Self Evaluation Toolkit for PSHE Education

<mark>2010</mark> <mark style="background:green">2012</mark>

Number	Key Area	Focusing	Developing	Established	Advanced
Leadership 1.a	The school vision for PSHE	§There is no collective or written agreement or understanding about PSHE.	§There is a statement which identifies the potential for a whole school approach to PSHE.	§There is a well written vision statement which clearly articulates whole school approach to PSHE in the context of the ECM Outcomes shared by the school community. §It is included in public documents available to parents and includes reference to SRE, Drugs education and if appropriate SEAL	§There is an innovative vision statement for PSHE reflected in the school aims. It recognises the potential impact of PSHE on pupils, parents, staff and the community as set out in National Healthy Schools Programme. §Pupils understand the vision and have input into what they want to learn and would like to do.
1.b	Leadership by Headteacher	§The headteacher has only a limited understanding of PSHE. §Support from SMT and the § §governors is limited.	§The headteacher understands the importance and value of PSHE and its potential impact on the school. §Headteacher has active support from the governors.	§The headteacher has a thorough understanding of PSHE and the need to involve all stakeholders in the community. §Governors are actively involved in events. §The school is committed achieving healthy school status.	§The headteacher is pro-active in supporting the leadership group involving all stakeholders and has high expectations for the impact of PSHE on school improvement and the ECM Outcomes.
1.c	Curriculum provision	§Minimal consideration has been given to ensuring that all required elements of PSHE are adequately provided for. §Lack of understanding of minimum requirements	§Key elements of SRE, Drugs education, CEG and Citizenship are provided for within curriculum Planning. §Over reliance on 'focus' or 'drop-down' days for addressing some of these key issues. §Misunderstanding that SEAL covers all PSHE needs.	§Adequate discrete timetable time is provided for PSHE. §Opportunities to link to PSHE learning across subjects within the curriculum are positively encouraged. §Use of outside agencies to support PSHE learning is planned for within the curriculum.	§A whole school approach to PSHE provision is evident. §Adequate discrete curriculum time is supplemented with cross curricular and whole school learning opportunities. §Varied and active learning approaches that engage with pupils / students are evident on most occasions. §Use of visitors, visits and links to external agencies are key features of the planned curriculum.
1.d	PSHE policy statement	§There is no policy statement.	§There is an up to date policy containing a statement which reflects the school's work on PSHE including SRE, Drugs education, CEG, SEAL etc.	§There is a coherent policy statement which reflects the school's work, matched to the strategic plan.	§There is a detailed and coherent policy statement reflected in current work, matched to the development plan and school aims. It is reviewed and updated regularly by all relevant stakeholders, including a committee of pupils.

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1.e	PSHE development planning	§PSHE is not included in the School Improvement / Development Plan or reviewed in the school SEF.	§There is an up to date plan for PSHE with achievable targets. Funding has been allocated to the development of the subject.	§There is a long term whole school strategic plan supported by a curriculum plan with short term targets, costed and funding allocated. §The plan includes specific reference, where appropriate, to SEAL and NHSP and the ECM Outcomes.	§There is a detailed PSHE plan which shows short and long term targets, costings and commitment to develop PSHE across the school curriculum, the culture of the school and impacting the wider local community that the school belongs to.
1.f	Co- ordination of PSHE	§There is no co-ordinator or if in post, has few skills, lacks knowledge and understanding, and makes minimal impact.	§The PSHE coordinator has received some training, has developed a core of §provision, and is supporting the individuals teaching PSHE	§There is an experienced and skilled co-ordinator with good subject knowledge who leads a whole school approach building on the developments of preceding key stages	§The PSHE co-ordinator is highly skilled and trained, able to motivate staff, has the support of the head and all teachers and to involve the community as well as championing PSHE across the school.
1.g	Key decision making	§The headteacher responds to initiatives, for example SEAL.	§The PSHE coordinator discusses PSHE with the leadership team.	§PSHE are regularly discussed at staff and at governor curriculum group meetings and pupil needs and views are taken into account.	§There is a pro-active group for PSHE which includes a democratically elected group of pupils, meeting regularly and driving PSHE forward. It should also involve parents, members of the community and governors.

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Resources and their management 2.a	PSHE resources	§There are a few PSHE resources. §What is available is out of date.	§Though there are sufficient resources to meet minimum standards and entitlement, the school has identified gaps in resource provision. §Funding is available to meet these needs.	§There is a wide range of resources available to teachers and pupils. Pupils are able to access and choose resources themselves. §Effective use is made of ICT to access resources.	§There is a wide range of quality resources including web based materials. resources have been created by pupils and all resources are matched to needs and challenge / support inclusion, race and diversity.
2.b	Deployment and equality of access to resources	§There is no clear deployment. For example, distribution of resources might be dependent upon the PSHE co ordinator.	§There is a nucleus of appropriate resources augmented by material in a range of subjects and the school library.	§All teachers have access to a wide range of resources §including CD-roms and videos and children's literature. All pupils have access to resources to support their learning. §There is a good resource to support core PSHE teaching and learning.	§All pupils have opportunities to use their community as a resource and have access to visits, visitor activities, web based resources, appropriate to their curriculum and their needs. §There is a good resource to support PSHE teaching and learning throughout the school.
2.c	Use of PSHE resources	§There is an over-reliance on photocopied resources.	§Resources are used to support the teaching of PSHE but lack focus and challenge.	§Resources are matched to the contents of the lesson and a mixture of teaching and learning approaches are used	§Resources are selected to support a wide range of teaching and learning approaches and to reflect diversity and inclusion. §There is a planned programme for the review and replacement and purchase of resources.
2.d	Selection of resources	§There are no criteria for the selection of PSHE resources.	§Resources are selected to meet the needs of individual topics within PSHE framework but are un-coordinated.	§There are clear criteria for the selection of resources to support teaching and learning throughout the school. §Resources are regularly reviewed, revised and updated by the PSHE co-ordinator.	§Teachers and pupils at all levels regularly review and assess the value of the resources that they and their teachers use. §Pupils and teachers also discuss what other resources would be helpful.

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Teaching & Learning 3.a	PSHE in the curriculum	§PSHE is fragmentary. §The link between the ECM Outcomes has not been grasped. §There is no scheme of work or it lacks detail and progression and sufficient reference to SRE, Drugs, tobacco and alcohol.	§There is a tangible core of learning activities for PSHE. §There is a scheme of work that includes the QCA schemes of work or the school's own plans for PSHE. §It ensures progression across the school.	§There are detailed lesson plans for class teachers including SRE and Drugs and effective use of the Qualifications and §Curriculum Authority (QCA) units of work for PSHE and where appropriate linked to SEAL is made	§PSHE lessons are very well planned. §All classroom teachers are aware of the links to the ECM Outcomes. §Schemes of work are regularly reviewed and developed. §Participation is planned for, monitored and reviewed by staff and pupils.
3.b	Lesson planning	§Lesson plans have unclear learning objectives and are over reliant on commercial resources which meet the needs of pupils.	§Most plans have clearly focused learning objectives. Teachers make selective use of commercial lesson plans, schemes of work and resources.	§Most plans identify a small number of key learning objectives. §Resources are selected which support the learning objectives. §Opportunities for reflection on learning are provided.	§All plans have clear teaching objectives and learning outcomes. §An effective balance of commercial and teacher resources is used to meet objectives.
3.c	Teaching and Learning	§Teachers are uncertain of the purpose of the lesson, and employ a narrow range of teaching styles. §Most pupils do not make progress in learning	§Lessons have good features, but teachers have insufficiently high expectations of the range and depth of work expected. §Most pupils make some progress.	§Teachers use a wide range of teaching and learning approaches to deliver PSHE with high levels of interaction for pupils. §Most pupils make good progress.	§Teaching and learning approaches are matched to the lesson content, acknowledge preferred learning styles and encourage participation by all pupils. §Most pupils make very good progress.
3.d	Assessment	§Teachers assess pupil's progress or achievement in an arbitrary way, and this is not reported to parents/carers. §There is no overall policy and teachers do not understand the importance of assessment in PSHE	§Assessment lacks rigour. §There is no mechanism for drawing on these assessments to show progress over time. §There is no comment about PSHE in annual reports.	§There is a whole school approach to assessing and recording progress in PSHE used by all teachers. §Some account is made of this in planning future work. §Teachers understand the difference between assessment for learning and assessment of learning. § Pupils are involved in how they think they have done. §Progress is reported fully to parents and commented on in annual reports.	§Assessment involves pupils in the process fully and identifies and celebrates their achievements. §Pupils comment on both their progress and on ways this could be improved. §Assessment identifies further needs and priorities for planning future work. §Reports to parents clearly show how pupils have made progress towards the end of the key stage statements.

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3.e	Information and Communication Technology (ICT)	§There is no evidence of the use of ICT in PSHE lessons.	§Some teachers plan for ICT work in PSHE and there is evidence of basic ICT work in displays. §Some teachers make use of the interactive white board.	§All teachers use a range of ICT activities and resources to support teaching and learning. §Displays reflect a range of ICT uses. §Most teachers make good use of the interactive white board.	§All teachers make imaginative use of ICT. §Many teachers make excellent use of the interactive white boards. §Pupils use ICT independently to support their own work in PSHE. §Displays show innovative use of ICT in PSHE. §ICT is written into the whole school plan for PSHE
3.f	Pupil participation	§There are few opportunities for pupils to participate beyond lessons.	§Some teachers have provided opportunities for participation beyond the classroom.	§There is a school policy that enables pupil participation across and beyond the school such as a school council. §Pupils are occasionally able to participate in projects in the community.	§Pupils and teachers work together with other adults. §They take responsibility for activities in the school and community. §There is a democratically elected group of pupils that has input into PSHE policy in school. §There is some form through which the whole schools can have input into school development policy.

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Staff Development 4.a	Audit of staff skills and expertise	§No structured audit has taken place. §No-one knows of skills teachers may have for teaching aspects of PSHE.	§An audit has taken place which has identified gaps in provision and areas for whole school development. Some teachers have received training as a consequence.	§An audit of skills has taken place and teachers with particular strengths are able to share their expertise with other PSHE teachers.	§Audits are used on a regular basis to identify individual and whole school and staff development needs and to ensure that pupils' entitlement are met
4.b	Knowledge and Understanding about PSHE	§In many lessons the quality of teaching is affected by the teacher's insecure knowledge and understanding of PSHE. §Some training has taken place.	§Most teachers have sound knowledge and understanding of PSHE. §Training is available for teachers to improve this. §Co-ordinator leads as the only specialist.	§Class teachers have good knowledge and understanding of PSHE and use it effectively in their teaching. §Training is provided to meet teacher needs. §The school takes advantage of local authority support.	§There is training for staff to show how they can constructively support PSHE especially at transition to KS3. §Training may be joint with secondary phase.
4.c	Continuing Professional Development (CPD)	§Few if any teachers have participated in PSHE CPD.	§The school makes use of LA and other providers and external courses for identified staff. §The co-ordinator is familiar with the wide range of CPD opportunities and what makes effective PSHE CPD including web based support eg Teachernet and the PSHE CPD certificate. §PSHE is included in the school CPD programme.	§The Co-ordinator for PSHE uses the Self Evaluation Tool to identify CPD needs. §PSHE CPD is an integral feature of the school improvement plan and strategic plan for PSHE. §There is an opportunity for those who have taken part in training to feed back to staff and use the learning to improve teaching and learning.	§All staff have access to PSHE CPD through a school supported continuing professional development plan linked to performance management. §There is induction for all new staff and opportunity for participation in the PSHE certification for the co-ordinator. §The school acknowledges the role of subject associations, network meetings and advisory groups for PSHE. §There is evidence that CPD has made an impact on the PSHE provision, especially teaching and learning.

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Monitoring & Evaluation 5.a	Monitoring and Evaluating PSHE and Citizenship	§There is no formal monitoring process.	§The co-ordinator monitors class teachers and NQTs as and when need arises. §This may include lesson observations and scrutiny of planning.	§There is regular and planned monitoring of PSHE provision across the whole school, including lesson observation, scrutiny of work and planning.	§Teachers regularly observe each other. §Pupils are highly involved in the monitoring and evaluation process, identifying issues for development and change. §Reports are made to governors and parents.
5.b	Review	§There is no review of PSHE.	§The co-ordinator monitors but this is rarely discussed in a wider forum. §Co-ordinator reports to leadership team.	§PSHE is regularly discussed at staff meetings and issues are identified for future development. §PSHE is reviewed annually by key staff and an action plan produced by the PSHE co-ordinator in the context of the ECM Outcomes required by Ofsted self evaluation form (SEF).	§PSHE is discussed by pupils and staff at school council meetings and at governing body meetings. §The review involves parents and members of the school community and plans are shared.
5.c	Achievement	§Pupils do not know what is expected of them in PSHE.	§Pupils know what is expected of them but teachers' expectations are low and no account is taken of activities pupils may be involved in beyond school.	§Pupil are clear about expectations in PSHE. §Achievement in PSHE across and beyond school is recognised and celebrated by the school. §Credit is given for active participation in school and community life. §Pupils identify and reflect on progress of targets for PSHE.	§Pupils achieve well and make very good progress. They set their own targets and direct their efforts in areas of need. §Very high attainment is displayed. All pupils have their achievements recognised and certified. §The school ensures that at transition secondary schools are aware of pupil achievement.
5.d	National Healthy Schools Programme	§School has not registered with NHSP.	§The school has plans for NHSP and has discussed this at Senior Management Team. §A plan for developing NHSP is evolving. §Contact with the local NHSP co-ordinator has been made.	§NHSP is developing at the school and is a feature of the School Improvement Plan or School Development Plan. §All teachers acknowledge how NHSP can contribute to pupil progress and achievement.	§NHSS has been achieved and is being maintained. §Pupils and staff and community members are fully aware of the impact of NHSP on the school and its community. §They have a strategic vision of how NHSP should inform the school development plan in coming years.

Development Plan for PSHE Education

Objectives	Actions	Who	When by	Success criteria
Leadership				
Resources and their management				
Teaching & Learning				
Staff Development				
Monitoring & Evaluation				