

Extracts from Framework for Inspection 2012

Behaviour and safety of pupils at the school

When evaluating the behaviour and safety of pupils at the school, inspectors consider:

- pupils' attitudes to learning and conduct in lessons and around the school
- pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- pupils' ability to assess and manage risk appropriately and to keep themselves safe
- pupils' attendance and punctuality at school and in lessons
- how well the school ensures the systematic and consistent management of behaviour.

Quality of teaching in the school (extract)

When evaluating the quality of teaching in the school, inspectors consider:

- the extent to which teachers enthuse, engage and motivate pupils to learn and foster their curiosity and enthusiasm for learning
- the extent to which teachers enable pupils to develop the skills to learn for themselves, where appropriate, including setting appropriate homework to develop their understanding.

Extracts from Evaluation Schedule for the Inspection of Maintained Schools and Academies

Behaviour and Safety Outstanding (1)	<p>Parents, carers, staff and pupils are highly positive about behaviour and safety. Pupils make an exceptional contribution to a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving at school and lessons. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. They are very calm, orderly and considerate when moving around the school. There are excellent improvements in behaviour over time for any individuals or groups with particular behavioural difficulties. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring. The school has an active and highly effective approach to identifying and tackling bullying. All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. It is likely that attendance will be above average for all groups of pupils or will show sustained and convincing improvement over time.¹</p>
Teaching and learning Outstanding (extract)	<p>Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.</p>
Quality of Leadership and Management Outstanding (extract)	<p>The school's curriculum: provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development. The school has highly successful strategies for engaging with parents and carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult.</p>

¹ For special schools and pupil referral units, attendance is likely to be at least 90%. This applies in all settings apart from those where the vast majority of pupils have a diagnosed medical condition that prevents them from accessing full-time education.

Extracts from Promoting and evaluating pupils' spiritual, moral, social and cultural development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.