

# Personal, Social, Health and Economic (PSHE) education survey visits

---

## **Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools**

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of, the subject.

In coming to these judgements, inspectors will use the relevant criteria and grade descriptors from the 2013 *School inspection handbook* as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them (for achievement, teaching, the curriculum and leadership and management) are supplementary, subject-specific descriptors which provide additional guidance for PSHE education. These descriptors should be applied in a way which is appropriate to the age of pupils involved. Except where otherwise indicated, descriptors are intended to be used on a 'best fit' basis.

This supplementary guidance is not for use on section 5 whole-school inspections.

## Grade descriptors: the overall effectiveness of PSHE education provided in the school

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach, which relies on the professional judgement of the inspection team. The exception is that teaching in modern languages must be outstanding for overall effectiveness to be outstanding.*

### Outstanding (1)

- Practice in PSHE education consistently reflects the highest aspirations for pupils and expectations of staff.
- Best practice is spread effectively in a drive for continuous improvement.
- Teaching in the subject is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving.
- Thoughtful and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development in the subject enables them to thrive.
- Consequently, pupils and groups of pupils have excellent experiences in the subject, ensuring they are very well-equipped for the next stage of their education, training or employment.

### Good (2)

- Effective action is taken so that PSHE education enables most pupils to reach their potential.
- Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement in the subject is at least good.
- Leadership and management of the subject play a significant role and are good overall.
- Deliberate and effective action is taken to promote the pupils' spiritual, moral, social and cultural development.
- A positive climate for learning exists and pupils and groups of pupils have highly positive experiences in the subject so that they are well prepared for the next stage in their education, training or employment.

### Requires improvement (3)

- Achievement, the quality of teaching and learning and leadership and management of PSHE education are all likely to be at least adequate with some significant good practice.
- Reasonable steps are taken to promote pupils' spiritual, moral, social and cultural development.
- Pupils and groups of pupils have a generally positive experience in the subject and are not disadvantaged as they move to the next stage of their education, training or employment.

### Inadequate (4)

Overall effectiveness in PSHE education is likely to be inadequate if any of the following apply:

- Achievement in PSHE education is inadequate.

- The behaviour and safety of pupils in PSHE education are inadequate.
- The quality of teaching in PSHE education is inadequate.
- The curriculum in PSHE education is inadequate.
- Leadership and management in PSHE education are inadequate.
- There are important weaknesses in the promotion of pupils' spiritual, moral, social and cultural development resulting in a poor climate for learning in PSHE education where pupils or groups of pupils are unable to thrive.

## Grade descriptors: the achievement of pupils in PSHE education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point<sup>1</sup>, the proportions of pupils making expected progress<sup>2</sup> and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them. Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.</li> <li>■ Pupils read widely, and often across all subjects to a high standard.</li> <li>■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.</li> <li>■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.</li> <li>■ The learning of groups of pupils, particularly</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Pupils demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence and work constructively with others.</li> <li>■ They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.</li> <li>■ Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being.</li> <li>■ Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.</li> <li>■ They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.</li> <li>■ Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders</li> <li>■ Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and</li> </ul>

<sup>1</sup> Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

<sup>2</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

<p>those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better.</p> <ul style="list-style-type: none"> <li>■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.</li> </ul>	<p>advice if they need it.</p> <ul style="list-style-type: none"> <li>■ All pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.</li> <li>■ Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability; they understand well the links with work on personal finance in National Curriculum citizenship lessons.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.</li> <li>■ Progress across year groups is consistently strong and evidence in pupils' work indicates that they achieve well.</li> <li>■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics.</li> <li>■ Pupils read widely and often.</li> <li>■ Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.</li> <li>■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good.</li> <li>■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Pupils demonstrate good levels of independence; they think critically, articulate their learning and views with confidence and work constructively with others.</li> <li>■ They are able to evaluate, discern and challenge their own and others' views, using appropriate evidence from a range of sources.</li> <li>■ Pupils understand well the factors associated with health and well-being.</li> <li>■ Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.</li> <li>■ They understand well how to keep themselves and others healthy and safe. They understand well the dangers of substance misuse, and how to recognise and deal with mental health problems such as stress or eating disorders.</li> <li>■ Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it.</li> <li>■ All understand the impact of bullying on others including racist, disablist, homophobic and transphobic language.</li> <li>■ Pupils are making good progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability; they understand the links with work on personal finance in National Curriculum citizenship lessons.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' achievement requires improvement as it is</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils demonstrate some level of independence; they</li> </ul>

<p>not good.</p>	<p>are able to communicate their views with growing confidence and work with others.</p> <ul style="list-style-type: none"> <li>■ They are able to evaluate and challenge their own and others' views, using a range of sources, although sometimes such views may be based on limited evidence or not fully explained.</li> <li>■ Pupils understand the factors associated with health and well-being appropriate to their age and capability. They have a satisfactory understanding of relationships, sexual development, sexual consent and respect.</li> <li>■ They have an adequate understanding of how to keep themselves and others healthy and safe in relationships.</li> <li>■ They understand the dangers of substance misuse and how to recognise and deal with mental health problems such as stress or eating disorders.</li> <li>■ Pupils have begun to develop the skills of resilience; they are learning how to cope with peer pressure but do not always know where to go to seek further help and advice.</li> <li>■ Most understand the impact of bullying on others including racist, disablist, homophobic and transphobic language.</li> <li>■ Pupils, appropriate to their age, are making sound progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability although they may not understand the links with work on personal finance in National Curriculum citizenship lessons.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement.</li> <li>■ For pupils for whom the pupil premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement.</li> <li>■ Pupils' learning and progress in any key subject<sup>3</sup> or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.</li> <li>■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Pupils rarely demonstrate independence or take initiative; they struggle to articulate their own and others' views.</li> <li>■ Although they may know the factors associated with health and well-being, many do not appreciate their importance.</li> <li>■ Appropriate to their age and capability, pupils have a limited understanding of relationships, sexual development, sexual consent and respect.</li> <li>■ They are limited in their understanding of how to keep themselves and others healthy and safe in a relationship.</li> <li>■ Although they may know about the dangers of substance misuse and how to recognise and deal with mental health problems such as stress or eating disorders, they do not appreciate the importance of the danger to their physical and mental health and/or do not know where to go to seek further help and advice.</li> <li>■ Pupils do not appreciate the importance of dangers to their physical and mental health and/or do not know</li> </ul>

<sup>3</sup> 'Key' subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

<p>provides support, and/or the most able, are underachieving.</p> <ul style="list-style-type: none"> <li>■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.</li> <li>■ Attainment is consistently below floor standards<sup>4</sup> or is in decline and shows little, fragile or inconsistent improvement.</li> <li>■ There are wide gaps in the attainment and/or the learning and progress of different groups.</li> </ul>	<p>where to go to seek further help and advice.</p> <ul style="list-style-type: none"> <li>■ Few appreciate the impact of bullying on others including racist, disablist, homophobic and transphobic language. They have made inadequate progress in developing understanding skills in relation to business, enterprise, money management, the world of work and employability and do not make links with the personal finance aspects of the National Curriculum citizenship programme.</li> </ul>
---	--

## Grade descriptors: the quality of teaching in PSHE education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

*These grade descriptors describe the quality of teaching in the subject taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.*

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Much of the teaching in all key stages is outstanding and never less than consistently good. As a result, almost all pupils, including disabled pupils, those with special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.</li> <li>■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>■ Teachers and other adults authoritatively impart knowledge to ensure pupils are engaged in learning, and generate high</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.</li> <li>■ Teachers understand how to apply clear and appropriate learning objectives that are matched by well-considered, appropriate activities.</li> <li>■ Pupils' interest and active participation are secured through teachers using a wide range of imaginative resources and strategies. This leads to rapid and sustained progress.</li> <li>■ The needs of all pupils, including the most able, are met through highly effective and responsive teaching.</li> <li>■ Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgments.</li> <li>■ Teachers are able to develop pupils' resilience and ability to resist peer pressure very effectively; they help develop pupils' confidence well and strengthen their attitudes to learning across the school</li> </ul>

<sup>4</sup> Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

<p>levels of commitment to learning across the school.</p> <ul style="list-style-type: none"> <li>■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</li> <li>■ Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework, which together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</li> </ul>	<p>curriculum.</p> <ul style="list-style-type: none"> <li>■ Teachers communicate very high expectations, enthusiasm and passion for PSHE education. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further.</li> <li>■ Teachers ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE education.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.</li> <li>■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</li> <li>■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</li> <li>■ Reading, writing, communication and mathematics are taught effectively.</li> <li>■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</li> <li>■ Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.</li> <li>■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teachers demonstrate confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.</li> <li>■ Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able are met through effective teaching. .</li> <li>■ Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.</li> <li>■ Teachers are able to develop pupils' resilience, their ability to resist peer pressure, and their confidence; and strengthen their attitudes to learning across the school curriculum.</li> <li>■ Teachers communicate high expectations and enthusiasm for PSHE education. They know how well their pupils are achieving, are able to help them improve, and ensure that pupils have their attainment and progress in PSHE recognised.</li> </ul>
<p><b>Requires improvement (3)</b></p> <p>Teaching requires improvement as it is not good.</p>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teachers demonstrate a sound understanding of effective learning in PSHE education.</li> <li>■ Sound progress is secured in most areas of PSHE education, although there may be some weaknesses, due to teachers using a range of resources and strategies to stimulate pupils' interest.</li> <li>■ Teachers monitor pupils' prior knowledge and understanding but not always frequently or rigorously enough, resulting in in some unnecessary repetition of</li> </ul>

	<p>work and/or lack of challenge.</p> <ul style="list-style-type: none"> <li>■ Teachers are confident in discussing sensitive and/or controversial issues but do not always adhere to clear and consistent ground rules to ensure emotional safety for everyone in the class.</li> <li>■ Discussion is a feature of teaching and learning, although not all pupils have the opportunity to fully participate and help develop their skills of articulation, advocacy and communication.</li> <li>■ Teachers plan lessons aimed at developing pupils' resilience and ability to resist peer pressure although not all develop the assertiveness skills required to apply their learning in real life.</li> <li>■ Teachers know how well their pupils are achieving in lessons and provide encouraging verbal feedback. However, they do not always provide feedback on how to improve or consistently and formally identify attainment and progress in PSHE education.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> <li>■ As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils and those with special educational needs, and those for whom the pupil premium provides support, are making inadequate progress.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those with special educational needs.</li> <li>■ Learning activities are not sufficiently well matched to the needs of pupils.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Teachers demonstrate a poor understanding of effective learning in PSHE education.</li> <li>■ Lessons objectives are unclear and/or inappropriate and teaching fails to stimulate pupils' interest. As a result, progress is inadequate in most aspects.</li> <li>■ Teachers rarely monitor pupils' prior knowledge and understanding, resulting in low expectations and learning activities that are not sufficiently well matched to needs, particularly for the most able.</li> <li>■ Teachers avoid discussing sensitive and controversial issues or do so inappropriately so that they are unable to ensure the emotional safety of the class.</li> <li>■ Teachers fail to develop pupils' resilience and ability to resist peer pressure; pupils have not developed the confidence and assertiveness skills they need to keep themselves safe.</li> <li>■ There are too few opportunities for independent learning and discussion fails to develop pupils' skills of judgment, articulation and communication.</li> <li>■ Assessment of pupils' attainment and progress in PSHE education does not inform teachers' planning.</li> </ul>

## Grade descriptors: the quality of the curriculum in PSHE education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

<p><b>Supplementary subject-specific guidance</b></p>
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local</li> </ul>



health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.

- The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met.
- The aspects of the programme relating to business, enterprise and money management link very well with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being is very highly regarded by pupils and enables them to lead safe and healthy lives.
- The curriculum provides a very strong platform for pupils' future economic well-being.
- The school and wider community provide high-quality and wide-ranging enrichment activities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used they complement the PSHE education programme extremely well because they are based on accurate understanding of pupils' needs, informed by clear and appropriate learning objectives and are well-evaluated to inform curriculum planning.
- Pupils and teachers are fully engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes an outstanding and sustained contribution to pupils' spiritual, moral, social and cultural development and reinforces well a range of personal and thinking skills.

### **Good (2)**

- The PSHE education curriculum is well designed to match the range of pupils' needs, interests and aspirations and to ensure effective continuity and progression in their learning across all key stages.
- The programme is comprehensive and coherent, and statutory elements of SRE are fully met.
- The aspects of the programme relating to business, enterprise and money management link with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being enables pupils to lead safe and healthy lives.
- The curriculum provides a strong platform for pupils' future economic well-being.
- Local data is taken into account when planning and the school and wider community provide a range of opportunities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used, they complement the PSHE education programme well because they are informed by clear and appropriate learning objectives and evaluation of the learning informs future curriculum planning.
- Pupils and/or teachers are engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and reinforces a range of personal and thinking skills.

### **Requires improvement (3)**

- The PSHE curriculum is generally matched to pupils' needs and ensures continuity and progression in their learning.
- Statutory elements of SRE are fully met although some elements of the non-statutory programme may be superficial.
- The aspects of the programme relating to business, enterprise and money management do not link sufficiently well with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being enables pupils to lead adequately safe and healthy lives; and the curriculum provides an opportunity to assist pupils' future economic well-being.
- The school and wider community provide a range of opportunities for pupils to apply and extend their social and personal skills although these are not accessed by all pupils.
- Where suspended timetable days are used, they have clear learning objectives but learning outcomes are not always evaluated or used to inform curriculum planning.
- Pupils and/or teachers are sometimes engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

## Inadequate (4)

- The PSHE education curriculum does not enable progression in learning and fails to meet the needs of all pupils.
- The programme for personal well-being is insufficiently coherent to enable pupils to lead adequately safe and healthy lives, and/or provides an inadequate platform for pupils' future economic well-being.
- The statutory elements of SRE are not fully met.
- The school and wider community provide too few opportunities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used, they do not support a comprehensive and coherent entitlement for pupils; the planning lacks coherence and learning is not evaluated.
- Pupils and/or teachers are rarely engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes an inadequate contribution to aspects of pupils' spiritual, moral, social and cultural development.

## Grade descriptors: quality of leadership and management of PSHE education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"><li>■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</li><li>■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.</li><li>■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.</li><li>■ There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li><li>■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.</li></ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"><li>■ Leadership is informed by a high level of PSHE education expertise and vision.</li><li>■ The subject is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials.</li><li>■ There is an excellent track record of innovation.</li><li>■ Statutory requirements in SRE are fully met.</li><li>■ The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice.</li><li>■ Subject leadership inspires confidence and a whole-hearted commitment from pupils and staff. There are highly effective strategies to share good practice and secure high-quality professional development.</li><li>■ PSHE has a very high profile in the life of the school and is at the forefront of whole-school initiatives.</li><li>■ Highly effective strategies to promote inclusion ensure that all pupils engage fully in activities to promote their personal and social development.</li><li>■ Discrimination, including prejudiced-based bullying and discriminatory language, is tackled with vigour.</li><li>■ Very strong links exist with partner schools, parents, carers and external agencies to reinforce the very high standard of PSHE education.</li></ul>

<ul style="list-style-type: none"> <li>■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.</li> <li>■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</li> </ul>	
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</li> <li>■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.</li> <li>■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.</li> <li>■ The well-thought-out policies ensure that pupils make at least good progress in literacy.</li> <li>■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.</li> <li>■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters.</li> <li>■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is well informed about the characteristics of best practice in PSHE education.</li> <li>■ The subject is well-resourced in terms of curriculum time, staff training, management time and the use of external services and materials.</li> <li>■ There is a good track record of innovation.</li> <li>■ Statutory requirements in SRE are fully met.</li> <li>■ Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning.</li> <li>■ Subject leadership inspires confidence from pupils and staff.</li> <li>■ There are effective strategies to share good practice and secure appropriate professional development.</li> <li>■ PSHE has a high profile in the life of the school.</li> <li>■ Discrimination, including prejudiced-based bullying is tackled well.</li> <li>■ Good links exist with partner schools, parents, carers and external agencies to reinforce the high standard of PSHE education.</li> </ul>

<ul style="list-style-type: none"> <li>■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</li> <li>■ The school's arrangements for safeguarding pupils meet statutory requirements.</li> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is aware of current developments in PSHE education and incorporates these within its practice.</li> <li>■ Statutory requirements in SRE are met.</li> <li>■ Subject leadership inspires confidence from pupils and staff.</li> <li>■ Provision for PSHE education is monitored and reviewed regularly and there is a sound understanding of the strengths and priorities for improvement.</li> <li>■ There is some sharing of good practice, with modest access to subject-specific professional development.</li> <li>■ Strategies to promote inclusion are in place but do not always secure the active engagement of all groups of pupils.</li> <li>■ Equality is promoted and discrimination, including prejudiced-based bullying, is tackled.</li> <li>■ Links exist with partner schools, parents, carers and external agencies to reinforce an adequate standard of PSHE education.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Leadership and management are likely to be inadequate if any of the following apply:</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Improvements which have been made are unlikely to be sustainable, are too slow or are dependent on external support.</li> <li>■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.</li> <li>■ Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour.</li> <li>■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is not well informed of current developments in PSHE education.</li> <li>■ Statutory requirements for SRE are not met.</li> <li>■ Provision for PSHE education is not regularly monitored or reviewed.</li> <li>■ Self-evaluation is weak and is not informed by subject review or understanding of good practice in PSHE education.</li> <li>■ Opportunities for professional development in the subject are limited and, as a result, some staff lack the confidence and expertise to deliver it effectively.</li> <li>■ Opportunities to engage in activities to promote their personal and social development are not taken up by particular groups of pupils.</li> <li>■ Bullying, including the use of prejudiced-based language is not consistently or effectively tackled.</li> <li>■ PSHE education has a low profile in the school.</li> </ul>

early, and pupils' achievement, physical well-being and enjoyment of learning are significantly impaired.

- The progress in English or in mathematics of pupils for whom the pupil premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.
- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.
- The school's strategies for engaging with parents are weak and parents express little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident.