



Get Ofsted Ready

Personal development framework audit

- Understand what they are now looking for
- Identify strengths, areas of improvement and gaps in provision
- Discover an inspiring future proof solution

What do you need to know about the new framework?

In the 2019 inspection framework for the first time, Ofsted has created a separate section of 'personal development'.

Why? According to Ofsted, this is to acknowledge the importance of "pupils' wider personal development and their opportunities to grow as active, healthy and engaged citizens." In many cases, a change to the Ofsted framework can be a scary thing but this new addition is actually great news for schools. Teachers have always recognised the importance of looking after pupils' broader development and preparing them for life after education and now they will get the recognition they deserve for all of their extra efforts.

Schools are already familiar with Personal Development:

- Spiritual, moral, social and cultural (SMSC) development
- Personal, social, and health education (PSHE) education
- Careers information, education, advice and guidance

Therefore the main challenge for schools will be to quickly and easily provide evidence as inspectors will be looking at the quality and intent of what the school provides.

What are they looking for?

According to the inspections handbook the areas of personal development that Ofsted are particularly looking for include:

- developing responsible, respectful and active citizens
- promoting equality of opportunity
- promoting an inclusive environment
- developing pupils' character, giving them qualities they need to flourish in society
- developing pupils' confidence and resilience so that they can keep themselves mentally healthy
- preparing pupils for the next phase of education

What evidence do schools need to provide?

In terms of evidence, inspectors will be looking for:

- the range, quality and take-up of extracurricular activities
- how the education provided develops pupils' character
- how curriculum subjects contribute to pupils' personal development
- the quality of careers information and guidance



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How can schools pass the Ofsted inspection?

For the personal development section to be judged as good, inspectors will be looking for:

- A curriculum that extends beyond the academic, providing for pupils' broader development
- The curriculum and wider work of the school supports pupils to be confident, resilient and independent
- There is high-quality pastoral support within the school
- Pupils are prepared for life in modern Britain, and understand how to be responsible, active citizens that contribute positively to society
- Effective promotion of equality and diversity within the school
- Students are prepared for future success in education, employment or training

To demonstrate outstanding personal development, schools must:

- Give pupils access to a wide, rich set of experiences in a coherently planned way
- Opportunities for pupils to develop their talents and interests are of exceptional quality, and there is strong take-up by pupils
- In particular, disadvantaged pupils benefit from this support and provision



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Step 1 Evaluate

Due to the pandemic, many things were put on hold including Ofsted inspections. They have now announced their “phased return” and that there have been numerous changes to the Ofsted requirements since the pandemic, which are leaving everyone feeling a little uncertain.

But not to worry, we’ve put together an easy to use self-audit so that you can clearly identify your school’s strengths, areas of improvement and gaps in provision so that you can feel better prepared and confident for this new academic year.

Use our self-audit table below to grade your school’s confidence against Ofsted’s requirements and whether you are able to provide evidence.

Grading System

1 = Outstanding 2 = Good 3 = Requires improvement 4 = Inadequate

Personal Development Framework Audit

Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
241. The curriculum provided by our school extends beyond the academic, technical or vocational. We support pupils to develop in many diverse aspects of life.						
242. We are teaching pupils how to build their confidence and resilience. We are crucial in preparing pupils for their adult lives by teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. We provide students with quality services by directly and drawing on high-quality agencies and providers e.g. the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service etc. Due to the pandemic, we have found alternative approaches to providing a rich range of personal development opportunities.						



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Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
243.Our personal development develops responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.						
243.Our personal development develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.						
243.Our personal development promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.						
243.Our personal development promotes an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.						
243.Our personal development develops pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.						
243.Our personal development develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.						



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Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
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243. Our personal development enables pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.						
243. Our personal development enables pupils to recognise the dangers of inappropriate use of mobile technology and social media.						
243. Our personal development develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra curricular activities.						
243. Our personal development develops pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.						
243. Our personal development supports readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.						
TOTAL						

Spiritual, moral, social, and cultural development

244. Our school's provision for pupils' spiritual, moral, social and cultural education is effective.						
245. Our provision for the spiritual development of pupils includes developing their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.						



Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
245. Our provision for the spiritual development of pupils includes developing their knowledge of, and respect for, different people's faiths, feelings and values.						
245. Our provision for the spiritual development of pupils includes developing their sense of enjoyment and fascination in learning about themselves, others and the world around them.						
245. Our provision for the spiritual development of pupils includes developing their use of imagination and creativity in their learning.						
245. Our provision for the spiritual development of pupils includes developing their willingness to reflect on their experiences.						
246. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.						
246. Provision for the moral development of pupils includes developing their understanding of the consequences of their behaviour and actions.						
246. Provision for the moral development of pupils includes developing their interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.						



Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
247.Provision for the social development of pupils includes developing their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.						
247.Provision for the social development of pupils includes developing their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.						
247.Provision for the social development of pupils includes developing their acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.						
248.Provision for the cultural development of pupils includes developing their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.						
248.Provision for the cultural development of pupils includes developing their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.						
248.Provision for the cultural development of pupils includes developing their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.						



Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
248.Provision for the cultural development of pupils includes developing their knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
248.Provision for the cultural development of pupils includes developing their willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.						
248.Provision for the cultural development of pupils includes developing their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.						
TOTAL						

Relationships, sex and health education

249.Our relationships education is compulsory for all primary school pupils and/or relationships and sex education is compulsory for all secondary school pupils and/or our health education is also compulsory for our state-funded school.						
251.Our school has taught some of the new curriculum, published a policy and consulted parents on this, during the academic year 2020 to 2021.						
TOTAL						



Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
Sources of evidence specific to personal development						
255. We have evidence to evaluate personal development, including the range, quality and take-up of extracurricular activities offered by the school						
255. We have evidence to evaluate personal development, including how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development.						
255. We have evidence to evaluate personal development, including how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature.						
255. We have evidence to evaluate personal development, including how well leaders develop pupils' character through the education that they provide.						
255. We have evidence to evaluate personal development, including where appropriate, the quality of debate and discussions that pupils have.						
255. We have evidence to evaluate personal development, including pupils' understanding of the protected characteristics and how equality and diversity are promoted (for more information, see the guidance 'Inspecting teaching of the protected characteristics in schools').						
TOTAL						



Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
Careers information, education, advice and guidance						
256. Our secondary school provides effective careers information, education, advice and guidance (CIEAG), in line with the statutory 'Careers guidance and access for education and training providers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.						
257. Our school understands and meets the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018.						
257. Our school provides opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships.						
257. Our school has published a policy statement setting out the arrangements the school has in place for pupils to access education and training providers.						
257. Our school ensures that the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options.						
258. Our CIEAG is of good quality and it benefits pupils in choosing and deciding on their next steps.						
258. We provide quality unbiased careers advice and guidance provided to pupils.						
258. We provide a quality implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13.						



Ofsted requirement	How would you rate your school right now?				Can you provide evidence?	
	1	2	3	4	Yes	No
258. We provide good quality, meaningful opportunities for pupils to encounter the world of work.						
258. We use the Gatsby Benchmarks.						
258. We have published information about its CIEAG provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997).						
TOTAL						



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Step 2 Identify any gaps

Congratulations you've now successfully completed your school's personal development self-audit and it's now time to evaluate your results.

If your total overall score is higher than 100 then there are some areas that need improving and these will be any criteria you scored as 3 or higher.

Step 3 Discover a solution

Now that leaves a conundrum, how can your school improve these areas and provide evidence in time for Ofsted?

Meet Yes futures, that's us...

We're on a mission to empower students to unlock their personal potential through one- to-one coaching and personal development programmes that equip students with the essential skills needed to thrive both in the classroom and beyond school.

Our Primary and Secondary programmes are targeted at building self-belief and resilience for students transitioning to secondary through to school leavers as they start to shape their future.

Our multi-award winning charity run by experienced, qualified teachers is here to provide schools with that extra pair of hands to give disadvantaged students and the forgotten middle the one-to-one support that can help them not only achieve but exceed their potential. Seeing measurable success and impact has never been easier.

Together let's nurture and equip students with practical life skills that will help them now and beyond school.



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Our personal development programmes



Finding Futures For Primary Schools



Rising Futures For Secondary Schools

Our year-long programme provides targeted students with personalised support. Through a developmental journey of inspirational coaching sessions and immersive experiences, selected students develop essential skills and are empowered to believe in themselves.



Personalised Coaching

Fully trained Coaches support students to self-reflect and take responsibility for their development, creating aspirational targets and becoming familiar with the goal-setting process.



Play Your Part

A day of community action shows students the benefits of 'giving back', as well as gaining work experience in diverse settings.



World of Work

Students gain a clearer understanding of working life and are inspired to think about their future by visiting a workplace.



Into the Wild

An action packed three-day residential with other schools, which challenges students to step outside their comfort zone.



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Our impact speaks for itself

We collect data from students, teachers, parents and the Yes Futures Coaches to paint a complete picture of students' progression. Schools receive a full Impact Report detailing individual student progression, perfect for your Ofsted inspection.



84%

of students have become more motivated to achieve at school



82%

of students feel more prepared for the future



When I started the programme I didn't face challenges well, I used to get stressed out a lot. Now when I am facing challenges at school I calm myself down and think rationally about them."

Year 9 Student,
The Nobel School



Yes Futures has helped me in countless things; making new friends, building my communication skills and hardly ever giving up. If I had trouble, I could always count on the Coaches. Thank you to all my friends, school and Coaches for helping me get over my fears."

Year 5 Student,
Norbury Primary School



Hi, I'm Sophie and I manage all of our school partnerships. I'd love to talk to you about becoming part of our network of schools.

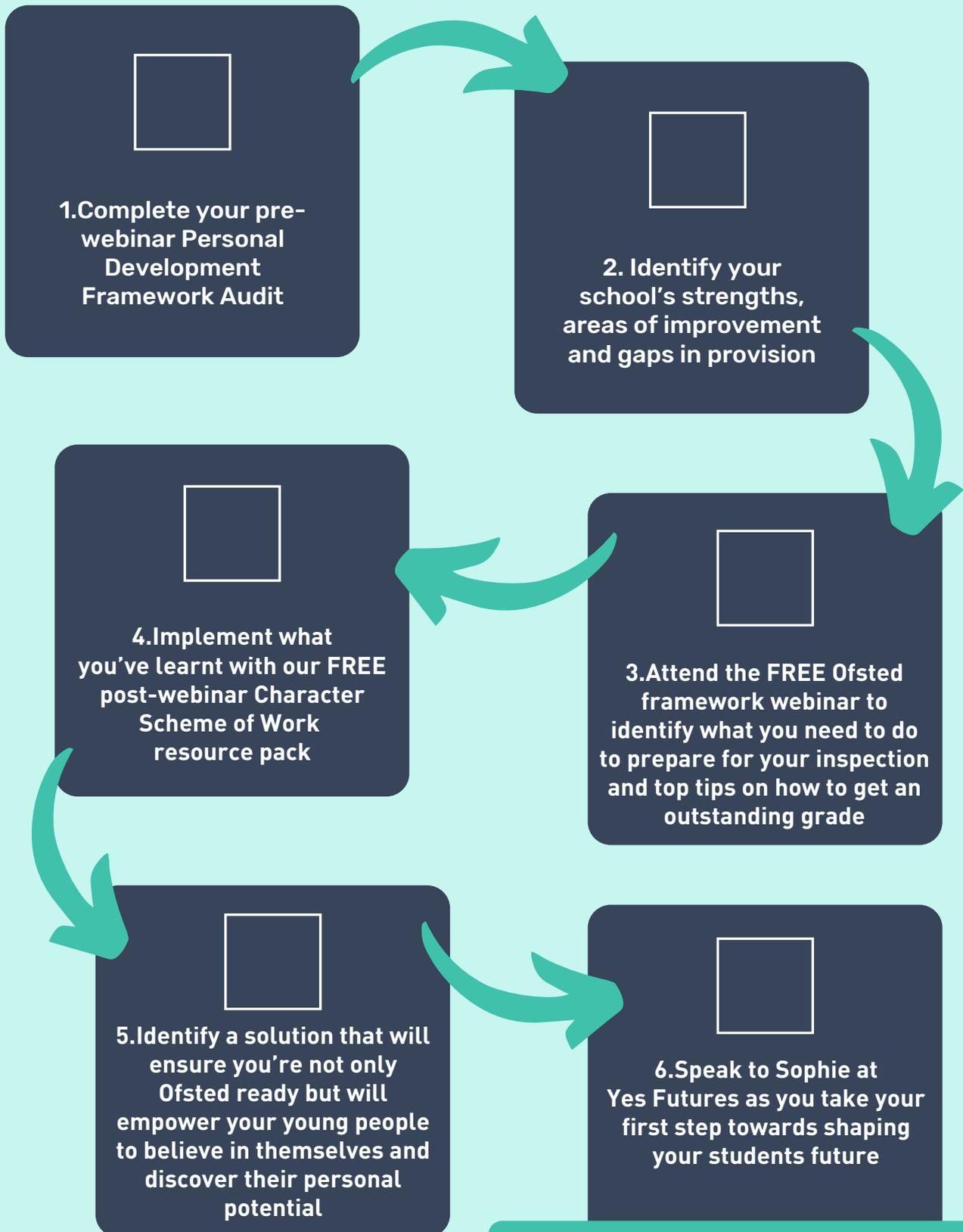
Sophie, Director of Impact

Book a call by visiting
www.yesfutures.org/speak-with-sophie



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