**Personal Development Behaviour & Wefare Link Governors Monitoring form**

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| **Ofsted Criteria** | **How well does school meet this criteria** | **Evidence** |
| Pupils are confident and self-assured. They take pride in their work, their school and their appearance.  |  |  |
| Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.  |  |  |
| Pupils show respect for others’ ideas and views.  |  |  |
| Secondary age pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.  |  |  |
| Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.  |  |  |
| Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.  |  |  |
| Pupils conduct themselves well throughout the day, including at lunchtimes.  |  |  |
| The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.  |  |  |
| Pupils’ good conduct reflects the school’s efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.  |  |  |
| Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.  |  |  |
| Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.  |  |  |
| Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils’ well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.  |  |  |
| The school’s open culture promotes all aspects of pupils’ welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.  |  |  |
| Pupils’ spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.  |  |  |