

Whole-School Approach links to Ofsted May 2019 Framework

Whole-School Approach Principle	Quotes from the Ofsted Framework
<p>Leadership and management that supports and champions efforts to promote emotional health and wellbeing</p>	<p>Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:</p> <ul style="list-style-type: none"> • leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.
<p>Curriculum, teaching and learning to promote resilience and support social and emotional learning</p>	<p>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:</p> <ul style="list-style-type: none"> • the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. • the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
<p>Enabling student voice to influence decisions</p>	<p>In order to establish and maintain a positive working relationship, we expect providers to:</p> <ul style="list-style-type: none"> • provide evidence – or access to evidence – that will enable the inspector to report honestly, fairly and reliably about their provision. This includes the opportunity for inspectors to meet with learners.



<p>Staff development to support their own wellbeing and that of students</p>	<p>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:</p> <ul style="list-style-type: none"> • leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time. <p>Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:</p> <ul style="list-style-type: none"> • leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload • leaders protect their staff from bullying and harassment.
<p>Identifying need and monitoring impact of interventions</p>	<p>Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:</p> <ul style="list-style-type: none"> • the provider has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> ○ identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation ○ help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help. <p>Inspectors will make a judgement on the quality of education by evaluating the extent to which:</p> <ul style="list-style-type: none"> • leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
<p>Working with parents/carers</p>	<p>Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:</p> <ul style="list-style-type: none"> • leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.



<p>Targeted support and appropriate referral</p>	<p>Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:</p> <ul style="list-style-type: none"> • the provider has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> ○ identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation ○ help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help. <p>Inspectors will make a judgement on the quality of education by evaluating the extent to which:</p> <ul style="list-style-type: none"> • leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
<p>An ethos and environment that promotes respect and values diversity</p>	<p>Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:</p> <ul style="list-style-type: none"> • relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. <p>Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:</p> <ul style="list-style-type: none"> • the provider prepares learners for life in modern Britain by: <ul style="list-style-type: none"> ○ equipping them to be responsible, respectful, active citizens who contribute positively to society ○ developing their understanding and appreciation of diversity.

Whole-School Approach Principles taken from the Public Health England (2015) paper [“Promoting children and young people’s emotional health and wellbeing; A whole school and college approach”](#).

The [Education inspection framework \(EIF\)](#) sets out Ofsted's inspection principles and the main judgements that inspectors make. It applies from September 2019.

