupil leadership. There are a wide and varied set of pupil leadership programmes, which allow and develop pupil autonomy, demonstrating good intellectual, civic, moral and performance virtues.

③ **Learning outside the classroom (LOTC)** – This is defined as the widespread use of educational opportunities outside the classroom such as working outside, going to the library, day trips, activity weeks – any learning opportunities which are not based in a classroom.





QUESTIONS AND POSSIBLE EVIDENCE FOR LEARNING OUTSIDE THE CLASSROOM (LOTC)

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
EXTRA-CURRICULAR	<p>What provision does the school have for pupils and how does this link to character education? Do all pupils have access – if not, what can be improved? Do all pupils want access – if not, what is holding them back? How can this provision be tracked? Do pupils ever reflect or consider the development of their skills within these areas?</p> <p>Examples of evidence could be: Extra-curricular programme, pupil and parent voice, attendance records, tracking data, analysis of tracking data, pupil passports or similar concept.</p>	<p>Part1 1abc 2bc 4bce 5a-c 6bc 7a-d Part2 1a (i),(ii)</p>	<p>OE 133-136 L&M 138</p>	<p>5c 5d 11d 12a 12b</p>
SERVICE AND VOLUNTEERING	<p>How are pupils encouraged to volunteer or give service? How are they made aware of the different possibilities? What links does the school have for pupils to access? What tracking of these events takes place within school?</p> <p>Examples of evidence could be: Feedback from institutions where service or volunteering has taken place, flyers/photos of noticeboards where pupils are given possible information, pupil voice, tracking information.</p>	<p>Part1 1b 2ce 4bce 5a-d 6bc 7ad Part2 1a (ii) (iii) (iv)</p>	<p>OE 133-136 L&M 138 Eff 16-19 197</p>	<p>5d 11d 12a 12b</p>
PUPIL LEADERSHIP	<p>What are the opportunities available in the school for pupils to develop or demonstrate leadership? Do all pupils have access to these? How are actions taken by the pupils recorded and tracked? How are all pupils encouraged to get involved?</p> <p>Examples of evidence could be: Programme of pupil leadership opportunities, tracking of pupils' activities, pupil voice, observation and pupils' language - do they show greater leadership capacity and are their skills improving? Parent and staff voice; this could include records of parent and teacher meetings, or meetings of the School Council.</p>	<p>Part1 1abc 2bce 4bc 5a-c 6cd 7a Part2 1a (i) (iii) (v)</p>	<p>OE 133-136 L&M 138 Eff 16-19 197</p>	<p>5c 5d 12a 12b</p>



WHOLE SCHOOL COMMUNITY

GOVERNORS

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
GOVERNORS	Governors support the introduction of a character programme and are aware of the school's virtues and links to the school ethos.	Governors take an interest in how character is being developed and are familiar with the language linked to the virtues.	Governors understand what the expected behaviours and ethos are for both pupils and staff, and are able to use the language and challenge where required.	Governors are able to model the language and behaviours linked to the school ethos, and are able to support and challenge the character work and ethos of the school.

STAFF

BEHAVIOURS	Expectations of pupils' behaviours are clear to staff and are based on the school ethos and virtues.	Staff comply to the expected behaviours and use the language of character development to encourage these behaviours in pupils.	The staff purposefully model the behaviours expected by the school ethos and actively act as role models to the pupils.	The staff are accepted role models to pupils and the whole school community.
TEACHING VIRTUES	Staff are aware of the virtues that the school has chosen to focus on and can give broad definitions of them.	Staff use the school virtues as part of their everyday language. Staff can teach and follow the character programmes, as given to them.	Staff can integrate virtues (particularly moral and civic) into the context of a lesson, and discuss the virtues explicitly.	Staff actively look for opportunities to integrate virtues (particularly moral and civic) in lessons and demonstrate good sense in discussions and actions around the school e.g. through behaviour management.
USING VIRTUES TO DEVELOP INDEPENDENCE	Staff are aware of intellectual and performance virtues, and how they can support independent learning.	Staff acknowledge and encourage the use of intellectual and performance virtues in lessons.	Staff actively develop the use and reflection of intellectual and performance virtues with individuals in lessons.	Staff plan lessons and encourage pupils to show a good level of autonomy and independence in their learning, having acquired intellectual and performance virtues and demonstrate good sense in lessons.
CONTINUOUS PROFESSIONAL DEVELOPMENT	Staff engage with the continuous professional development provided on character development.	Many of the staff take a further interest in development of character and research/read more about the subject, whilst reflecting on the teaching of the virtues to the pupils.	Most staff reflect on their teaching skills and consider what actions linked to virtues could be improved to have a greater impact on their pupils through their teaching e.g. resilience, kindness.	Staff are self-reflective and consider areas in which they could develop their own behaviours linked to the virtues, demonstrating good sense. They support other members of the school community with the development of their virtues.





QUESTIONS AND POSSIBLE EVIDENCE FOR WHOLE SCHOOL COMMUNITY

GOVERNORS

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
GOVERNORS	<p>How have governors been involved with the introduction of the character programme and the set of virtues? What training and support have they received? How do governors support/promote/demonstrate the character virtues?</p> <p>Examples of evidence could be: Governors' voice, governors' meeting agendas and minutes, observations of governors with pupil and staff voice. This could be through the use of a variety of methods and could include records of meetings or pupil and staff surveys.</p>		<p>L&M 138 145</p>	<p>2d 4c 10b</p>

STAFF

BEHAVIOURS	<p>How have staff been involved in the development of the character programme and the initial set of chosen virtues? What training and support have they received regarding the expectations and modelling aspects of the virtues?</p> <p>Examples of evidence could be: Pupil and staff voice, observations of staff, training details and support programmes.</p>	<p>Part1 1ac 2ace 4a-e 5ac 6a-d 7a-d 8ab Part2 2</p>	<p>OE 133-136 L&M 138 PD 164 165</p>	<p>10a 10b 12a 12b</p>
TEACHING VIRTUES	<p>How are staff guided to integrate certain virtues into their lessons? Are the virtues taught within context or is there some explicit discussion as well? How are staff using the language of the different virtues as part of their teaching and work around school - what changes have been seen?</p> <p>Examples of evidence could be: Programme of targeted virtues, lesson plans, schemes of work, lesson observations, pupil and staff voice, observations around school.</p>	<p>Part1 1a-c 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d 8a-c Part2 1a (iv) (v) 2</p>	<p>OE 133-136 L&M 138 QoT 152</p>	<p>10b 12a 12b</p>
USING VIRTUES TO DEVELOP INDEPENDENCE	<p>Are staff including intellectual and performance virtues in lessons, as part of developing the skill of independence? Are they planned? Have they become embedded into teachers' practice? Are lessons allowing pupils to demonstrate that their independent skills are being developed through work on the intellectual and performance virtues?</p> <p>Examples of evidence could be: Lesson plans, schemes of work, lesson observations, pupil and staff voice, pupil progress.</p>	<p>Part1 1a-c 2a-e 3a-e 4a-e 5a-d 6a-d 7a-d 8a-c Part2 1a (i) (iii) (iv) (v)</p>	<p>OE 133-136 L&M 138 QoT 152</p>	<p>10b 12a 12b</p>
CONTINUOUS PROFESSIONAL DEVELOPMENT	<p>How does character feature in the continuous professional development programme? How are staff encouraged to read/research more about this? What training is in place to support staff with the development of their own behaviours linked to the virtues and how effective is it? Are staff encouraged to be self-reflective and consider how to adapt their own practices to develop their own personal virtues?</p> <p>Examples of evidence could be: Continuous professional development programme, staff voice, overview of performance management review, reading lists, staff behaviours.</p>	<p>Part1 1c 2ad 3ac 4de 5a-d 6a 8a-c Part2 1b 1c</p>	<p>L&M 138 141</p>	<p>1b 1c 1d 2d 10a 10b 12a 12b</p>





WHOLE SCHOOL COMMUNITY

PUPILS

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
BEHAVIOUR AND ATTITUDES	Pupils understand the behaviours and attitudes that are expected by the school virtues/ethos.	Pupils are aware of their own behaviours and attitudes, and whether these fulfil expectations. Where required, they adapt the easier behaviours to accommodate these expectations e.g. respect – please/thank you, holding doors open.	Pupils’ behaviour demonstrates the school ethos and virtues, in the majority of cases. The pupils, in general, are seen to be happy and are beginning to flourish.	Pupil behaviour around the school, at all times, demonstrates the school ethos and virtues. There is a general sense that pupils are happy and are flourishing.
UNDERSTANDING AND APPLICATION OF VIRTUES	Pupils know the chosen school virtues and have a definition for them.	Pupils are able to identify the different virtues (particularly the moral and civic) within a context in lessons.	Pupils should be able to understand, discuss and reflect on the moral and civic virtues in context, considering the different outcomes of their/others’ actions whilst developing their good sense.	Pupils should be able to understand and discuss the moral and civic virtues in context, considering the different outcomes of their actions and understand which is the best course of action, i.e. good sense.
DEVELOPING INDEPENDENCE	Pupils are aware of the performance and intellectual virtues, what they are and what they entail.	Pupils are beginning to reflect on how the performance and intellectual virtues can be developed within learning and are attempting to make some changes e.g. resilience, team work, perseverance.	Pupils are seen to be actively developing their performance and intellectual virtues, which enable them to be more independent learners.	Pupils demonstrate autonomy and independence, which support good learning, and are not afraid to take risks or challenge themselves, which enables them to fulfil their potential within learning.

PARENTS

PARENTS	Parents are informed and aware of the school’s ethos and key character virtues.	Parents encourage their children to embrace the key values and support the school when these are challenged by their children.	Parents support the school by modelling and positively reinforcing the school’s virtues to their children by discussing different outcomes to possible actions.	Parents take opportunities to discuss and model the virtues in context, understanding the concept of good sense, even if this is not always the easiest option.
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QUESTIONS AND POSSIBLE EVIDENCE FOR WHOLE SCHOOL COMMUNITY

PUPILS

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
BEHAVIOUR AND ATTITUDES	<p>Where and how are the expectations for behaviours and attitude translated to pupils? How are pupils reminded, especially when these expectations are not met? What does behaviour around the school look and feel like? What is the experience of staff of the atmosphere of the school?</p> <p>Examples of evidence could be: Pupil and staff voice, visitor feedback, sanctions data, maintenance records/budget (less graffiti/damage to remove), pupils' appearance, learning walks, pupil council agenda and minutes, attendance data.</p>	<p>Part1 1b 2ae 4a-c 5c 6b-d 7abd</p>	<p>OE 133-136 L&M 138 PD 164 165</p>	<p>11a 11b 12a 12b</p>
UNDERSTANDING AND APPLICATION OF VIRTUES	<p>To what extent did the pupils contribute to the school's choice of virtues and their definitions? How are pupils encouraged to engage with them? Do all staff encourage pupils to use the language of the virtues? Are pupils encouraged to consider arguments for and against situations, before considering what the best course of action is?</p> <p>Examples of evidence could be: Pupil voice, lesson observations, observations of other events, clubs and trips, sanctions and rewards data.</p>	<p>Part1 1b 2ace 4a-e 5a-d 6b-d 7ad</p>	<p>OE 133-136 L&M 136 QoT 152 PD 165 176 Eff 16-19 197</p>	<p>11a 12a 12b</p>
DEVELOPING INDEPENDENCE	<p>Are staff encouraging pupils to be more independent by using the intellectual and performance virtues in most lessons? Are lessons being planned that allow pupils to demonstrate their independent skills? What opportunities are there for pupils to take risks and make decisions?</p> <p>Examples of evidence could be: Pupil voice, lesson observations, observations for other events, clubs and trips, progress data, homework analysis, parent feedback, staff voice.</p>	<p>Part1 1b 2abce 4a-e 5a-d 6bd 7a-d</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 176 179 Eff 16-19 197</p>	<p>11a 11b 12a 12b</p>

PARENTS

PARENTS	<p>How are parents informed of the school ethos and school virtues? What help is there to encourage parents to support the school virtues, even when their children are challenging them? How do parents know which behaviours to model and what to discuss with their children, based on the school virtues?</p> <p>Examples of evidence could be: Parent feedback, parenting programmes run by the school, newsletters, parent emails, decline in parental complaints.</p>	<p>Part1 8d</p>	<p>L&M 138 140 QoT 152 PD 165</p>	<p>4c 11c</p>
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COMMUNITY LINKS

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
COMMUNITY LINKS	The school has limited/ ad hoc links to some community establishments (e.g. police/religious figure/ Members of Parliament/ local charities/homes for fund raising etc.) for school talks.	There are regular events, e.g. yearly fundraising, visitor talks etc. integrated into the curriculum, either by or for the local community. They tend to be focused around a particular year group or event and highlight the civic and moral virtues to pupils.	There is a co-ordinated programme, which involves a large proportion of the school linking with the community. The events that take place are often two way processes e.g. school sets up fundraising event for local charity, and charity worker gives a talk to pupils. Pupils are encouraged to discuss and reflect on the civic and moral virtues linked to these actions.	Projects planned jointly by the school and its local community are embedded in the long term curriculum. All pupils have access to such programmes and understand the benefits to both themselves and their community, therefore demonstrating greater moral and civic virtues.
BUSINESS LINKS	The school makes limited/ ad hoc links to businesses, either for pupils to visit or business people to come and give talks.	There are regular yearly events and commitments by both the school and the business. They are planned and blend with the curriculum, but may only be focused around one or two year groups. Opportunities are taken to link the events to the virtues.	The links to particular businesses are regular and planned, becoming a two way model. Pupils are encouraged to demonstrate and reflect the virtues throughout these events.	There are joint planned projects and long term planning (true partners) which both link to the curriculum, but support the local business as well as developing the pupils' understanding of the commerce world. Pupils (mainly older year groups) have access to such programmes and actively demonstrate good virtues within these projects.
EDUCATIONAL LINKS	The school has limited links to other schools, or other educational institutions. The school uses these links to find programmes for small groups of pupils or for continuous professional development/sharing of ideas for staff, linking to character development.	The school is involved in developing regular annual programmes, such as primary/secondary liaison events which support at least one year group or allow more staff to gain continuous professional development to encourage further development of staff and pupil character.	The school is involved with other educational facilities which are part of a co-ordinated programme giving a greater number of pupils or staff access to events or training within the teaching of the virtues, personal development of virtues or development of virtues within pupils.	The school has a jointly planned programme with other educational institutions which supports pupils within the curriculum, and/or staff with professional development, within all aspects of character development, and in particular, a focus on the virtue of good sense.
UNIVERSITY/ APPRENTICESHIPS LINKS	The school has limited links to universities and apprenticeships. The school uses these links to find small programmes for small groups of pupils or staff.	The school is involved with university and/or apprenticeship events on a yearly basis. This involves at least one year group, and groups of pupils such as those pupils that attract the pupil premium. The pupils are given opportunities to develop their virtues in a different context.	There is a co-ordinated programme which involves most pupils and staff. The events are two way processes. The staff and pupils are actively encouraged to reflect and improve their virtues in alternative situations.	Work with the university is part of a jointly planned programme involving mainly older pupils, and some staff and parents to support further studies, research, learning beyond the curriculum etc. The pupils and staff demonstrate developed virtues by taking all available opportunities in these new situations.





QUESTIONS AND POSSIBLE EVIDENCE FOR COMMUNITY LINKS

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
COMMUNITY LINKS	<p>What community links does the school have and what is the impact? Which pupils are involved in them and how is this developing their behaviours or good sense? How do these integrate into an overall plan or programme? How are these events recorded and tracked? How are pupils who have not engaged encouraged to get involved?</p> <p>Examples of evidence could be: Feedback from community establishments, pupil voice, tracking, programme or project information, calendar of events, news articles.</p>	<p>Part1 1a-c 2ae 4bc 5bc 6d 7ab 8ab Part2 1a (ii)</p>	<p>OE 133-136 L&M 138 Eff 16-19 197</p>	<p>2d 10b 11d 12a 12b</p>
BUSINESS LINKS	<p>How is the school linking businesses and industry? What programmes are available and who has access to them? How is this information tracked? Are all pupils encouraged to get involved? Does the school support the businesses and industries as well as the other way around?</p> <p>Examples of evidence could be: Feedback from business/industry, pupil voice, tracking, programmes and calendar of events.</p>	<p>Part1 1a-c 2ce 3b 4bc 5bc 6d 7ab 8ab Part2 1a (ii)</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 OoP 171 186 Eff 16-19 197</p>	<p>2d 8b 10b 11d 12a 12b</p>
EDUCATIONAL LINKS	<p>How does the school link with other schools? Are you supporting character development or the writing of programmes in another school or vice versa? Are you working on joint programmes/continuous professional development with other schools? Are your plans with these other schools jointly planned and link into the curriculum/staff development programme?</p> <p>Examples of evidence could be: Staff and pupil voice, school feedback, programme or project details, tracking of outcomes, joint plans.</p>	<p>Part1 1a-c 2abce 3b 4bc 5a-d 6b-d 7ab 8a-c Part2 1a (ii)</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 OoP 171</p>	<p>1b 1c 2d 8c 10b 11d 12a 12b</p>
UNIVERSITY/ APPRENTICESHIPS LINKS	<p>What links does your school have with universities? How many pupils/ staff have access to these programmes? What regular events can be linked to the curriculum? What events can be found to allow more pupils/staff to access working with universities? How are staff encouraged and supported to participate?</p> <p>Examples of evidence could be: Staff and pupil voice, university feedback, programme or project details, tracking of outcomes, number applying to university or further education, number of staff accessing further education or action research/continuous professional development.</p>	<p>Part1 1a-c 2abce 3b 4bc 5a-d 6b-d 7ab 8a-c</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 OoP 171 179 Eff 16-19 197</p>	<p>1b 1d 2d 8b 10b 11d 12a 12b</p>



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2.3 SECONDARY SELF-EVALUATION FRAMEWORK

Advice on using the self-evaluation framework can be found in section 2.1 How to use the primary and secondary self-evaluation framework.

SCHOOL ETHOS, CULTURE AND VISION

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
ETHOS	The school has chosen an initial set of virtues and has begun to consider how to embrace them by linking them to the school ethos/mission statement.	The set of virtues has become 'everyday language' within the school, being used by staff and students and are seen in assemblies/speeches/displays.	The ethos created by the chosen virtues is woven into policies and other paperwork, such as the school prospectus; website; schemes of work.	The whole school community is seen to actively embrace and action the school ethos and its core virtues.
SCHOOL IMPROVEMENT	The school makes a mention of character work in its School Improvement Plan and it is led by an individual (either head teacher or supported by the head teacher).	The school has a key focus of character in its School Improvement Plan and it is led by a small team of people, including the head teacher.	Character is a focus in all departmental or pastoral improvement plans encouraging all staff to be involved in character development.	Lessons refer to opportunities which link to character and in some cases, support the explicit teaching of some character virtues, ensuring all staff and students are involved.
ENVIRONMENT	The school's virtues are displayed in one central place, e.g. in reception.	The school's virtues are seen around the whole school and are starting to be included in classroom displays.	The school's virtues are integrated into many areas of the school. Observation of the physical environment shows that the school is putting into practice its virtues, e.g. respect, so there is little graffiti/litter, environment looks cared for.	The school's virtues are integrated into all relevant areas of the school. Students and staff are seen actively caring for their environment (linking to the school's virtues).
EXPECTATIONS	Expectations of behaviours and attitudes are defined linking to the virtues, and are explained to students.	Staff use the language of the different virtues with students to support the development of the best possible behaviours and attitudes, which encourage a more positive atmosphere and raised expectations.	Links made to the different virtues increase expectations across the school. In response, staff and students create a positive atmosphere by demonstrating good behaviours and attitudes.	The atmosphere of the school is one of happiness and fulfilment, with the whole school community thriving on high expectations, linking to the virtues in all areas across the school.
LEADERSHIP	The head teacher uses character and the virtues to support development within the school, e.g. as part of the recruitment process, within presentations.	Senior leadership use character and the virtues to support the development of other staff, such as staff induction programmes.	All middle leaders, by engaging with continuous professional development based around their own and others' character and virtues, become more reflective, which in turn builds capacity amongst the team.	All school leaders, by engaging with continuous professional development based around their own and others' character and virtues, become more reflective, which in turn builds capacity amongst the team.

CHARACTER CAUGHT

2.3





**QUESTIONS AND POSSIBLE EVIDENCE FOR DEMONSTRATING
SCHOOL ETHOS, CULTURE AND VISION**

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
ETHOS	<p>Why were your initial chosen virtues chosen? Who was involved in the process? How will your virtues support your ethos? What would your 'ideal' school look like?</p> <p>Examples of evidence could be: Mission statement, list of traits/virtues, photographs of displays, assembly plans, website, schemes of work, school prospectus, policies, student and staff voice, lesson observations, learning walks, visitor feedback.</p>	<p>Part1 2a 5bc 7abd 8a Part2 2</p>	<p>OE 125 L&M 138</p>	<p>2a 3a 10b 12a</p>
SCHOOL IMPROVEMENT	<p>Is your character initiative seen to be embraced and led by the head teacher? How many people are involved in driving the initiative? Have they enough capacity? How are the rest of the staff and students involved? How many? How often?</p> <p>Examples of evidence could be: School Improvement Plan, Department Improvement Plan or Pastoral Improvement Plan, agendas and minutes, schemes of work and lesson plans.</p>	<p>Part1 2ab 3ab 4a-e 5a-d 6a-c 7a-d 8a-c</p>	<p>L&M 138 OoP 170</p>	<p>2c 3a 4b 10b</p>
ENVIRONMENT	<p>Is your school ethos obvious to visitors? Where do you see your character ethos as you walk around the school, for example:</p> <ul style="list-style-type: none"> * displays - do they have links to different virtues? * behaviour - do students demonstrate good behaviour/manners? * physical environment – does it look cared for/respected - any litter or graffiti? <p>Examples of evidence could be: Photographs of displays, student and staff voice, visitor feedback, learning walks, character mentioned in the maintenance budget.</p>	<p>Part1 1ac 5c 7abd 8a</p>	<p>L&M 138 PD 165</p>	<p>12a</p>
EXPECTATIONS	<p>What are your ultimate goals in terms of behaviour and attitude? What are your non-negotiables? What are the challenges you are facing in reaching your ultimate goals?</p> <p>Examples of evidence could be: Observation of behaviour and attitude in lessons and around the whole school, staff and student voice, academic results, numbers of awards and successes (physical education, drama, extra-curricular, Duke of Edinburgh award scheme), attendance, totals of rewards and sanctions, including analysis of these – fluctuations/decrease/increase, are people smiling?</p>	<p>Part1 1bc 2a 4a-c 5a-d 6a-c 7a-d 8a Part2 2</p>	<p>L&M 138 QoT 152 PD 164 165 Eff 16-19 197</p>	<p>3a 4b 10b 12a</p>
LEADERSHIP	<p>How does the character programme link to development of leadership within the school? Is this in more than one area? Is it part of meetings, middle or senior leadership training, new staff induction, continuous professional development programmes?</p> <p>Examples of evidence could be: Continuous professional development or other training/induction programmes, questions from interviews, staff voice, outcomes from research/continuous professional development.</p>	<p>Part1 2ad 3ab 5a-d 6a-c 7ab 8abd</p>	<p>L&M 138 141</p>	<p>1ad 2a 3a 10b</p>



CURRICULUM

CHARACTER CAUGHT

2.3

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
CHARACTER PROGRAMME	The teaching/development of character may start as a single programme e.g. PSHE, Penn resilience; ASPIRE, Promoting Alternative Thinking Strategies (PATHS), Social and Emotional Aspects of Learning (SEAL), mental health, mindfulness.	Development of character is visible beyond the character programme and links can be seen in one or two other areas of the curriculum or in more than one year group.	There is a planned and co-ordinated approach to the explicit teaching of the virtues for most year groups, which is linked to many areas of the curriculum where the virtues can be discussed and reflected upon in context.	The whole school has a co-ordinated programme for the teaching of explicit character traits and virtues which is progressive ^① , but opportunities are taken wherever available to further debate and discuss the virtues in context and demonstrate good sense. ^②
ASSEMBLIES, REGISTRATIONS AND THEMED DAYS	Assembly topics reflect the school's character virtues, or a themed day is built around the character virtues.	Assembly topics are linked to the character programme in other areas. During form time, tutors support the work on character with a registration programme. Themed days link to other character work in other areas.	Both assemblies and registration programmes link to the co-ordinated approach to character, ensuring that students are beginning to get an all-round experience of the focused virtue. Themed days bring a sense of cohesion around the work involving character as they link to other co-ordinated approaches.	Students are totally immersed within the co-ordinated character programme, with leaders and tutors supporting development of the virtues through differentiated and progressive assemblies, registration programmes and themed days.
BEHAVIOUR FOR LEARNING	The giving of rewards and sanctions are based on the expected levels of behaviours, e.g. effort, attainment, behaviour etc.	Staff use the language of virtues as part of their conversations when giving praise or reprimands in lessons and around school.	By embracing the school ethos and virtues, students, in the majority, are able to demonstrate the expected behaviours and outcomes, which leads to an increase in the number of rewards and a decline in sanctions.	Success is celebrated, though students appreciate the concept of long term gratification, meaning that actions are not just for rewards. Due to students' improved good sense, sanctions around school are minimal.

① **Progressive** – concepts that develop in difficulty dependent on age and/or number of times virtue has been visited

② **Good sense (Phronesis)** – the ability to make right choices and decisions in different situations





QUESTIONS AND POSSIBLE EVIDENCE FOR THE CURRICULUM

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
CHARACTER PROGRAMME	<p>Are all programmes integrated and linked together? Is there a variety of explicit and implicit teaching of the virtues? Are both taught and caught approaches to character education evident/incorporated within the programme? Are there a variety of teaching styles allowing students to discuss, debate, consider ‘best choices’? Are students introduced to real-life dilemmas?</p> <p>Examples of evidence could be: Programmes and overview of provision, schemes of work, lesson plans, lesson observations, students’ language - are they using the character terms as a matter of course? Student confidence and responses - are they demonstrating knowledge and competence when demonstrating and discussing virtues?</p>	<p>Part1 1abc 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d</p>	<p>OE 133-136 L&M 138 QoT 152 156 Eff 16-19 197</p>	<p>11a 11b 11d 12a 12b</p>
ASSEMBLIES, REGISTRATIONS AND THEMED DAYS	<p>How are assembly topics decided? Who has an overview and how are these co-ordinated with the overall programme? Does the registration programme, or any themed days, link to the overall programme? Do the concepts and ideas get progressively more challenging as the students get older or as they re-visit a virtue?</p> <p>Examples of evidence could be: Assembly programme, registration programmes, overview of provision including themed days, students and staff voice and self-reflections, student language and answers/observations – are their answers using the appropriate language? Are they able to argue points from different perspectives? Are they able to make better choices?</p>	<p>Part1 1abc 2a-e 3a-c 4a-e 5a-d 6acd 7a-d</p>	<p>OE 133-136 L&M 138 QoT 152 Eff 16-19 197</p>	<p>11a 11b 11d 12a 12b</p>
BEHAVIOUR FOR LEARNING	<p>What are your rewards and sanctions routines and policies - do they link to your character virtues/school ethos? Do they encourage and allow students to reflect on possible options and make the right choices? Are staff using the right language and giving students choices, where appropriate, when faced with inappropriate behaviour? Are changes to behaviour for learning being noticed?</p> <p>Examples of evidence could be: Reward and sanction analysis, observations of lessons and around school, student and staff voice.</p>	<p>Part1 1abc 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d</p>	<p>L&M 138 141 PD 165 Eff 16-19 197</p>	<p>4a 11a 12a 12b</p>



LEARNING OUTSIDE THE CLASSROOM (LOTC)^③

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
EXTRA-CURRICULAR	The school reviews available activities and assesses their link to character education. The school offers a variety of after school clubs/ activities, and runs several day visits, holidays or residential.	The school actively encourages students to engage with its extra-curricular programme, encouraging regular attendance and commitment, as well as looking to regularly increase opportunities for students to support the development of the school's virtues.	The school actively recruits students who have not engaged with the extra-curricular programme by either offering bespoke activities or supporting the students to overcome any possible difficulties which stop them from attending. This should ensure most students are engaged at some level and have the opportunity to develop their virtues in practice.	The school tracks students' engagement and monitors development of students' virtues and good sense in practice. All students engage with some element of extra-curricular activity, whether this is through school or outside of school.
SERVICE AND VOLUNTEERING	Some students are involved with volunteering and service (ad hoc).	The school has a programme that encourages volunteering and service for at least one or two year groups. The students are encouraged to engage, discuss and reflect on the civic and moral virtues linked to these situations.	The school actively promotes and supports the majority of students across older year groups in their engagement with volunteering and service. The development of civic and moral virtues among students is demonstrated through action, engagement and reflection.	The school engages all students with volunteering and service and tracks and monitors the impact and outcomes of the civic and moral virtues demonstrated (drawing on the advice and examples found in section 3 of the handbook). Students understand the importance and connections of service and volunteering to the civic and moral virtues.
STUDENT LEADERSHIP	There are some opportunities for students to take up positions of leadership, e.g. student council which is organised and led by staff.	The school develops opportunities beyond the school council for students to take up positions of leadership, linking to other aspects of the school, and these are starting to be led by the older year groups.	Student leadership programmes link to most aspects of the school, including curriculum, involving a large proportion of the students. Improved leadership is seen in all year groups and most projects are student led demonstrating intellectual, moral, civic and performance virtues.	All students have the opportunity to be involved in some element of student leadership. There are a wide and varied set of student leadership programmes, which allow and develop student autonomy, demonstrating good intellectual, moral, civic and performance virtues.

③ **Learning outside the classroom (LOTC)** – This is defined as the widespread use of educational opportunities outside the classroom such as working outside, going to the library, day trips, activity weeks – any learning opportunities which are not based in a classroom.





**QUESTIONS AND POSSIBLE EVIDENCE FOR
LEARNING OUTSIDE THE CLASSROOM (LOTC)**

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
EXTRA-CURRICULAR	<p>What provision does the school have for students and how does this link to character education? Do all students have access, if not, what can be improved? Do all students want access, if not, what is holding them back? How can this provision be tracked? Do students ever reflect or consider the development of their skills within these areas?</p> <p>Examples of evidence could be: Extra-curricular programme, student and parent voice, attendance records, tracking data, analysis of tracking data, student passports or similar concept.</p>	<p>Part1 1abc 2bc 4bce 5a-c 6bc 7a-d Part2 1a (i),(ii)</p>	<p>OE 133-136 L&M 138</p>	<p>5c 5d 11d 12a 12b</p>
SERVICE AND VOLUNTEERING	<p>How are students encouraged to volunteer or give service? How are they made aware of the different possibilities? What links does the school have for students to access? What tracking of these events takes place within school?</p> <p>Examples of evidence could be: Feedback from institutions where service or volunteering has taken place, flyers/photos of noticeboards where students are given possible information, student voice, tracking information.</p>	<p>Part1 1b 2ce 4bce 5a-d 6bc 7ad Part2 1a (ii) (iii) (iv)</p>	<p>OE 133-136 L&M 138 Eff 16-19 197</p>	<p>5d 11d 12a 12b</p>
STUDENT LEADERSHIP	<p>What are the opportunities available in your school for students to develop or demonstrate leadership? Do all students have access to these? How are these actions by the students recorded and tracked? How are all students encouraged to get involved?</p> <p>Examples of evidence could be: Programme of student leadership opportunities, tracking of students' activities, student voice, observation and students' language - do they show greater leadership capacity and are their skills improving? Parent and staff voice; this could include records of parent and teacher meetings, or meetings of the School Council.</p>	<p>Part1 1abc 2bce 4bc 5a-c 6cd 7a Part2 1a (i) (iii) (v)</p>	<p>OE 133-136 L&M 138 Eff 16-19 197</p>	<p>5c 5d 12a 12b</p>



WHOLE SCHOOL COMMUNITY

GOVERNORS

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
GOVERNORS	Governors support the introduction of a character programme and are aware of the school's virtues and links to the school ethos.	Governors take an interest in how character is being developed and are familiar with the language linked to the virtues.	Governors understand what the expected behaviours and ethos are for both students and staff, and are able to use the language and challenge where required.	Governors are able to model the language and behaviours linked to the school ethos, and are able to support and challenge the character work and ethos of the school.

STAFF

BEHAVIOURS	Expectations of students' behaviours are clear to staff and are based on the school ethos and virtues.	Staff comply to the expected behaviours and use the language of character development to encourage these behaviours in students.	The staff purposefully model the behaviours expected by the school ethos and actively act as role models to the students.	The staff are accepted role models to students and the whole school community.
TEACHING VIRTUES	Staff are aware of the virtues that the school has chosen to focus on and can give broad definitions of them.	Staff use the school virtues as part of their everyday language. Staff can teach and follow the character programmes, as given to them.	Staff can integrate virtues (particularly moral and civic) into the context of a lesson, as well as discuss the virtues explicitly.	Staff actively look for opportunities to integrate virtues (particularly moral and civic) in lessons and demonstrate good sense in discussions and actions around the school e.g. through behaviour management, the environment.
USING VIRTUES TO DEVELOP INDEPENDENCE	Staff are aware of intellectual and performance virtues, and how they can support independent learning.	Staff acknowledge and encourage the use of intellectual and performance virtues in lessons.	Staff actively develop the use and reflection of intellectual and performance virtues with individuals in lessons.	Staff plan lessons and encourage students to show a good level of autonomy and independence in their learning, having a great understanding of intellectual and performance virtues and demonstrate good sense in lessons.
CONTINUOUS PROFESSIONAL DEVELOPMENT	Staff engage with the continuous professional development provided on character development.	Many of the staff take a further interest in development of character and research/read more about the subject, whilst reflecting on the teaching of the virtues to the students.	Most staff reflect on their teaching skills and consider what actions linked to virtues could be improved to have a greater impact on their students through their teaching e.g. resilience, kindness.	Staff are self-reflective and consider areas in which they could develop their own behaviours linked to the virtues, demonstrating good sense. They support the rest of the school community with the development of their virtues.





QUESTIONS AND POSSIBLE EVIDENCE FOR WHOLE SCHOOL COMMUNITY

GOVERNORS

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
GOVERNORS	How have governors been involved with the introduction of the character programme and the set of virtues? What training and support have they received? How do governors support/promote/demonstrate the character virtues?		L&M 138 145	2d 4c 10b
	Examples of evidence could be: Governors' voice, governors' meeting agendas and minutes, observations of governors with student and staff voice. This could be through the use of a variety of methods and could include records of meetings or student and staff surveys.			

STAFF

BEHAVIOURS	How have staff been involved in the development of the character programme and the initial set of chosen virtues? What training and support have they received regarding the expectations and modelling aspects of the virtues?	Part1 1ac 2ace 4a-e 5ac 6a-d 7a-d 8ab Part2 2	OE 133-136 L&M 138 PD 164 165	10a 10b 12a 12b
	Examples of evidence could be: Student and staff voice, observations of staff, training details and support programmes.			
TEACHING VIRTUES	How are staff guided to integrate certain virtues into their lessons? Are the virtues taught within context, or is there some explicit discussion as well? How are staff using the language of the different virtues as part of their teaching and work around school - what changes have been seen?	Part1 1a-c 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d 8a-c Part2 1a (iv) (v) 2	OE 133-136 L&M 138 QoT 152	10b 12a 12b
	Examples of evidence could be: Programme of targeted virtues, lesson plans, schemes of work, lesson observations, student and staff voice, observations around school.			
USING VIRTUES TO DEVELOP INDEPENDENCE	Are staff including intellectual and performance virtues in lessons, as part of developing the skill of independence? Are they planned? Have they become embedded into teachers' practice? Are lessons allowing students to demonstrate that their independent skills are being developed through work on the intellectual and performance virtues?	Part1 1a-c 2a-e 3a-e 4a-e 5a-d 6a-d 7a-d 8a-c Part2 1a (i) (iii) (iv) (v)	OE 133-136 L&M 138 QoT 152	10b 12a 12b
	Examples of evidence could be: Lesson plans, schemes of work, lesson observations, student and staff voice, student progress.			
CONTINUOUS PROFESSIONAL DEVELOPMENT	How does character feature in the continuous professional development programme? How are staff encouraged to read/research more about this? What training is in place to support staff with the development of their own behaviours linked to the virtues and how effective is it? Are staff encouraged to be self-reflective and consider how to adapt their own practice to develop their own personal virtues?	Part1 1c 2ad 3ac 4de 5a-d 6a 8a-c Part2 1b 1c	L&M 138 141	1b 1c 1d 2d 10a 10b 12a 12b
	Examples of evidence could be: Continuous professional development programme, staff voice, overview of performance management review, reading lists, staff behaviours.			





WHOLE SCHOOL COMMUNITY

STUDENTS

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
BEHAVIOUR AND ATTITUDES	Students understand the behaviours and attitudes that are expected by the school virtues/ethos.	Students are aware of their own behaviours and attitudes, and whether these fulfil expectations. Where required they adapt the easier behaviours to accommodate these expectations, e.g. respect – please/thank you, holding doors open.	Students’ behaviour demonstrates the school ethos and virtues, in the majority of cases. The students, in general, are seen to be happy and are beginning to flourish.	Student behaviour around the school at all times demonstrates the school ethos and virtues. There is a general sense that students are happy and are flourishing.
UNDERSTANDING AND APPLICATION OF VIRTUES	Students know the chosen school virtues and have a definition for them.	Students are able to identify the different virtues (particularly the moral and civic) within a context in lessons.	Students should be able to understand, discuss and reflect on the moral and civic virtues in context, considering the different outcomes of their/others’ actions whilst developing their good sense.	Students should be able to understand and discuss the moral and civic virtues in context, considering the different outcomes of their actions and understand which is the best course of action, i.e. good sense.
DEVELOPING INDEPENDENCE	Students are aware of the performance and intellectual virtues, what they are and what they entail.	Students are beginning to reflect on how the performance and intellectual virtues can be developed within learning and are attempting to make some changes e.g. resilience, team work, perseverance.	Students are seen to be actively developing their performance and intellectual virtues, which enable them to be more independent learners.	Students demonstrate autonomy and independence, which support good learning, and are not afraid to take risks or challenge themselves, which enables them to fulfil their potential within learning.

PARENTS

PARENTS	Parents are informed and aware of the school’s ethos and key character virtues.	Parents encourage their children to embrace the key virtues and support the school when these are challenged by their children.	Parents support the school by modelling and positively reinforcing the school’s virtues to their children by discussing different outcomes to possible actions.	Parents take opportunities to discuss and model the virtues in context, understanding the concept of good sense, even if this is not always the easiest option.
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QUESTIONS AND POSSIBLE EVIDENCE FOR WHOLE SCHOOL COMMUNITY

STUDENTS

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
BEHAVIOUR AND ATTITUDES	<p>Where and how are the expectations for behaviours and attitude translated to students? How are students reminded, especially when these expectations are not met? What does behaviour around the school look and feel like? What is the experience of staff of the atmosphere of the school?</p> <p>Examples of evidence could be: Student and staff voice, visitor feedback, sanctions data, maintenance records/budget (less graffiti/damage to remove), students' appearance, learning walks, student council agenda and minutes, attendance data.</p>	<p>Part1 1b 2ae 4a-c 5c 6b-d 7abd</p>	<p>OE 133-136 L&M 138 PD 164 165</p>	<p>11a 11b 12a 12b</p>
UNDERSTANDING AND APPLICATION OF VIRTUES	<p>To what extent did the students contribute to the school's choice of virtues and their definitions? How are students encouraged to engage with them? Do all staff encourage students to use the language of the virtues? Are students encouraged to consider arguments for and against situations before considering what the best course of action is?</p> <p>Examples of evidence could be: Student voice, lesson observations, observations of other events, clubs and trips, sanctions and rewards data.</p>	<p>Part1 1b 2ace 4a-e 5a-d 6b-d 7ad</p>	<p>OE 133-136 L&M 136 QoT 152 PD 165 176 Eff 16-19 197</p>	<p>11a 12a 12b</p>
DEVELOPING INDEPENDENCE	<p>Are staff encouraging students to be more independent by using the intellectual and performance virtues in most lessons? Are lessons being planned that allow students to demonstrate their independent skills? What opportunities are there for students to take risks and make decisions?</p> <p>Examples of evidence could be: Student voice, lesson observation, observation for other events, clubs and trips, progress data, homework analysis, parent feedback, staff voice.</p>	<p>Part1 1b 2abce 4a-e 5a-d 6bd 7a-d</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 176 179 Eff 16-19 197</p>	<p>11a 11b 12a 12b</p>

PARENTS

PARENTS	<p>How are parents informed of the school's ethos and school's virtues? What help is there to encourage parents to support the school's virtues, even when their children are challenging them? How do parents know what behaviours to model and what to discuss with their children, based on the school's virtues?</p> <p>Examples of evidence could be: Parent feedback, Parent View, parenting programmes run by the school, newsletters, parent emails, decline in parental complaints.</p>	<p>Part1 8d</p>	<p>L&M 138 140 QoT 152 PD 165</p>	<p>4c 11c</p>
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COMMUNITY LINKS

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
COMMUNITY LINKS	The school has limited/ ad hoc links to some community establishments (e.g. police/religious figure/Members of Parliament/local charities/ homes for fund raising etc.) for school talks.	There are regular events, e.g. yearly fundraising, visitor talks etc. integrated into the curriculum either by or for the local community. They tend to be focused around a particular year group or event and highlight the civic and moral virtues to students.	There is a co-ordinated programme which involves a large proportion of the school linking with the community. The events that take place are often two way processes, e.g. school sets up fundraising event for local charity, and charity worker gives a talk to students. Students are encouraged to discuss and reflect on the civic and moral virtues linked to these actions.	Projects planned jointly by the school and its local community are embedded in the long term curriculum. All students have access to such programmes and understand the benefits to both themselves and their community, therefore demonstrating greater moral and civic virtues.
BUSINESS LINKS	The school makes limited/ ad hoc links to businesses either for students to visit or business people to come and give talks.	There are regular yearly events and commitments by both the school and the business. They are planned and blend with the curriculum, but may only be focused around one or two year groups. Opportunities are taken to link the events to the virtues.	The links to particular businesses are regular and planned, becoming a two way model, e.g. the school being able to supply work force/ work experience students and the business supporting the curriculum by talks/ assemblies or giving finance/ equipment. Students are asked to demonstrate and reflect the virtues throughout these events.	There are joint planned projects and long term planning (true partners) which both link to the curriculum, but support the local business and develop the students' understanding of the commerce world. All students have access to such programmes and actively demonstrate good virtues within these projects.
EDUCATIONAL LINKS	The school has limited links to other schools, or other educational institutions. The school uses these links to find programmes for small groups of students or for continuous professional development/sharing of ideas for staff, linking to character development.	The school is involved in developing regular annual programmes, such as primary/secondary liaison events which support at least one year group or allow more staff to gain continuous professional development to encourage further development of staff and student character.	The school is involved with other educational facilities which are part of a co-ordinated programme, giving a greater number of students or staff access to events or training within the teaching of the virtues, personal development of virtues or development of virtues within students.	The school has a jointly planned programme with other educational institutions which support students within the curriculum, and/ or staff with professional development, within all aspects of character development and, in particular, the development of good sense.
UNIVERSITY/ APPRENTICESHIPS LINKS	The school has limited links to universities and apprenticeships. The school uses these links to find small programmes for small groups of students or staff.	The school is involved with university and/or apprenticeship events on a yearly basis. This involves at least one year group, and groups of students, such as those students that attract the pupil premium. The students are given opportunities to develop their virtues in a different context.	There is a co-ordinated programme which involves most students and staff. The events are two way processes, e.g. students attend a university summer school, the university runs a star gazing evening at the school. The staff and students are actively encouraged to reflect and improve their virtues in alternative situations linked with further education and other opportunities.	Work with the university is part of a jointly planned programme involving all students, and some staff and parents to support further studies, research, learning beyond the curriculum etc. The students and staff demonstrate developed virtues by taking all available opportunities in these new situations.





QUESTIONS AND POSSIBLE EVIDENCE FOR COMMUNITY LINKS

	REFERENCES TO:	TEACHING STANDARDS	OFSTED	DfE
COMMUNITY LINKS	<p>What community links does the school have and what is the impact? Which students are involved in them and how is this developing their behaviours or good sense? How do these integrate into an overall plan or programme? How are these events recorded and tracked? How are students who have not engaged encouraged to get involved?</p> <p>Examples of evidence could be: Feedback from community establishments, student voice, tracking, programme or project information, calendar of events, news articles.</p>	<p>Part1 1a-c 2ae 4bc 5bc 6d 7ab 8ab Part2 1a (ii)</p>	<p>OE 133-136 L&M 138 Eff 16-19 197</p>	<p>2d 10b 11d 12a 12b</p>
BUSINESS LINKS	<p>How is the school linking businesses and industry? What programmes are available and who has access to them? How is this information tracked? How are all students encouraged to get involved? Does the school support the businesses and industries as well as the other way around?</p> <p>Examples of evidence could be: Feedback from business/industry, student voice, tracking, programmes and calendar of events, offsite provision, work experience.</p>	<p>Part1 1a-c 2ce 3b 4bc 5bc 6d 7ab 8ab Part2 1a (ii)</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 OoP 171 186 Eff 16-19 197</p>	<p>2d 8b 10b 11d 12a 12b</p>
EDUCATIONAL LINKS	<p>How does your school link with other schools? Are you supporting character development or the writing of programmes in another school or vice versa? Are you working on joint programmes/continuous professional development with other schools? Are your plans with these other schools jointly planned and link into the curriculum/staff development programme?</p> <p>Examples of evidence could be: Staff and student voice, school feedback, programme or project details, tracking of outcomes, joint plans.</p>	<p>Part1 1a-c 2abce 3b 4bc 5a-d 6b-d 7ab 8a-c Part2 1a (ii)</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 OoP 171</p>	<p>1b 1c 2d 8c 10b 11d 12a 12b</p>
UNIVERSITY/ APPRENTICESHIPS LINKS	<p>What links does your school have with universities? How many students have access to these programmes? What regular events can be linked to the curriculum? What events can be found to allow more students to access working with universities? How are staff encouraged and supported to participate?</p> <p>Examples of evidence could be: Staff and student voice, university feedback, programme or project details, tracking of outcomes, number applying to university or further education, number of staff accessing further education or action research/continuous professional development.</p>	<p>Part1 1a-c 2abce 3b 4bc 5a-d 6b-d 7ab 8a-c</p>	<p>OE 133-136 L&M 138 QoT 152 PD 165 OoP 171 179 Eff 16-19 197</p>	<p>1b 1d 2d 8b 10b 11d 12a 12b</p>



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2.4 QUESTIONS TO CAPTURE PERCEPTIONS OF SCHOOL ETHOS



The following questions have been previously used by the Centre to capture the perceptions of students, teachers and parents on a school's ethos. You may wish to consider these questions when thinking about conducting a self-evaluation of your school.

The questions were presented as a series of statements and respondents were asked to consider the extent to which they agreed or disagreed by using the following scale:

1. Strongly agree;
2. Agree;
3. Neither agree nor disagree;
4. Disagree;
5. Strongly disagree.

STUDENTS	PARENTS	TEACHERS
Our teachers notice when we show care and kindness towards others.	Teachers at my child's school notice when students show care and kindness towards others.	Teachers at this school notice when students show care and kindness towards others.
In matters of discipline my school treats all students equally.	In matters of discipline the school treats all students equally.	In matters of discipline my school treats all students equally.
Bad behaviour that is affecting other students negatively is soon stopped at my school.	Bad behaviour that is affecting other students negatively is soon stopped at my child's school.	Bad behaviour that is affecting other students negatively is soon stopped at this school.
Most of the students at my school think it is important to show respect to the teachers.	Students at my child's school think it is important to show respect to their teachers.	Most of the students at my school think it is important to show respect to the teachers.
My teachers take the time to listen to me.	Teachers at my child's school take the time to listen.	Teachers at my school take the time to listen to students.
I would feel comfortable discussing personal problems with one of my teachers.	At my child's school, students feel comfortable discussing personal problems with their teachers.	At this school students feel comfortable discussing personal problems with their teachers.
I have to do my part for my school to be a good one.	Students and staff at this school realise that everyone has to do their part for the school to be a good one.	Students and staff at this school realise that everyone has to do their part for the school to be a good one.
Trying hard is valued just as much as getting good results.	At my child's school, trying hard is valued just as much as getting good results.	When it comes to students' performance, trying hard is valued just as much as getting good results.
I feel grateful to teachers and other school staff for the work that they do on my behalf.	Students and staff display a sense of gratitude for work that others do on their behalf.	Students and staff display a sense of gratitude for work that others do on their behalf.
I demonstrate a sense of responsibility by upholding the rules of the school.	Students at my child's school demonstrate a sense of responsibility by upholding the rules of the school.	Students demonstrate a sense of responsibility by upholding the rules of the school.

