



How Jigsaw 3-11 can support a successful Estyn inspection

Jigsaw is a comprehensive Scheme of Learning covering Health and Well-being, Personal and Social Education, a lesson-a-week programme with all teaching resources, for 3-11 year-olds. www.jigsawpshe.com. This document sets out how Jigsaw 3-11, the mindful approach to Health and Well-Being (Personal and Social Education) for Primary Schools, can significantly contribute to providing evidence for Estyn inspection criteria. Relevant sections from the Guidance Handbook have been annotated for quick and easy reference.

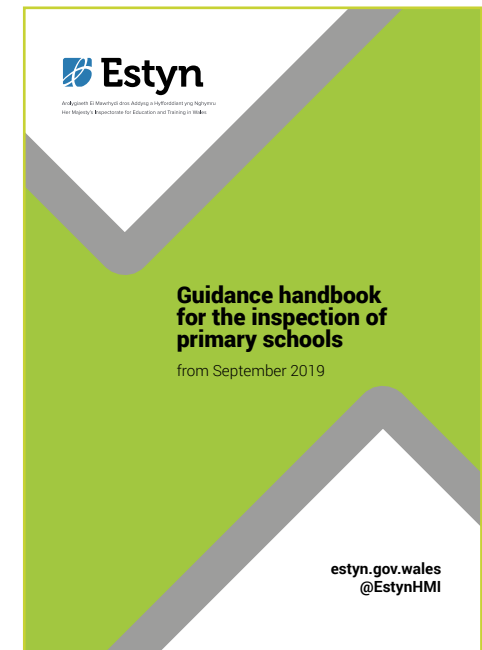
We hope this will be helpful for schools who already use the Jigsaw Programme, and also for those schools who are considering investing in this scheme of learning. Many aspects relating to Estyn have been discussed by both children and teachers in the video of our Welsh Jigsaw Flagship Schools on www.jigsawpshe.com/health-and-well-being-wales. The children and teachers were not scripted and the schools had been implementing Jigsaw for 3 months (Abertillery) and 1 year (Cathedral School, Cardiff) when this video was made.

As you know, Estyn inspects under these five inspection areas and this document considers Jigsaw's contribution to each.

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experiences
4. Care, support and guidance
5. Leadership and management

Estyn judgements:

Level	Description
Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths



1 Standards

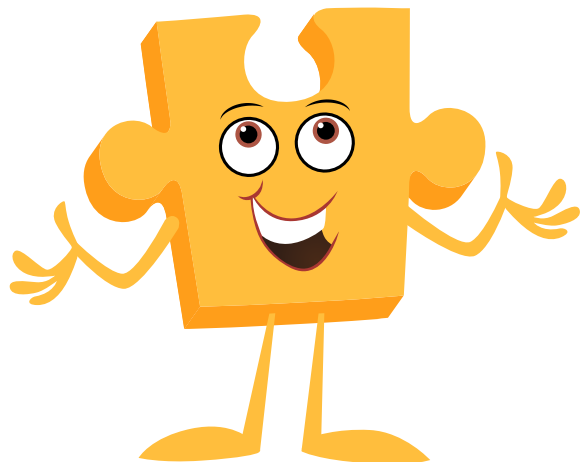
1.1 Standards and progress overall

Inspectors should evaluate the standards reached by pupils overall and judge whether these are appropriate to pupils' ages and abilities. Inspectors should consider pupils' progress, especially their progress since starting school, from one phase to another, and during the school year.

Inspectors should base their evaluations of pupils' achievement and progress on the outcomes of lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils. Inspectors should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations.

Inspectors should consider whether specific groups of pupils are making as much progress as they could in relation to their starting-points and their age and ability. For example, inspectors should consider how well pupils with more developed skills achieve and the extent to which the work they undertake stretches them fully to achieve as well as they could.

Inspectors should consider the extent to which the level of pupils' communication and higher-order thinking skills support or hinder their progress in classroom interaction with teachers and with other pupils. They should consider how well pupils develop their creativity and their physical skills, for example through play and active learning in the classroom and outdoors, and how enterprising they are.



Although part 1.1 does close by saying inspectors should “normally only report on performance data where the outcomes are both collected nationally and externally verified” (which does not include Health and Well-being), Jigsaw does provide valuable assessment opportunities and data with which to judge the standards being reached by pupils, against the expected outcomes for their ages. Because this assessment is provided for every Puzzle in every year group, schools can self-evaluate the progression both year on year and throughout the year. The Jigsaw Journal provides a valuable source of information for both schools to use for self-assessment and for inspectors when scrutinising work. Because Jigsaw is a spiral curriculum, in which previous learning is consolidated and then built on, pupils are ready to recall prior learning, develop the skills or knowledge and then practice this in a new scenario (sometimes with the use of the Jigsaw Friend).

1.2 looks at the progress of specific groups with examples including free school meals, boys and girls, EAL and SEN. It requires that inspectors consider the pupil's starting point and their age and ability. Again, Jigsaw's continuous assessment model, tracking both knowledge and skills progression and emotional literacy/ social skills, allows this comparison. In addition, the Jigsaw Resilience and Engagement Scale provides another way of measuring progress with resilience and emotional wellbeing. (Jigsaw REST)

1.3 (Standards and Progress in Skills) considers the whole curriculum. It begins with a focus on literacy and numeracy but this section focusses on communication and higher-order thinking skills. Within Jigsaw, pupils' communication skills are enhanced by modelling of appropriate language and non-verbal clues, frequent class discussion using respectful speaking and listening behaviour as inspired by the Jigsaw Charter, and the practising of dialogue skills in certain situation and scenarios, using a peer or the Jigsaw Friend. Teachers in our Welsh flagship schools have reported a measurable increase in oracy as a result of using Jigsaw. (see <https://www.jigsawpshe.com/secondary-health-and-well-being-11-16-wales/> to see secondary teachers discuss the impact of primary Jigsaw on the Year 6 cohort they receive into Year 7).

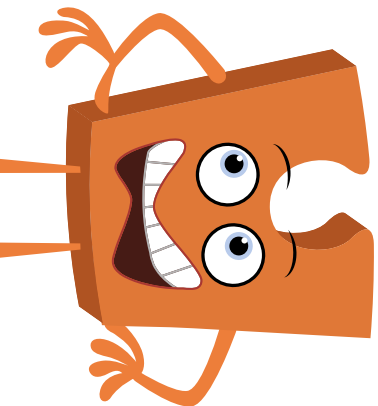
Children are required to think through dilemmas and choices, explaining their responses or how they would problem-solve, and the reasons for their decision. Many of the learning activities in Jigsaw lessons are designed to be as creative as possible to ensure that the learning is collaborative, enjoyable and memorable. (See examples of Gardens of Dreams and Goals on our website).

2 Wellbeing and attitudes to learning

Inspectors should consider the extent to which pupils feel safe and secure, and free from physical and verbal abuse. They should consider how well they are becoming healthy, confident individuals and understand, for example, how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online.

Inspectors should consider the extent to which pupils, including those with special educational needs, are ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, playground buddies and digital leaders. They should consider how well all pupils show confidence and resilience in their lives, for example in the way they interact with new people and with adults.

Inspectors should consider how well pupils are developing as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children's rights.



2.1 (Wellbeing) discusses how safe and secure pupils feel. Jigsaw enables pupils to discuss any feelings of insecurity in the safety of the Jigsaw lesson, bounded by the Jigsaw Charter. It also directly teaches children what to say or do and where to go for help, should they ever feel that they are being physically, emotionally or verbally abused. The emphasis in Jigsaw is on building healthy relationships. Teachers and children in our Welsh Flagship schools report rising pupil confidence in giving viewpoints, including speaking up for what they feel is right or wrong. The Healthy Me Puzzle (unit) directly teaches about nutrition, rest, sleep and exercise. Emotional well-being is taught and modelled throughout Jigsaw, especially through mindfulness practices such as Calm Me and the Pause Points experienced by the children in every single lesson. On-line safety is specifically addressed in terms across the entire programme, including the effects social media can have on mental and emotional health and self-esteem.

Throughout Jigsaw, but especially in the Dreams and Goals Puzzle (unit), children are encouraged to consider the roles they take in groups and challenge themselves to sometimes take more of a lead. The Being Me in My World Puzzle, teaches children about and encourages student voice and democracy, along with Rights and Responsibilities, ensuring they understand the part they can play in shaping the life of the school. The United Nations Convention on the Rights of the Child (1990) is researched and children understand how e.g. school council can be a forum to appropriately voice their views. Children are encouraged to develop a sense of agency. They are taught how to form and maintain positive relationships within their school and wider community.

Pupils are given scenarios to consider in light of what they have been taught. This gives them the opportunity to make decisions as informed citizens who are developing their own ethical standards. Topics such as fairness and equality, whilst being inherent in all teaching, are especially considered in Celebrating Difference Puzzle where stereotypes and prejudice are considered and children look at the protected characteristics of the Equality Act (2010) so that they understand the concepts of respect and inclusion.

2.2 Attitudes to learning

Inspectors should evaluate to what extent pupils are developing the key attitudes and behaviours that will help them to learn throughout their lives.

Inspectors should evaluate the extent to which pupils are ambitious, confident, capable and independent learners. They should look at how well pupils engage with new, unfamiliar experiences and ideas. They should judge pupils' interest in their work, their ability to sustain concentration and to avoid distractions. They should consider how readily pupils engage in tasks and bring them to completion. They should evaluate how well pupils persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful.

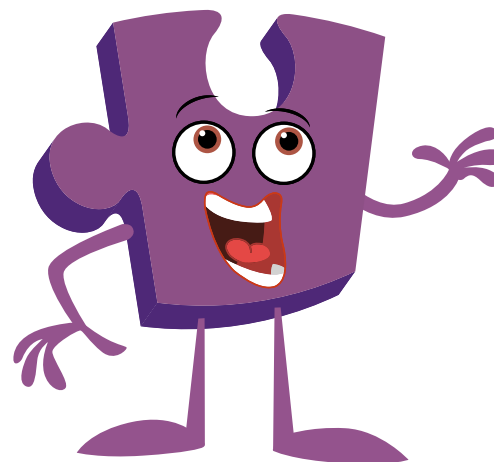
Inspectors should consider to what extent pupils are ready to learn at the start of lessons and whether they move easily between different lessons and activities. They should look at how well pupils are able to work in a range of ways, for example independently, in small groups and in whole-class settings. Inspectors should consider how well pupils demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them.

In the 'Being Me in My World' and 'Dreams and Goals' Puzzles (units) students focus on their attitudes towards learning, motivation and resilience. Children develop a growth mindset where they can approach new challenges, break them down into achievable steps and learn the necessary coping strategies to deal with setbacks and seek other solutions. Mindfulness practice enables them to calm themselves and regulate their own emotional states, meaning they are better able to manage their behaviour, skills that will empower them to successfully manage challenges.

Mindfulness helps pupils recognise their thoughts and feelings in order to raise concentration and persevere with the task in hand.

Dreams and Goals also raises pupils' ambitions and our Flagship Schools in Cardiff and Abertillery have already seen evidence of this widening of pupil horizons. See our video at <https://www.jigsawpshe.com/health-and-well-being-wales/> for examples of children discussing their ambitions and attitudes to their work.

Jigsaw lessons are designed so that the structure captures the attention and enthusiasm of the pupils. They start by reviewing the Jigsaw Charter which embeds the respect for the views and contributions of others (including valuing their right to an opinion when it differs from their own) and then moves on to "Connect Us" which is a social activity designed to support the formulation of relationships across the class by building social skills.



3 Teaching and learning experiences

Inspectors should evaluate the extent to which teachers have high expectations of all pupils. They should consider the quality of teachers' planning and how well their planning benefits from purposeful schemes of work. They should consider the extent to which teachers have clear objectives for pupils' learning and use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with special educational needs, to achieve as well as they can. They should consider the extent to which they make their classes stimulating and engaging places in which all groups of pupils, including the most and least able, can learn productively.

Inspectors should judge how well teachers use various questioning techniques to draw out and further develop pupils' responses and to gauge their understanding. They should consider the clarity of teachers' instructions and explanations and how well the pupils develop their skills, knowledge and understanding as a result. They should evaluate how well the teachers manage pupils' behaviour and whether they treat all pupils equally and with appropriate respect. Inspectors should judge how successfully teachers use other staff to support pupils' learning.

The focus on assessment in this inspection area is predominantly on classroom practice. Inspectors should evaluate how well the oral and written feedback from teachers helps pupils to know how well they are doing and what they need to do to improve. They should consider how well teachers use the outcomes of national personalised assessments to help pupils to understand their own strengths and areas for improvement. They should consider how well teachers gauge pupils' understanding through skilful questioning and monitoring of pupils' learning. They should consider how well teachers provide purposeful opportunities for pupils to assess their own performance and that of other pupils, where appropriate. Inspectors should evaluate the extent to which teachers analyse the outcomes of their own assessment of pupils, and those stemming from personalised assessments, to inform their future planning of lessons and the next steps in pupils' learning. They should consider how well teachers ensure that their assessments are valid, accurate and reliable.

Inspectors should consider the school's strategic approach to planning the curriculum and the extent to which it helps pupils to become ambitious, confident, aspirational and well-informed individuals.

The planning provided by Jigsaw sets high expectations of pupils in terms of engagement and critical thinking. Clear objectives are given to ensure that both Health and Well-being subject knowledge is evidenced as well as the children's own personal development in the form of a second learning objective based around emotional literacy and social skills. SEN provision is catered for both by the open-ended learning encouraged within Jigsaw, and also by the alternatives provided should children require more personalised tasks. The variety of sections within the lesson (e.g. Connect Us social games; Calm Me mindfulness practice; and group, paired and individual work during the "Let me learn" independent learning section, ensures that the class is stimulated and engaged.

The Jigsaw lesson planning structure empowers teachers to confidently challenge and increase depth using scripted questions. These ensure effective focussed discussion and critical debate can take place within the lesson. The lesson structure and the resources provided (e.g. including PowerPoints which model the self-assessment process) enable teachers to give clear instructions and explanations. The Jigsaw Charter lays the foundation for high behaviour expectations and an ethos of mutual respect.

Self-assessment procedures and resources are provided for every lesson for the 5-11 year old age range. This ensures that the children have opportunities to reflect on their own learning and provides another layer of ongoing assessment. Summative assessment opportunities are also provided to ensure that the overarching objectives of the Puzzle have been met. There is opportunity here for the teacher to conference with the pupil about the outcomes, ensuring a focus on celebration of achievements that the pupil can be proud of, but also determining next steps. Exemplars of possible written evidence are given to further support teachers in their judgements of children's attainment and progress. Throughout the Puzzle, children's work can be added to their Jigsaw Journals, gathering evidence of progress.

3.2 discusses the breadth, balance and appropriateness of the curriculum. The use of Jigsaw ensures an age-appropriate, strategic and progressive approach to health and well-being across the whole Primary age-range (and 11-16 if an all-through school). Evidence from our Welsh Flagship Schools has shown that Jigsaw helps to inform children about the exciting opportunities in the wider world and raises their aspirations and ambitions. Increased confidence is well-documented and the knowledge pupils gain (demonstrated in the subject knowledge objectives) ensures that they leave primary school well-informed about all aspects of health and well-being and the challenges and opportunities which await them.

4 Care, support and guidance

Inspectors should consider how well the school tracks and monitors pupils' progress and wellbeing, including attendance and behaviour, as they move through the school.

Inspectors should consider how well the school supports pupils with emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities that it offers.

Inspectors should consider how well the school establishes productive relationships with parents and has effective lines of communication with them so that parents can support their children well and raise any issues that may affect their child's learning and wellbeing. Inspectors should consider the extent to which the school is actively helping to develop parents' capacity to support their own children. For example, the school may provide information on the curriculum, guidance on the benefits of regular pupil attendance, workshops for parents on how to help their child to develop their reading skills and support for families of pupils with special educational needs.

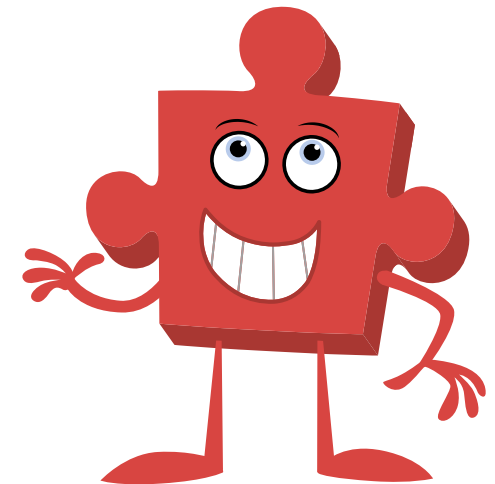
Although 4.1 (Tracking, monitoring and the provision of learning support) is largely focussed on reporting and monitoring, it is worth noting that as well as providing assessment data from the self- and teacher-assessments, the green learning objectives within Jigsaw are a good indicator of children's emotional progression and well-being.

Although a programme for school-wide benefit, the material contained within Jigsaw, particularly the mindfulness practice which enables self-awareness and regulation of emotions and behaviour, will especially benefit those children with emotional needs. It teaches them to become more self-reliant in managing their emotions, and gives them strategies to calm themselves when those feelings may become overwhelming.

The Connect Us social games in every lesson, plus the direct teaching on social skills and the building and maintaining of positive relationships, will also directly benefit those children with needs in this area.

The attainment statements within Jigsaw and the self-assessment carried out by the pupils, can all be shared with parents so that they can effectively see their children's progress.

The Jigsaw Families programme can be utilised to further support parent/school communication and guidance. By working with parents to overcome common issues, in an open and positive way, this programme improves parents' capacity to help their own children, using at home techniques successfully used in the Jigsaw Programme in school. See www.jigsawpshe.com/jigsaw-families-programme for more details.



4.2 Personal development (including spiritual, moral, social and cultural development)

Inspectors should evaluate how well the school's provision helps pupils to develop skills, knowledge and understanding to make healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, sex and relationships, online safety and so on.

Inspectors should evaluate the extent to which the school's provision helps pupils, including those from different groups, such as those eligible for free school meals, to take on responsibilities and to play a full part in the school and wider community.

Inspectors should consider how well the school's provision prepares pupils, including those with special educational needs, to become active citizens, for example by making decisions about the life and work of the school. They should consider how well the school's arrangements help pupils to participate in decision-making at a school level, including the opportunities they have to influence what and how they learn, and the effectiveness of the school council and other pupil groups, for example the eco committee. Inspectors should evaluate how well the school's provision helps pupils to develop an understanding of their culture, the local community and the wider world.

Inspectors should consider how well the schools' personal and social education programme supports the development of the social and emotional skills of all pupils, including those from disadvantaged backgrounds. Inspectors should consider how well the school helps to prepare young people for the opportunities, responsibilities and experiences of adult life, including education about careers and the world of work and the importance of regular attendance.

Inspectors should look at how well the school helps pupils to understand issues relating to equality and diversity and develops the values of tolerance and respect. They should consider how well the school develops pupils' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism. They should also consider how well the school responds to and manages any incidents relating to bullying, harassment and discrimination. They should consider how well the school's arrangements foster a positive approach to managing pupils' behaviour and an anti-bullying culture. They should consider the extent to which the school's provision challenges stereotypes in pupils' attitudes, choices and expectations, and how well it promotes human rights.

This section is where Jigsaw can offer the most support to schools. As a comprehensive health and well-being programme, it offers complete coverage (age-appropriately) of all the topics listed. Online safety is covered in many facets including the use of social media and its effect on self-esteem as well as the more obvious safety and danger messages. The Relationships and Sex Education in the Jigsaw Programme is kept up to date and our update policy ensures coverage of statutory requirements e.g. Relationships and Sexuality Education. Eating (including eating disorders), drugs and alcohol education are all included within the Healthy Me Puzzles.

Again, Jigsaw more than fulfils these criteria. Citizenship and caring for the community begin in the Being Me in My World Puzzle at the beginning of the school year and is revisited each year. Children consider their contribution to local, national and global communities, developing a sense of agency. They learn about children in other parts of the world gaining empathy and appreciation. Pupil voice and a responsibility to make the school the best community it can be, is also fostered in this Puzzle.

As cited above, Jigsaw supports the development of social and emotional skills of all pupils. It enables the personal development, acceptance and inclusion of all pupils, whatever the nature of their backgrounds. Jigsaw is committed to helping narrow the gap in opportunities, aspirations and achievement. It teaches children resilience, tenacity and perseverance to prepare them for the world of adult life. The Dreams and Goals Puzzle includes economic education and exposure to a variety of careers. The work on the rights of children in Being Me in My World, enables the pupils to see the value and benefit of education which inspires regular attendance (as does their enjoyment of Jigsaw lessons).

These topics are the focus of the Celebrating Difference Puzzle. Each year group looks at similarity and difference in a celebratory way and also considers how difference can be used as a reason for bullying or conflict. Ages 7-11 take some of the protected characteristics from the Equality Act, as appropriate, and examine them positively as well as with regard to how these differences can lead to prejudice and discrimination, discussing how the pupils themselves might tackle this. Specific anti-bullying lessons are embedded in Celebrating Difference with the children learning what creates an anti-bullying culture and how the bully, victim and witnesses can be supported to stamp out the problem, and most importantly how to get help if they are on the receiving end of bullying behaviours. Stereotypes are challenged at every opportunity, especially in our Relationships Education teaching.

Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world.

Acts of worship and assemblies can play an important part in pupils' spiritual, moral, social and cultural development. Inspectors should consider acts of collective worship in all schools that do not provide denominational education. They should consider the quality of acts of collective worship in their own right and how well the school plans them over time. Inspectors should report on daily acts of collective worship where they are particularly good or where they are weak or do not meet statutory requirements.

Inspectors should consider the school's provision for child protection. They will look at how effective its arrangements are for preventing and addressing bullying, harassment and discrimination. Inspectors should consider how the school keeps pupils safe from the dangers of radicalisation.

Throughout Jigsaw, children are empowered to consider their own views on moral and ethical issues, and debate is facilitated and encouraged using the Jigsaw Charter to ensure a respectful ethos where alternate views are listened to. As explained above, local and global issues are considered to ensure that pupils understand the needs of the wider world. Spirituality can be enhanced by the quietness of the Calm Me time within the lesson, and the Pause Points which allow pupils to stop and consider their feelings and emotions.

Jigsaw understands how assemblies can bring together the whole school and embed a positive community ethos. Six Puzzle launch assemblies are provided which introduce the learning focus of each Puzzle so that the whole school receives the same input together, fostering a sense of teamwork, striving for a common outcome. They are resourced with a script, PowerPoint and original Jigsaw song (again singing together providing a sense of belonging). We also provide two additional assemblies: one to introduce the children to the Jigsaw Programme and Friends at the start and a second to introduce the concept of mindfulness in a child-friendly and age appropriate way. Additional assemblies, focussing on the Weekly Celebration topic (an attitude or behaviour), can be purchased from our on-line shop, allowing schools to have a Jigsaw-based assembly every week of the school year to enhance the classroom learning.

Section 4.3 on Safeguarding covers much of the administrative arrangements for e.g. staff recruitment, etc. This paragraph, however, is also an area of learning in Jigsaw. The Celebrating Difference Puzzle addresses bullying, harassment and discrimination but Relationships also examines the dangers present on-line when being pressured which can support the school's duty to keep pupils safe from radicalisation.



5 Leadership and management

Inspectors should consider how well leaders have established a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society.

Inspectors should evaluate how accurately leaders and managers know the school's strengths and weaknesses. They should consider how well leaders and managers gather and analyse first-hand evidence of standards and provision, including teaching. They should consider how well the school involves a wide range of partners, including pupils and parents, in identifying its strengths and weaknesses.

Inspectors should evaluate to what extent leaders have created the culture and ethos to support the professional learning of all staff, including the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills.

Inspectors should report on the extent to which the school makes effective use of specific funding and grants, for example the pupil development grant, especially where the amount of the grant is relatively high, and any funds to support education reform.

It is Jigsaw's intent that every pupil benefits from the content and ethos of the programme in preparing them for their future lives. For more information on this, please see <https://www.jigsawpshe.com/how-does-jigsaw-pshe-support-evidencing-intent-implementation-and-impact/>

The assessment processes contained within Jigsaw allow teachers, subject leaders and senior leaders easy access to progression and outcomes for learners. Pupils are automatically involved in this due to the self-assessment process. Jigsaw also provides resources for parents/carers e.g. leaflets which will further strengthen parent involvement.

Section 5.3 addresses professional learning. Jigsaw provides materials to aid staff development and confidence, from PowerPoints to facilitate staff training, to class teacher and subject leader information sheets at the beginning of each Puzzle. Training can be carried out in-house using our resources, or by one of our consultant training team. We also run regional training days so that subject leaders can share best practice with each other.

Section 5.4 on the use of resources covers a number of budgetary and spending decision issues. This paragraph discusses the use of the pupil development grant. Evidence as to why the purchase of Jigsaw is good use of this grant can be found in our article "How can the Jigsaw PSHE Health and Well-Being Programmes be utilised by Welsh Schools, using the Pupil Development Grant?" at <https://www.jigsawpshe.com/wp-content/uploads/2019/02/Pupil-Development-Grant.pdf>

Jigsaw PSHE can truly support our Welsh schools in achieving "Very strong, sustained performance and practice".

As quoted in The Cathedral School's Excellent inspection report:

"The revised personal, health and moral education programme in each section of the school also makes a valuable contribution to pupils' personal development. As they progress through the school, the programme focuses on age-appropriate topics to help pupils prepare for the opportunities, responsibilities and choices they will encounter ahead."

They can also be assured that Jigsaw PSHE will continue to adapt to changing needs of pupils and schools, and in response to any further guidance issued so it is always up to date and relevant.

