

Guidance on gathering evidence for Every Child Matters outcomes in section 162A inspections

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Education and training (enjoying and achieving)

A measure of the extent to which pupils enjoy and make good progress in learning, leisure and personal development: are ready for school; attend and enjoy school; achieve good educational standards; and enjoy recreation.

Achieving

Reported in the section on quality of education and linked to curriculum, teaching and assessment

Some sources of evidence:

- pupils' attainment and progress records, including planning for individuals
- lesson observations
- sampling pupils' work and records of achievement
- displays of pupils' work
- teachers' planning and lesson records
- end of term/year reports to parents (and local authorities where appropriate)
- reports to other groups – annual reviews, looked-after children reviews
- discussions with pupils and staff
- external moderation of records and reports
- case studies of individual pupils to show achievement and personal development over time.

Some examples of pupils' outcomes:

- they make good progress in their learning and personal development
- pupils understand what they have done well and what they need to do better
- they achieve the standards expected of them.

Enjoying

Reported in the section on pupils' spiritual, moral, social and cultural development

Some sources of evidence:

- talking to pupils – involvement in extra curricular activity, attendance and punctuality
- quality of work on display – particularly creative

- evidence of participation in curriculum enrichment, for example Visiting speakers coming into school, pupils making educational visits out of school
- parents'/pupils' questionnaires
- informal discussion with parents
- pupils' engagement in lessons – contribution to their own learning
- observations of pupils at school – in lessons, breaks, start/end of day.

Some examples of pupils' outcomes:

- have good attitudes to school, show willingness to participate in activities and be eager to learn
- attend regularly and arrive punctually at school and for lessons
- take interest and pride in their work, are careful with its presentation
- behave well in school and abide by rules
- take the initiative and feel free from intimidation.

Some additional sources of evidence for Early Years Foundation Stage settings:

- observations of interactions between children and between children and adults
- availability and suitability of resources
- records of adults' observations of children, and assessments
- use of Early Years Foundation Stage profiles, where appropriate
- informal discussions with children during sessions
- informal discussions with parents
- planned opportunities for children to gain independence.

Some examples of children's outcomes:

- display confidence and use initiative
- show interest and curiosity in exploring the world around them
- gain independence in selecting activities
- engage in activities with enthusiasm
- ask questions
- become absorbed in activities and sustain concentration.

Contribution to society (making a positive contribution)

Reported in the section on pupils' spiritual, moral, social and cultural development

So that they join in, take responsibility and play a productive part in the community: they engage in decision making; support the community and environment; choose not to offend, re-offend and engage in anti-social behaviour; choose not to bully or discriminate; develop self-confidence and enterprising behaviour.

Some sources of evidence:

- meeting with school council members and pupils who hold posts of responsibility in school
- evidence of fund-raising and enterprise activity, voluntary work
- observations of pupils' sociability and tolerance
- projects to raise awareness of environmental issues, for example recycling
- examine policies, records of incidents and exclusions
- behaviour around school – confidence
- citizenship programme.

Some examples of pupils' outcomes:

- form stable, positive relationships with others
- show social responsibility and refrain from bullying and discrimination
- show tolerance and respect those who are different from themselves.
- express their views at school and participate in decision making, with confidence that their voices will be heard
- take part in and initiate a range of organised activities in school and community organisations
- manage changes in their own lives, such as transition between key stages
- have the knowledge and understanding to become informed citizens.

Some additional sources of evidence for Early Years Foundation Stage settings:

- observations of interactions and use of group sessions to develop self-confidence and to encourage children to make decisions that affect everyone
- planned opportunities for children to take responsibility, for example self-registration, laying tables, giving out snacks, taking messages.

Some examples of children's outcomes:

- understand acceptable/unacceptable behaviour, right and wrong
- show care for their environment, for example by clearing up at the end of sessions, watering plants, feeding pets or putting litter in a bin
- take turns, show patience and listen to others
- develop a sense of belonging and empathy or concern for others
- make choices and decisions about activities and wider issues
- make positive relationships and be aware of the needs of others.

Developing skills that will contribute to their future economic well-being

Reported in the section on pupils' spiritual, moral, social and cultural development

So that they have a good start in life and are able to achieve their full potential and secure employment: that is, develop basic skills, engage in further education, employment or training on leaving school; are ready for employment; live in decent homes and communities; have access to transport and material goods; live in households free from low income.

Some sources of evidence:

- key skills (study and research skills), information and communication technology (ICT), reading, writing, numeracy
- careers advice and guidance
- work placements
- vocational curriculum (work-related learning, employers visiting school)
- social and economic awareness
- mini-enterprise or business enterprise activity
- school council – decision making skills
- communication and interpersonal skills – teamworking
- progression routes to higher education
- independence programmes – learning to shop, budget, bank
- evidence of teamwork in lessons, activities.

Some examples of pupils' outcomes:

- develop the basic skills in literacy, numeracy and ICT
- develop self-confidence and teamworking skills

- become enterprising, able to handle change, take initiative, and calculate risk when making decisions
- become financially literate and gain an understanding of business and the economy
- when they are older, know their career options and acquire the knowledge and skills related to actual workplace situations through work experience and other work related activities
- take up opportunities for education and training after the age of 16.

Some additional sources of evidence for Early Years Foundation Stage settings:

- planning to develop basic skills: personal, social and health education, (PSHE), literacy, numeracy
- methods of preparing children for the next stage of their education
- planned opportunities to play together and make shared decisions.

Some examples of children's outcomes:

- develop self-confidence and self-esteem
- develop the ability to express themselves
- develop a thirst for knowledge and are equipped with the skills to learn
- learn about the world around them and their place in it
- are ready for the next phase of education.

Physical and mental health (being healthy)

Reported in the section on the welfare, health and safety of pupils

So that pupils enjoy good health and healthy lifestyles: they are physically healthy; mentally and emotionally healthy; sexually healthy; have healthy lifestyles; choose not to take illegal drugs.

Some sources of evidence:

- discussion with pupils – diet, feeling safe, exercise, clubs, PSHE lessons
- curriculum: PE, PSHE, circle time, independence programme, intimate care arrangements
- access to facilities for pupils with physical disabilities
- involvement of outside speakers, for example on drugs
- multi-agency links, for example youth offending teams (YOT), Child and Adolescent Mental Health Services (CAMHS), social services

- displays of pupils' work
- discussion with staff, school nurse, counsellors
- newsletters, communication
- healthy schools award
- availability of healthy foods, water
- observation of general hygiene
- observation of relationships – staff/pupils
- observation of break and lunchtime activities, meals and so on
- planned provision for pupils to relax, calm down

Some examples of pupils' outcomes:

- take regular exercise
- adopt healthy lifestyle choices
- understand sexual health risks, and the dangers of smoking and substance abuse
- eat and drink healthily
- recognise signs of personal stress and develop strategies to manage it.

Some additional sources of evidence for Early Years Foundation Stage settings:

- observations of lunchtimes, and the food that children eat at snack times
- curriculum planning to develop children's understanding of healthy lifestyles and opportunities to develop physical skills
- use of imaginative play areas – the shop, the café, the doctor's surgery
- resources/space for play, especially outdoors, with an appropriate level of physical challenge
- support from/liaison with outside professionals
- links with parents
- education about the importance of basic hygiene.

Some examples of **childrens' outcomes:**

- management of personal hygiene – hand washing, toilet, nose blowing and so on
- enjoyment of/engagement in physical activity
- awareness of own needs – food and drink

- learning to look after health, for example teeth; growing foods and eating them.

Protection from harm and neglect (staying safe)

Reported in the section on the welfare, health and safety of pupils.

A judgement of how pupils' welfare is safeguarded and they know how to stay safe: they are safe from accidental injury and death; safe from maltreatment, neglect and sexual exploitation; safe from bullying and discrimination; safe from crime and anti-social behaviour; safe from exposure to violence.

Some sources of evidence:

- all policies relating to welfare, health and safety regulations in section 3
- policies relating to safeguarding children, child protection procedures and practice
- Criminal Records Bureau checks and other pre-employment checks
- premises checks and general condition of environment
- anti-bullying policy, behaviour and discipline policies
- educational visits policy and records, including risk assessments
- behaviour around school – policies, records of incidents, individual support programmes
- accident book and records of physical restraint
- medicines record
- recording and monitoring of racist and sexist incidents
- pupils' views – questionnaires and discussions with them
- parents' views - questionnaires
- observations around school
- discussions with staff
- PSHE curriculum programme and records.

Some examples of pupils' outcomes:

- adopt safe practices, that is, apply what they have been taught
- refrain from intimidating and anti-social behaviour
- display concern for others and show respect for their views
- feel safe from bullying and discrimination
- feel confident in reporting incidents and getting support if they need it

- understand key risks, for example those posed by some adults, and how to minimise them
- act responsibly in high risk situations, for example in using tools and in physical contact sports.

Some additional sources of evidence for Early Years Foundation Stage settings:

- observations of the environment and equipment
- observations of the levels of supervision at various times of the day
- curriculum planning to develop children's understanding of safety.

Some examples of children's outcomes:

- follow routines
- comply with expectations when moving around space and changing activities
- gain awareness of how to keep safe in day-to-day situations, road safety, use equipment and tools safely.