

Webinar Series:
New Ofsted Categories & Report Cards

Personal Development and Well-Being

AGENDA

- Housekeeping | Recording (1 min)
- About Ofsted Support Organisation (2 mins)
- Aims for the Webinar Series (2 mins)
- Insights into the Five-Point Grading Scale and Report Cards (10 mins)
- Personal Development and Well-Being Category (20 mins)
- Data-Backed Evidence and Reports (15 mins)
- Q&A (10 mins)





ABOUT OFSTED SUPPORT ORGANISATION

WHO WE ARE

An independent, non-profit, community initiative with one mission: To support school leaders, schools, teachers, and pupils.

NOT AFFILIATED WITH OFSTED OR THE GOVERNMENT

We receive no funding of any sort, and our work is not influenced by any commercial company or other body.

TEAM OF VOLUNTEERS

We are a diverse group, including teachers, clinical psychologists, researchers, software specialists, and change management experts. Everybody involved is a volunteer.

WHAT WE DO

*Monitor announcements.
Research latest guidelines.
Review EdTech solutions.
Provide reports, newsletters & webinars*

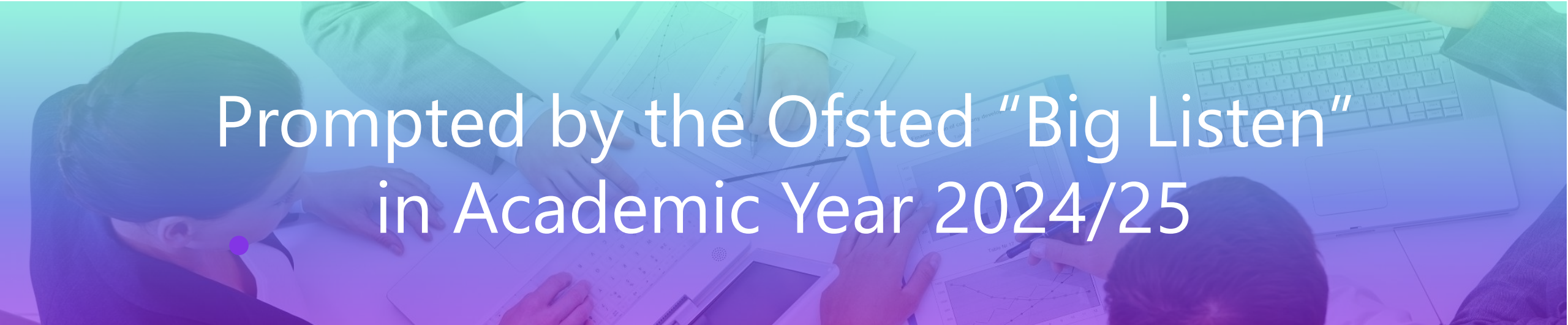
RESEARCH, SIMPLIFY, COMMUNICATE

We monitor announcements and research the latest guidelines. We simplify and communicate our findings via reports, webinars, and newsletters.

REVIEW EDTECH SOLUTIONS

We also review EdTech software for best practices around security, pedagogy, and fit-for-purpose. We take a special interest in any software that claims to be 'AI-Powered'

WEBINAR SERIES: AIMS



Prompted by the Ofsted “Big Listen”
in Academic Year 2024/25

MONITOR

Keep up to date with
all announcements

DIGEST & CLARIFY

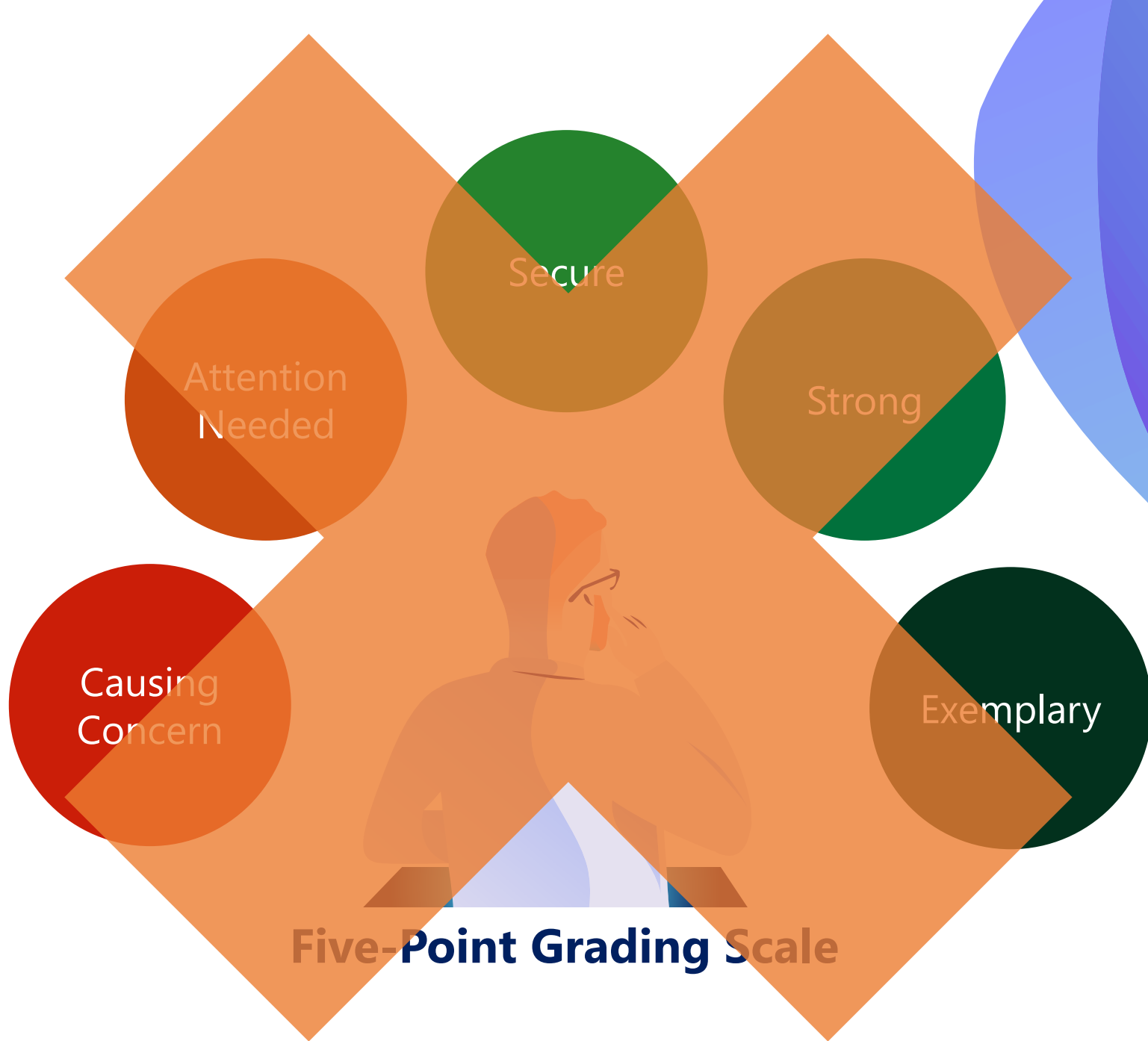
Make it make sense and
easy to understand

COMMUNICATE

Keep YOU up to date
and informed

PROVIDE GUIDANCE

Think ahead about
what will help



Five-Point Grading Scale

Needs
Attention

Expected
Standard

Strong
Standard

Urgent
Improvement



Exceptional

Five-Point Grading Scale

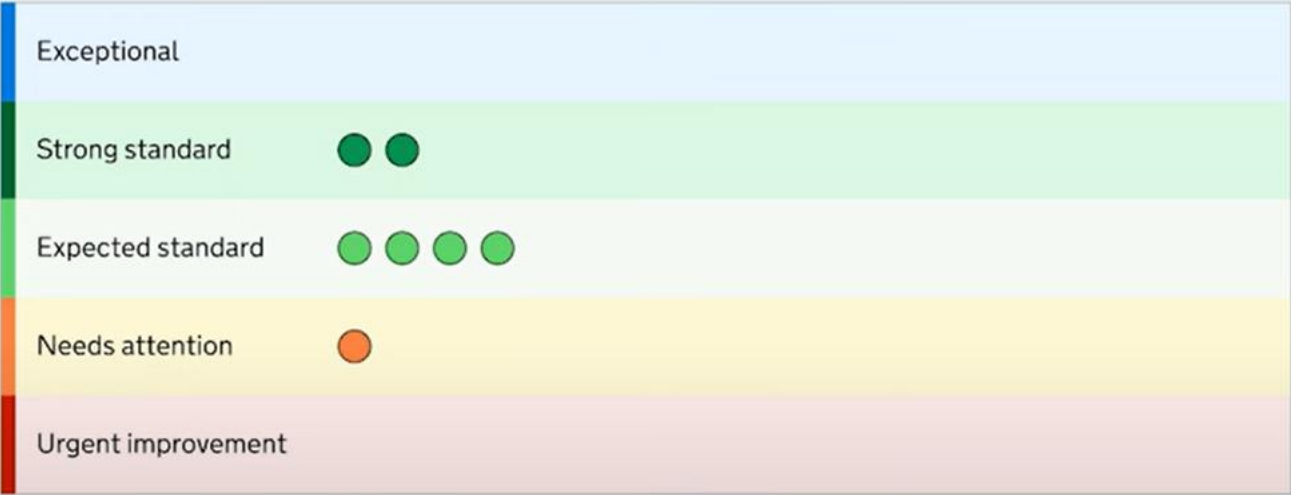
PLUS
Safeguarding:
Met / Unmet

Primary School

Address: School Lane, Old Town, Home County, HC4 5DF

Unique reference number (URN): EG12345

Inspection report: 25 June 2024



☒ **Safeguarding standards met**

☐ [Show](#)





Safeguarding standards met



Hide

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.





[How we evaluate safeguarding](#)




When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met






Strong standard  [What does this mean](#) 

Curriculum and teaching


 [Show](#)

Early years


 [Show](#)

Expected standard  [What does this mean](#) 


Achievement

 [Show](#)


Inclusion



 [Show](#)

Leadership and governance


 [Show](#)

Personal development and well-being

 [Show](#)

Needs attention  [What does this mean](#) 

Attendance and behaviour

 [Show](#)



Inclusion

⤴ [Hide](#)

Leaders and staff build trusting relationships with families. This contributes towards parents feeling fully involved in the decisions made about their child and pupils feeling confident and well-supported to access all the school has to offer.

Staff have high expectations for all pupils and have been trained well to identify when pupils need extra help. As a result, pupils receive timely support and can continue learning successfully alongside their peers. Teachers and support staff meet regularly to review how well this support is working and make changes quickly when it is not. This helps pupils who find learning more difficult to remain engaged in class.

Pupils with SEND take a full part in school life, including those who attend the resourced provision. Staff in the resourced provision plan carefully with class teachers, so pupils learn in step with their peers. Leaders work closely with other professionals and the local authority to ensure pupils receive timely support which makes a clear difference to their daily experiences. Therapists and other specialists give pupils targeted help with their communication or emotional needs. This helps pupils to gain confidence and succeed in their learning.

Leaders use pupil premium funding to provide a wide range of pastoral support, including extra-curricular experiences for disadvantaged pupils. These opportunities build pupils' confidence and self-belief and encourage teamwork and cooperation. However, leaders have not used the pupil premium funding to the same success to support pupils' learning in the classroom. While leaders are in the process of addressing this, particularly in mathematics, further work is needed to understand whether the pupil premium strategy is having the desired impact.



What it's like to be a pupil at this school

⌂ Hide



'Example' primary school is a welcoming place where everyone is noticed and appreciated. Pupils agree. They say that staff know them well and listen to them if they have something on their mind. This helps pupils feel safe and ready to learn. Parents are also positive. They often talk about the school's strong sense of community and willingness of leaders to respond quickly to any concerns they may raise. Pupils share this feeling of belonging.

In lessons, pupils enjoy learning and take pride in their work. They talk with enthusiasm about investigating shadows in science, building bird boxes in design and technology and practising songs for the school's seasonal performances. Reading is a highlight of their day. Pupils are confident to blend words accurately and, from the early years onwards, enjoy the stories and poems staff share frequently with them.

Children in the early years get off to a strong start. Pupils with special educational needs and/or disabilities (SEND) are well supported in class alongside their peers. Pupils known to social care describe how adults check in with them regularly and help them feel safe and included.

Most pupils achieve well and are proud of their successes, but outcomes are not as strong in every subject. In particular, disadvantaged pupils do not do as well as their peers in mathematics. Most pupils enjoy coming to school, but some still do not attend regularly. This means they miss learning and find it harder to keep up with their classmates.

Playtimes and lunchtimes are friendly and calm. Pupils enjoy games with their friends or taking part in small clubs led by older pupils. They say rules are fair and help everyone to concentrate and feel safe.

Pupils are ambitious for what comes next. They know staff want the best for them and feel encouraged to aim high. They talk with pride about what they have learned and the friendships they have made. Pupils describe their school as a place that has given them the confidence to take on new challenges, such as learning a musical instrument or playing for the school's football team.



REPORT CARD

Next steps



Hide

Leaders should continue to embed their new attendance strategy so that persistent absence, particularly for disadvantaged pupils, reduces quickly.

Leaders and governors should ensure that disadvantaged pupils' achievement improves, particularly in mathematics.



About this inspection



The headteacher of this school is Headteacher Name.

The chair of the board of governors in this school is CoG Name.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with [key roles] during the inspection.

Inspection dates: XX Month YYYY to XX Month YYYY



**REPORT
CARD**

PERSONAL DEVELOPMENT AND WELL-BEING

What are we really talking about?

Curricula and Non-Curricula | Knowledge & Skills for Later Life

- Spiritual, Moral, Social & Cultural (SMSC) Development
- Well-Being
- Resilience
- Emotional Regulation
- Healthy Lifestyle
- Pastoral Support
- Relationships & Sex Education (RSE)
- British Values (Tolerance & Respect)
- Risk Awareness (Online/Offline)
- Career/Next Step Readiness
- Wider than Curricula



Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Personal development and well-being are likely to be graded 'urgent improvement' when any of the following apply:

- A significant minority of pupils do not receive a wide, rich range of experiences.
- Pupils do not receive the pastoral support they need.
- Leaders and/or governors/trustees undermine or fail to promote equality and diversity.
- Significant weaknesses in the quality of the school's personal development programme are not identified or tackled.
- Leaders have established a culture and/or environment that places pupils under undue pressure or undermines their emotional health and/or well-being.
- The curriculum fails to teach pupils about healthy relationships in line with the statutory relationships and sex education guidance.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Personal development and well-being are likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies:

- Leaders have appropriate ambitions for pupils' personal development and well-being but weaknesses or inconsistencies in practice have a negative impact on pupils in general or on a particular group.
- Leaders have only recently started to take action to improve pupils' personal development and well-being. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.
- Leaders have considered pupils' needs when developing the personal development programme, but it is not well matched to, or does not keep up with, their evolving circumstances.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Personal development and well-being meet the 'expected standard' when all the following apply:

- The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.
- A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.
- Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.
- Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Personal development and well-being meet the 'expected standard' when all the following apply:

- The school's careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.
- Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.
- The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply:

- Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.
- Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.
- Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply:

- Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. The school engages well with employers in the local area to ensure that pupils are well informed. Pupils know what they need to do to achieve their ambitions.
- The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.
- Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school.
- Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well being. These pupils are now able to thrive in school and beyond the school.
- There are no significant areas for improvement that leaders have not already prioritised.

PLUS: You need to (or should) share it to your local (or national) community!

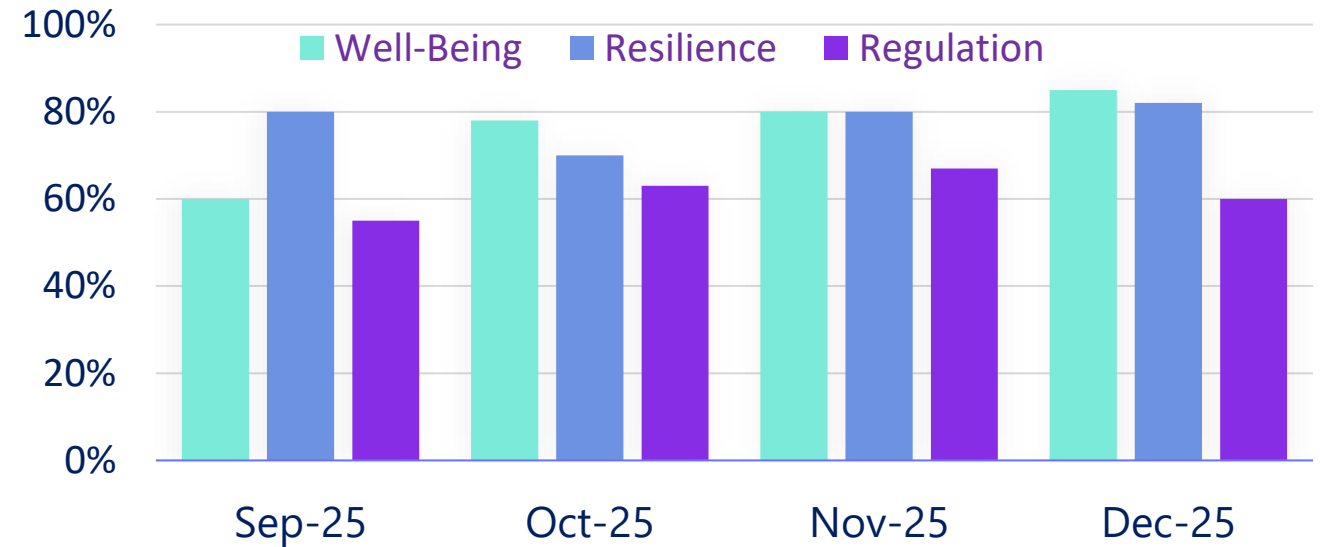
WHERE IS THE EVIDENCE?

Quantifiable data is the key

Consistent | Digestible | Actionable



EXAMPLE: WELL-BEING, RESILIENCE & EMOTIONAL REGULATION DATA



WELL-BEING DEMO

PERSONAL DEVELOPMENT DEMO

CAREER FRAMEWORK DEMO



OFSTED SUPPORT
ORGANISATION

Q&A

THANK YOU!

You can contact us at any time via: support@ofstedsupport.org

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