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SCAN ME

Self-evaluating Personal Development and Well-being

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Participate in discussion - you can use either the chat function or via your microphone. Raise your hand and we can answer your questions



Turn on your camera - our delivery partners and yourself will get more from the session when you can see each other



Mute your microphone - background noise can affect the quality of your experience and that of the group



If the call freezes; hang fire and we will be back shortly!

Learning Partnership.

Self-evaluating Personal Development and Well-being

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework, particularly relating to Personal Development and Well-being
- ✓ To understand how Personal Development and Well-being will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.

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Self-evaluating Personal Development and Well-being

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What's new and what's not....

NEW

- ✓ Toolkit replaces the handbook
- ✓ Report Cards with 5-point grading (no overall grade)
- ✓ ***Greater focus on inclusion***
- ✓ ***Greater levels of collaboration, dialogue and transparency***
- ✓ The role of the nominee
- ✓ ***More explicit consideration of provider context***
- ✓ ***Case sampling***
- ✓ No 'best fit' judgements

NOT NEW

- ✓ ***The curriculum and the substance of education remains a core part of the focus of inspections***
- ✓ Many familiar inspection activities remain
- ✓ Safeguarding remains a single outcome of 'met' or 'not met'

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What's new and what's not....

Lens	Focus area
Leadership	Leaders' priorities, actions and the impact of these.
Curriculum, teaching and achievement	Strong foundations and subject clusters
Inclusion	Case sampling and learning walks with leaders (Eg SENCO, Inclusion, Pastoral, Attendance etc)

Despite their specific focus, learning walks are also an opportunity to gather a range of evidence across all toolkit evaluation areas, including behaviour, personal development and well-being.

School inspection operating guide for inspectors: for use from November 2025, Ofsted

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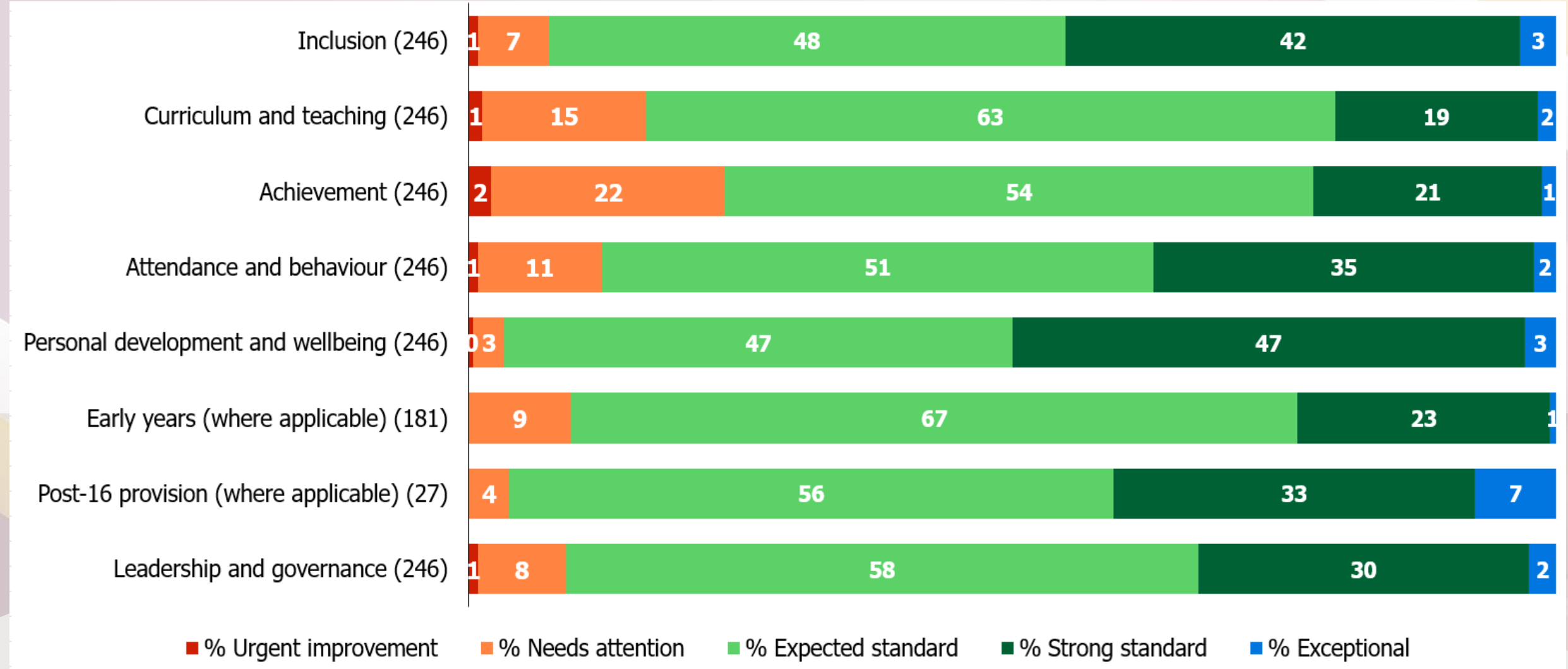
What's new and what's not....



Ofsted; Inspection Outcomes for state funded schools by area from inspections 10th November 2025 to 28th February 2026

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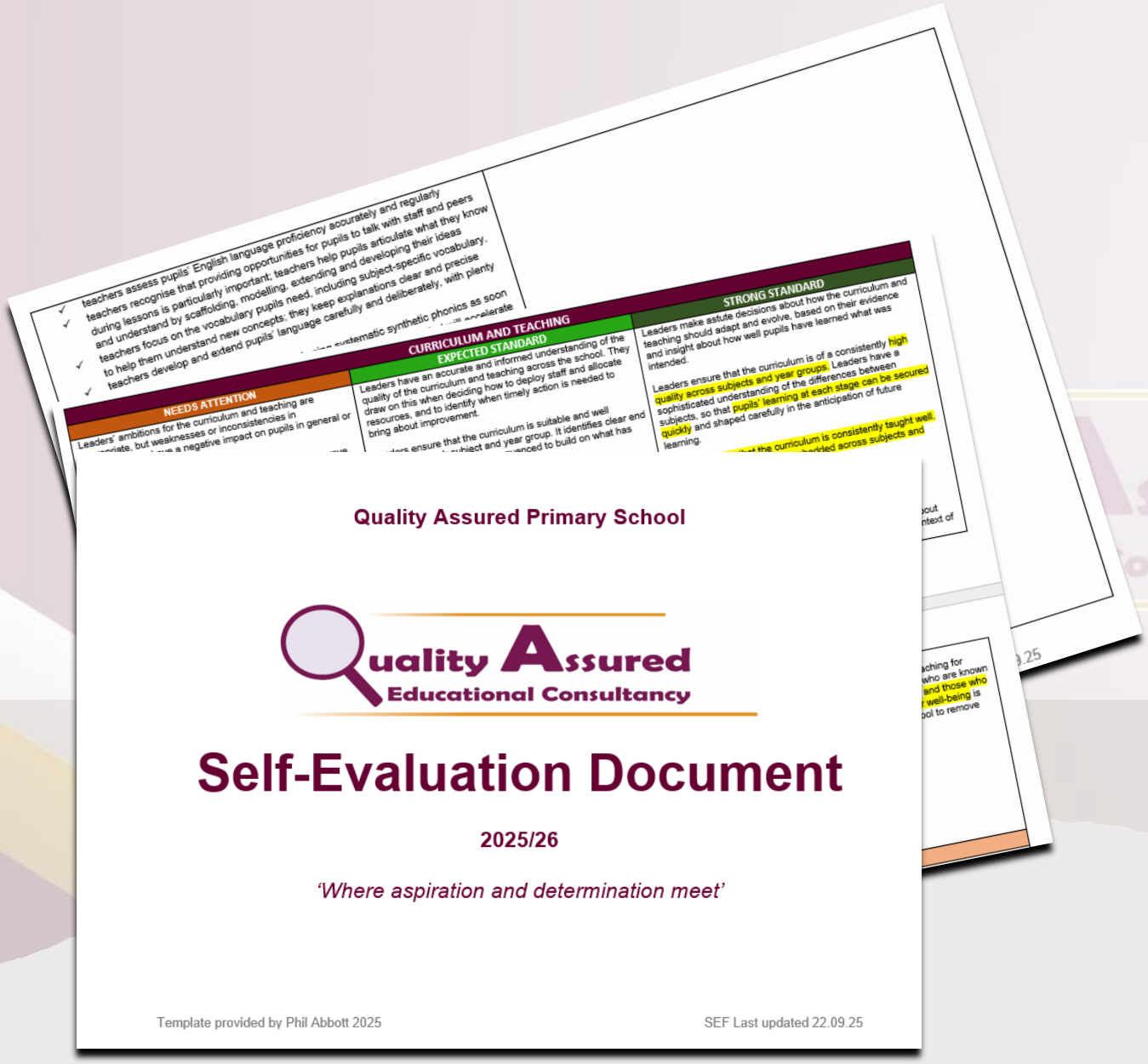
Sample SEF template for the Renewed Framework



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Sample SEF template for the Renewed Framework

Quality Assured Primary School

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Self-Evaluation Document

2025/26

'Where aspiration and determination meet'

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

CURRICULUM AND TEACHING		
NEEDS ATTENTION	EXPECTED STANDARD	STRONG STANDARD
Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. Leaders have only recently started to take action to improve the curriculum and teaching. 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 appropriate adaptations to teaching for 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, but these adaptations are not well matched to pupils' needs	Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

	Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	The school's approach to the curriculum and teaching for 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 is implemented consistently well across the school to remove barriers to achievement for these pupils
EVALUATION OF EVIDENCE		

✓ teachers assess pupils' English language proficiency accurately and regularly ✓ teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas ✓ teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise ✓ teachers develop and extend pupils' language carefully and deliberately, with plenty of repetition teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English	
SCHOOL AND SUBJECT CURRICULUM	
✓ the curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively ✓ time is available within the curriculum for revisiting content and dealing with gaps in knowledge and skills ✓ the curriculum has subject-specific rigour, so that pupils gain disciplinary knowledge and can answer subject-specific questions ✓ leaders and teachers have a sophisticated understanding of the differences between subjects; this informs teachers' choices and helps leaders precisely evaluate quality and take targeted actions for improvement decisions about the curriculum are refined over time, based on evidence and insight from within and beyond the school	
TEACHING	
✓ the school's approach to teaching is based on an evidence-informed understanding of effective teaching and how pupils learn ✓ teachers have expert knowledge of the subjects that they teach and, if they have gaps in their knowledge, they are supported so that ineffective teaching does not disadvantage pupils ✓ teachers have a strong, shared understanding of the school's curriculum and its approach to teaching and assessment ✓ teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these ✓ teaching resources and materials given to pupils enable them to achieve the aims of the curriculum ✓ teachers teach the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory	

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SEF Last updated 22.09.25

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Self-evaluating Personal Development and Well-being

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework, particularly relating to Personal Development and Well-being
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Pupil voice

Stakeholder voice (ie parents, agencies, staff etc

Data analysis

Lesson/school environment observations

Approaches to quality assuring PD and well-being

External validation

Case sampling

Well-being indicators

Governor monitoring visits

Impact of safeguarding

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Strategic Leadership of personal development and well-being

In gathering evidence about the strategic leadership of personal development and well-being, inspectors consider the extent to which:

- ✓ leaders ensure that the personal development programme (which includes taught content and wider opportunities and experiences) is broad, coherently planned and suitable for the school's context, and that the programme and the school's wider work reinforce one another
- ✓ leaders ensure that staff have the knowledge and skills they need to teach the content of the personal development programme, and this content is planned, taught and assessed in line with the best available evidence

Reflective questions

- ✓ Which PSHE schemes/programmes do you use as the basis of your taught curriculum? Why did you pick these in particular?
- ✓ **In what ways are you augmenting this curriculum to ensure it is suitable for the school's context? Is this working? How do you know?**
- ✓ How do leaders ensure that augmenting PD experiences are deliberately and routinely planned and experienced?
- ✓ How often is PSHE taught? How do you ensure this occurs consistently?
- ✓ What support is available to staff to help them deliver the PD programme effectively? Can you cite specific CPD and the impact that this has had?
- ✓ How do you use data to ensure that your PD programme reaches and impacts all pupils, irrespective of their barriers to learning?
- ✓ How do you use data to take a statistical view of the impact of your PD programme?

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The personal development programme (1)

- ✓ the personal development curriculum meets statutory requirements
- ✓ the curriculum and wider opportunities prepare pupils for life beyond school
- ✓ pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people's faiths, feelings and values
- ✓ pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning and being willing to reflect on their experiences
- ✓ pupils' talents and interests are nurtured, developed and extended through a range of opportunities
- ✓ pupils are willing to participate in – and respond to – artistic, musical, sporting and cultural opportunities

Reflective questions

- ✓ How have you assured yourself that your PD curriculum meets the statutory requirements? Curriculum scope? Coverage? Frequency of lessons etc
- ✓ How do wider opportunities contribute to skills that pupils could use in life beyond school? How do you decide which opportunities to provide? Any charity work, for example?
- ✓ How and when do pupils have the opportunity to reflect on their own, and others' beliefs? Is this purely through the RE curriculum, or elsewhere?
- ✓ **How do you create an environment where discussion and interest in identity, religion and individuality is encouraged and explored?**
- ✓ How do you ensure that your wider PD offer extends the talents and interests of all pupils? How do you select clubs? How do you ensure that pupils from all groups access these opportunities equitably?
- ✓ What is the range of clubs and wider opportunities that you offer? How do you ensure they span a range of different areas?
- ✓ What role do pupils play in suggesting and selecting clubs to participate in?
- ✓ What links do you have with clubs and organisations outside school where pupils can further their interests?

Ofsted Inspection Toolkit 2025, p.47-48

The personal development programme (2)

✓ pupils develop their ability to recognise the difference between right and wrong, including:

– understanding the consequences of their behaviour and actions, and readily applying this understanding in their own lives

– recognising legal boundaries and respecting the civil and criminal law of England

– offering reasoned views about moral and ethical issues

Reflective questions

- ✓ How is your PSHE curriculum designed to develop the concept of right or wrong? Do other curriculum areas complement this? If so, how, when and where?
- ✓ How do policies around behaviour help pupils to understand the difference between right and wrong?
- ✓ How do policies allow pupils to reflect on the choices they make, especially where they have made poor decisions?
- ✓ How do you support pupils who need extra help to develop their understanding of consequences?
- ✓ When do pupils learn about the law within your curriculum? Are there deliberately planned opportunities each year beyond this to explore the law? Can they explain the difference between rules and laws? Do they have an understanding of the different legal consequences, depending on type or severity of offence?
- ✓ When do pupils have the opportunity to discuss and debate their views? How do you help them to listen and share effectively and respectfully?
- ✓ **Other than in the PSHE curriculum, when do you create opportunities to discuss moral and ethical issues? Assembly? RE lessons? Debating club? School Council etc?**

Ofsted Inspection Toolkit 2025, p.47-48

The personal development programme (3)

- ✓ pupils learn how to manage their own emotions and resolve conflict with others
- ✓ pupils are given meaningful opportunities to:

– prepare effectively for adulthood and life in modern Britain
– acquire the knowledge they need to achieve and thrive in later life
– develop their understanding of the protected characteristics and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs
– learn how to be responsible, respectful, active citizens who contribute positively to society

Reflective questions

- ✓ How does the PSHE curriculum, and other wider approaches help pupils to resolve conflict? How do you provide pupils with the language of conflict resolution?
- ✓ What support is available for those pupils who struggle to manage their emotions?
- ✓ How and when do pupils encounter FBVs, either formally or as part of your provision? How well can they articulate their understanding of each? How do you know/check?
- ✓ **Do pupils understand that PCs are such, that they are protected by law?**
- ✓ **How and when do pupils encounter PCs, either formally or as part of your provision? How well can they articulate their understanding of each? How do you know/check?**
- ✓ How do your curriculum and wider approaches help pupils to be active citizens? What roles and responsibilities do they take on in school?
- ✓ How well do pupils articulate the meaning of 'respect'? Can they talk with confidence about how they contribute to a respectful environment?

Ofsted Inspection Toolkit 2025, p.47-48

The personal development programme (4)

- ✓ pupils are taught to recognise online and offline risks to their well-being, such as the dangers of sharing personal information and the impact of viewing harmful content online, and risks related to criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism; they are made aware of the support available
- ✓ pupils know how to keep themselves safe and healthy, including how to look after their mental health and how to maintain an active lifestyle
- ✓ pupils have an age-appropriate understanding of healthy relationships
- ✓ pupils know how to discuss and debate issues and ideas in a considered way and how to engage with views, beliefs and opinions that differ from their own

Reflective questions

- ✓ Where do pupils learn about online and offline risks? PSHE? Computing? Assembly? Visitors?
- ✓ How well can they explain online risks and how they could avoid these?
- ✓ Do pupils know how to report concerns about online risks? How comfortable are they at doing this? How do you know?
- ✓ **Where and when do pupils learn to keep physically and mentally healthy? Does this happen in lessons? Does this happen in the wider school provision?**
- ✓ How well do pupils articulate how to keep healthy? How do you know? How does the PSHE curriculum develop this concept from Early Year and beyond?
- ✓ How do you teach healthy relationships? How have you decided on the content of your curriculum? What information is shared with parents?
- ✓ *When do pupils have the opportunity to discuss and debate their views? How do you help them to listen and share effectively and respectfully?*

Ofsted Inspection Toolkit 2025, p.47-48

Careers Education

- ✓ leaders ensure that all secondary-age pupils are well prepared and supported to progress in education, employment or training, including continuing in education or training until at least their 18th birthday
- ✓ where relevant, there is an appropriate careers programme that meets the Gatsby Benchmarks and includes impartial advice and guidance from a qualified careers adviser, opportunities for workplace experiences, and engagement with employers, colleges, training providers and universities
- ✓ secondary-age pupils have an appropriate understanding of relevant trends in local and national employment and the implications of the choices they make in relation to these
- ✓ pupils with SEND develop independence, contribute to their community, make positive friendships and are supported to be as healthy as possible

Reflective questions

- ✓ What is your careers offer? Is there a specific programme that pupils follow?
- ✓ **With whom do you form partnerships in order to provide effective careers support? How do you know if it is appropriately informative and ambitious?**
- ✓ Can you clearly articulate how your careers programme meets the Gatsby Benchmarks?
- ✓ What do pupils say about the quality and impact of the careers advice they receive?
- ✓ How do NEET figures compare to national statistics?
- ✓ How do you ensure that pupils with SEND develop independence, friendships and maintain good health? How do you ensure that you prepare them as well as possible for life beyond school?

Ofsted Inspection Toolkit 2025, p.48

Pastoral Support

- ✓ leaders and staff know their pupils and are vigilant in identifying individuals or groups who need additional pastoral support
- ✓ pastoral support is well matched to pupils' needs and targeted at those who may need extra guidance or care, or support for their emotional health or well-being; it deals with immediate issues and any underlying issues, in order to prevent problems recurring
- ✓ effective relationships with parents, local authorities and other external agencies are drawn on to strengthen pastoral support
- ✓ pupils understand what support is available and access pastoral care when they need it; leaders listen to, and take account of, pupils' views about their needs
- ✓ record-keeping, day-to-day processes and data analysis ensure that pastoral support is effective

Reflective questions

- ✓ **Can you summarise the range of initiatives and approaches that support pupils' pastoral needs? Which of these are proactive and which are reactive (a mix is fine!)**
- ✓ How do you identify pupils who may need this support? How capable are pupils at identifying themselves as needing such support?
- ✓ How do you determine what pastoral support to provide individuals? Who is involved in the decision-making? How and when are plans made and reviewed?
- ✓ How do you ensure that relationships with parents, the LA and other external agencies are strong when considering Pastoral Support? What does this look like in reality?
- ✓ How positive are pupils about the support that they receive? What difference has it made to them? Does everyone feel the same? What happens when pupils don't believe their support is effective?
- ✓ How do you collect pupil views on Pastoral Support? What do these views tell you? How have you used this information to make additional changes?
- ✓ How do you record case load? How do you use data to respond to trends? How does this improve your Pastoral Support as a result?

Ofsted Inspection Toolkit 2025, p.48

Inclusive Personal Development (1)

- ✓ pupils feel welcome, valued and respected and that they belong within the school community
- ✓ all pupils, especially 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, such as young carers, benefit from high-quality personal development opportunities
- ✓ all pupils have equal access to and participate in interesting and relevant extra-curricular activities
- ✓ all pupils benefit from high-quality careers education opportunities, where relevant, including the groups of pupils listed above
- ✓ pupils understand, appreciate and respect differences in the world and its people; they celebrate what we have in common across cultural, religious, ethnic and socioeconomic communities

Reflective questions

- ✓ How do you ensure that the most vulnerable pupils feel welcome, valued and respected? How is this different to other pupils?
- ✓ How do you identify those pupils who may need additional support for their personal development?
- ✓ **How do you ensure that access to, and uptake of, PD opportunities (inc clubs etc) is equal for the mist vulnerable pupils? Can you quantify this?**
- ✓ Are there any specific groups or clubs in place for pupils who you deem to be particularly vulnerable? What are they and how do they work? What is the perceived impact of these opportunities?
- ✓ How is careers advice tailored for those pupils who have the biggest barriers to learning? Does ambition have a ceiling? How do you ensure not?
- ✓ How do you help vulnerable pupils integrate into the life of the school? How do you help them to share and celebrate those who are different to them? Do you run specific groups or clubs for this sort of approach?

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Ofsted Inspection Toolkit 2025, p.49

Inclusive Personal Development (2)

- ✓ pupils respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, unlawful discrimination, harassment or victimisation
- ✓ pupils have the opportunity to develop a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socioeconomic backgrounds
- ✓ reasonable adjustments or adaptations to the personal development curriculum or teaching for pupils are well targeted, effective in reducing barriers to their learning and/or well-being and focused on pupils' long-term success rather than short-term fixes; leaders consider the possible downsides of any adaptations and mitigate these
- ✓ pupils who attend alternative provision continue to receive a suitable personal development and relationships and health education (RHE)/relationships and sex education, health education (RSHE) programme

Reflective questions

- ✓ How do you ensure that all pupils, including the most vulnerable, respect the PCs?
- ✓ How do you ensure that vulnerable pupils are not subject to, or complicit in discrimination, harassment or victimisation? How do you measure the success of this?
- ✓ How do you ensure that vulnerable pupils adequately gain a range of social skills? Is this part of the core offer, or are there additional pieces of work available for these pupils?
- ✓ **How do you routinely adapt PSHE, RE and RSE lessons so that barriers to learning do not hinder the important messages you want pupils to learn? How typical/consistent is this across the school?**
- ✓ What support programmes are in place for vulnerable pupils to allow them to develop life skills over time?
- ✓ How do you ensure that pupils attending AP receive adequate PSHE and RSE education? Who checks this?

Ofsted Inspection Toolkit 2025, p.49

Grading personal development and well-being

Needs attention	Expected standard	Strong standard
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.	**Personal development and well-being meet the 'expected standard' when all the following apply:** 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. The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge. 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. 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.	**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. 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

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Needs attention	Expected standard	Strong standard
	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.	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.

Ofsted Inspection Toolkit 2025, p.51

Takeaways

When you reflect on the past few slides, what are the main implications for you moving forward? Where do you feel you need to secure further evidence to have the assurances you need? Do you have any questions at this point?

Write your answers in the chat.

And finally…

Please follow this QR code link to the session feedback survey. If you would like to follow up anything discussed today, please feel most welcome to email me at **phil@qualityassurededucation.co.uk**

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