

# Leading on inclusion: school self-evaluation

## Objectives

To support those who lead on or coordinate inclusion in their school in:

- developing their strategic approach to the management of inclusion;
- developing their 'middle management' skills ;
- understanding the importance of self-evaluation;
- developing the process of self-evaluation.

## Resources

Slides 1.1–1.20

Handouts 1.1–1.6

Flipchart and pens

Sticky-notes

## Linked sessions

This session links to the following professional development sessions in the Primary National Strategy *Leading on inclusion* materials.

*Understanding and using data*

*Planning effective provision*

## Pre-course task

Participants will need to be asked in advance to note down some ideas (using **Handout 1.1**) on how they currently judge the effectiveness of their school in relation to one or more aspects of inclusion. They may want to focus on children with SEN or children from minority ethnic and faith groups. They could choose to focus on achievement, teaching or both. To make the task manageable, they might find it easier to focus on one year group.

Handout 1.1

**Handout 1.1** page 1 of 5

**Pre-course task**

In preparation for the session, you are asked to note down some ideas on how you currently judge the effectiveness of your school in relation to one or more aspects of inclusion. You may want to focus on children with SEN or children from minority ethnic and faith groups. You could choose to focus on achievement, or teaching, or both. To make sure the task is manageable you might find it easier to focus on one year group.

Please complete at least one of the sheets on the following pages and bring this with you to the session.

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Leading on inclusion – School self-evaluation Session 1  
Primary National Strategy

Session outline	
Introduction	10 minutes
Why improve?	10 minutes
Effective self-evaluation	10 minutes
Information to inform effective self-evaluation	40 minutes
Conclusion	5 minutes

**Information for presenters**

This session is the first of two linked sessions on school self-evaluation in relation to inclusion. It forms part of a suite of professional development materials that also includes sessions on understanding and using data, and planning effective provision. It is intended that if you use all the sessions, the sessions on self-evaluation would be the first.

The professional development materials are designed for LEA presenters to use with school staff responsible for leading and coordinating inclusion. The ideal audience would be a leadership team including the headteacher, deputy headteacher and, if the school has one, an inclusion coordinator responsible for overseeing provision for children with a range of additional needs: children learning English as an additional language, children with SEN, children who need additional help to develop their social, emotional and behavioural skills, children who are vulnerable because they are

looked after by the local authority, are refugees or asylum seekers, from Traveller communities and so on. In many cases, however, SENCOs and/or EMA coordinators may form the main audience. In these cases you will need to consider how key messages from the session will be communicated to others in the school leadership team.

The aim of all the professional development materials in this folder and CD-ROM is to encourage schools to take a more strategic approach to managing inclusion issues, focusing on whole-school development rather than solely on meeting the needs of individual children. The framework for all the sessions is the school improvement cycle, in which the school asks itself the following questions:

- How well are we doing?
- How do we compare with similar schools?
- How well should we be doing?
- What more can we aim to achieve?
- What must we do to make it happen?

The sessions on self-evaluation and understanding data relate to the first four of these questions. The sessions on planning effective provision relate to the last question.

An additional aim of these materials is to enhance the skills of inclusion coordinator, EMA /EAL coordinator or SENCO as a middle manager. In this sense they follow the model of materials provided by the National Strategies for literacy and mathematics coordinators, which were highly successful in developing this group of staff as leaders in their own schools.

The sessions on self-evaluation of inclusion will inevitably touch on the complex issue of how we define inclusion and the need to define before we can measure. We have taken the key ideas of the presence, participation and achievement of children with diverse needs, within mainstream schools and settings, as touchstones for effective inclusion, but this in itself will stimulate debate.

Participants will need time to consider these issues. They will also need opportunities to raise any questions or concerns as the sessions progress. You may find it helpful to ask them to write down such questions and concerns on sticky-notes as they arise, collecting these on a flip chart so that you can group and address them at intervals throughout the sessions.

## Introduction

10 minutes

## Slide 1.1

**Aims**

To support you in:

- developing the strategic management of inclusion;
- developing middle management skills as an inclusion coordinator, EMA coordinator or SENCO;
- understanding the importance of self-evaluation;
- understanding the process of self-evaluation.

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You could introduce the session by showing **slide 1.1** and considering the aims.

You may want to amplify the points on the strategic management of inclusion and the 'middle management' skills involved. You could, for example, contrast the role in which many inclusion coordinators / SENCOs find themselves (managing the processes involved in identifying, planning for and reviewing targets for individual children) with roles that other middle managers take in their school (analysing school performance data, monitoring and supporting teachers' curriculum planning, monitoring and improving the quality of teaching). Emphasise that the *Leading on inclusion* professional development sessions parallel those made available to other middle managers (such as literacy and mathematics coordinators) and aim to ensure parity of skills for all those whose role is not a subject specialism, but the leadership of inclusion across all subject areas.

## Slide 1.2

**The five stage model for school improvement**

Review current practice

Set targets and priorities

Develop plans and strategies

Implement and evaluate

Review and improve

Cycle for school improvement

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Use **slide 1.2** to set the sessions on school self-evaluation of inclusion in the context of a strategic approach to school improvement.

Emphasise that the sessions are based on the premise that sustained positive change in inclusion will only come about if inclusion is seen as a whole-school improvement priority.

All the sessions build on the well-known school improvement model (DfES 1997) that explores what schools can change in order to ensure that high standards and excellence are achieved in all areas.

The school improvement model asks five questions:

- How well are we doing?
- How do we compare with similar schools?
- How well should we be doing?
- What more can we aim to achieve?
- What must we do to make it happen?

Schools need to ask themselves these questions and respond to the issues they raise in order to improve.

Engaging in this process of school improvement has been shown to:

- be a motivating and inspiring process for those involved;
- provide opportunities to understand more fully what is happening in a school and classrooms;
- reduce variation and lead to greater consistency of practice across the school.

This school improvement process recognises that individual teachers are unlikely to promote lasting changes in school. To achieve lasting impact, whole-school processes need to change. This is particularly important when working in the inclusion arena, where there has been a tendency to locate the responsibility for children with special educational needs or the needs of EAL learners in one individual teacher.

## Why improve?

10 minutes

Slide 1.3

Why do we need to improve?

- Our shared desire is to achieve excellence and enjoyment of learning and therefore include more children
- Some groups and individuals are still at risk of underachievement
- There is a great deal of variability between schools
- There is an increasing body of evidence to show that some interventions will raise standards but they are not widely used

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You may wish to explore further the rationale for applying school improvement processes to inclusion. Ideas you might explore are grouped under four main headings (**slide 1.3**) that will be exemplified in the slides which follow.

You will want to select from these slides those that are most appropriate to your group.

Slide 1.4

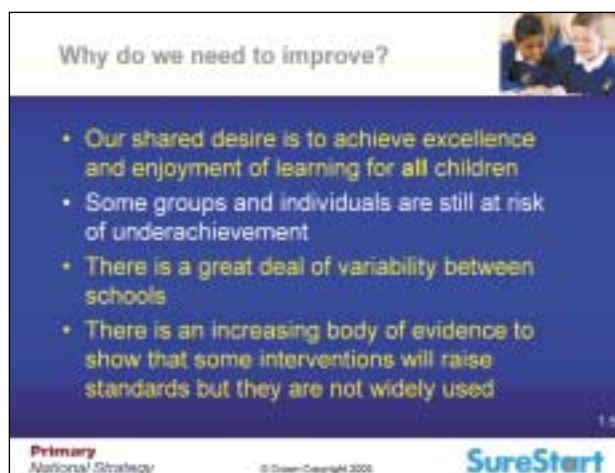
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You could discuss here (**slide 1.4**) the commitment to excellence for all articulated in *Excellence and Enjoyment – a strategy for primary schools (DfES 2003)*. *Excellence and Enjoyment* emphasises the importance of high standards, especially in literacy and numeracy, as the backbone of success in learning and life. It emphasises the importance of making sure that learning focuses on individual pupils' needs and abilities. You may want to discuss the real progress and changes that have been made in learning and teaching in the last few years that has resulted in significantly more children reaching level 4 at age 11 and the general opinion that the teaching advocated through the literacy hour and daily mathematics lesson has improved outcomes for the vast majority of children. The point remains, however, that there is more to do.

## Slide 1.5

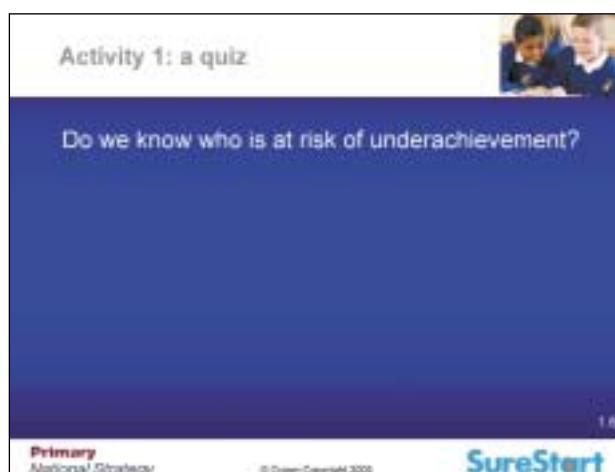


Why do we need to improve?

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## Slide 1.6



Activity 1: a quiz

Do we know who is at risk of underachievement?

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At this stage in the session it may be helpful to introduce an activity (**slides 1.5 and 1.6**).



### Activity 1: who is at risk of underachievement?

(5 minutes)

Use **Handout 1.2** (a quiz with some accompanying answers) to explore the question of which children are at particular risk of underachievement nationally. In the discussion that follows the activity, you may wish to explore issues in your own local authority. You may wish to raise the obvious disparities between boys' and girls' achievement and the achievements of different ethnic groups but also consider issues of mobility and issues that pertain to the 'different groups' that have been identified by Ofsted and are listed below – appreciating that some children belong to two or more of these groups.

## Handout 1.2

**Handout 1.2**  
**Who may be at risk of underachieving?**

How many boys leave primary school below level 3 in reading?  
 1 in 10    1 in 25    1 in 100    1 in 1000

In a recent DfES research study on mainly white schools what percentage of minority ethnic pupils had experienced racist name-calling in the previous seven days?  
 1%    5%    15%    25%    50%

What percentage of children in maintained primary schools are classified as of minority ethnic origin?  
 1-5%    6-10%    10-15%    16-20%    20-25%

What was the percentage of children in January 2004 (of compulsory school age and above) whose first language is known or believed to be other than English?  
 1-3%    4-7%    8-10%    11-14%    15-18%

In 2003, 84% of all children attained level 2 in reading at Key Stage 1, in English 75% attained level 4 at Key Stage 2 and 69% attained level 5 at the end of Key Stage 3. There were 35,100 children of school age who had been looked after continuously for at least twelve months by English local authorities. Of these 27% had SEN statements, 12% missed at least 25 days of school and 1% received a permanent exclusion.

On average what percentage of this group:  
 attained level 2 in reading at the end of Key Stage 1 \_\_\_\_\_  
 attained level 4 in English at the end of Key Stage 2 \_\_\_\_\_  
 attained level 5 in English at the end of Key Stage 3 \_\_\_\_\_

The Department of Health had thought there were 32,000 Young Carers in the U.K.  
 How many young carers did the 2001 census reveal? \_\_\_\_\_

What percentage of children do the government believe to be at risk of underachievement because they are gifted and talented and therefore want the National Academy for Gifted and Talented Youth to work with?  
 1%    3%    5%    7%    9%

Why might these children be at risk of underachieving?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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Ofsted identified 'groups' that might be at risk in *Evaluating educational inclusion* (HMI 235).

Girls and boys

Minority ethnic and faith groups

Travellers, asylum seekers and refugees

Pupils who need support to learn English as an additional language (EAL)

Pupils with SEN

Gifted and talented pupils

Children looked after by the local authority

Other children such as sick children; young carers, those children from families under stress; pregnant schoolgirls and teenage mothers, and any pupils who are at risk of disaffection and exclusion.

It may be worth including in the discussion some urban myths that may need disproving, for example that children who have a statement of special educational need will not attain level 4 at the end of Key Stage 2 (in fact, in 2002, 12% attained level 4 in English and 15% in mathematics). Another such myth is that pupils of African-Caribbean heritage are low attaining throughout schooling (in fact the standards achieved by this group are often higher than other groups on entry to school and then gradually decline).

To support your discussion about groups that are at risk of underachievement you may want to draw on slides and accompanying notes from the *Understanding and using data* session 1. These present national data on low-attaining children, the effects of social disadvantage, outcomes for children from different ethnic groups, and outcomes for children looked after by the local authority. You may want to add information on the picture in your local authority .



You could move on from this discussion, about disparities between the standards achieved by groups of children, to point out that in addition to these national disparities, there is also considerable local variability between similar schools in the impact they have on children's progress and attainment (**slide 1.7**). This is why self-evaluation – asking the questions: 'How well are we doing?' 'How well do we compare with similar schools?', and 'How well should we be doing?' is so important.

## Slide 1.7

**Why do we need to improve?**

- Our shared desire is to achieve excellence and enjoyment of learning for **all** children
- Some groups and individuals are still at risk of underachievement
- There is a great deal of variability between schools
- There is an increasing body of evidence to show that some interventions will raise standards but they are not widely used

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## Slide 1.8



**Slide 1.8** shows the extent of variation there can be between different schools. The national figure of 6% of all children attaining below level 3 in mathematics at the end of Key Stage 2 conceals some very significant variations between schools serving similar populations. The bar chart shows eight schools in one urban LEA, all in the above 50% FSM group. The range of below level 3s at end of Key Stage 2, in mathematics, in the eight schools (blue bars on chart) is 0 to 44%. A similar analysis for English showed a range from 0 to 41%.

The differences could perhaps be explained by how inclusive each school is. If school E had an on-site resource base for children with moderate learning difficulties, this might account for the high percentage of children below level 3, for example. The red bars on the chart show the percentage of the SAT cohort who have complex SEN (more than £3K SEN funding allocated to them as individuals). Comparing school E with school C, the slide shows similar 'inclusiveness' but that school E has far more very low attainers.

The percentage of EAL learners could be another explanatory factor - but the slide demonstrates that this is not the case. For example, school F has a high percentage of EAL learners but a very low percentage of children with very low attainment. You may want to add that pupil mobility is another measure which some schools and LEAs would need to factor in to data-analysis of the type shown on the chart, although it was not a relevant factor for the particular schools shown on the slide.

To develop this point further you may wish to use your own local authority data to show the variation of achievement of different groups of children in different schools.

Conclude this discussion of the variability between schools with a reference to the Ofsted (2004) report *Special needs and disability: towards inclusive schools* (HMI 2276). The report notes that:

- progress in learning remains slower than it should be for a significant number of pupils;
- in six out of ten primary schools visited, expectations of improvements in reading and writing were too low;
- among the schools visited there were significant differences between schools with similar intakes in the proportion of children who ended the subsequent key stage with very low attainment in literacy. Some schools ensured that nearly all pupils achieve adequate levels of literacy; in others, the rate of progress was much slower.

Slide 1.9

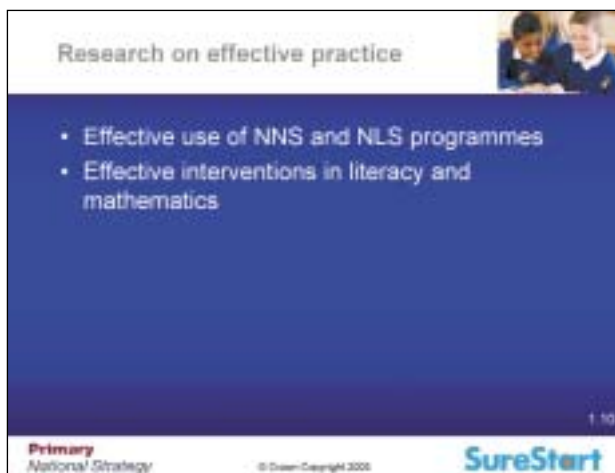
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The next point to raise (**slide 1.9**) is the fact that we know that there are many interventions, that work for children at risk of underachieving and yet they are not being consistently used.

Slide 1.10



Handout 3.7

Summary of research on effective additional provision

Early intervention

Key findings	Reference	Where to find out more
<p><b>Pre-school education</b></p> <p>A major review of the effects of pre-school education found that high-quality early education significantly reduces the number of children at risk of being identified as having special educational needs.</p>	Syjak, K., Melhuus, E., Sammons, P., Siraj-Blatchford, I., Taggart, B. and Elliot, K. (2003) <i>The Effective Provision of Pre-school Education (EPPE) project: findings from the pre-school period</i> . London: Institute of Education.	
<p><b>Social, emotional and behavioural development</b></p> <p>A review of the research on the impact of early intervention on children's social, emotional and behavioural development concluded that there is evidence for a number of small-group interventions which have been shown to have powerful, long-term positive effects. Three early intervention programmes are particularly recommended: nurture groups, structured group work on social skills combined with parenting groups and a programme specifically designed for vulnerable and withdrawn children in their early years of school.</p> <p><b>Nurture groups</b></p> <p>In the London borough of Enfield, where nurture groups were first introduced, the progress of children who had been in nurture groups was compared with that of a control group of children who had similar needs but had not taken part in a group. The study showed that three times as many children in the control group later required a Statement for special educational provision than those who had been in nurture groups. The proportion of children who went on to special schooling was almost seven times higher in the control group.</p> <p>A study of nurture groups at Cambridge University found measured improvements in speech and language skills and baseline assessment in 342 children who received this provision. At entry to the nurture group programme, 92% of the children were in the abnormal or borderline range on a standardised questionnaire measuring behavioural, emotional and social</p>	<p>DES / Cozen Family (2002) <i>Intervening Early</i>. London: DES.</p> <p>Izatt, J. and Weskiva, T. (1997) 'Nurture Groups: an early intervention model'. <i>Educational and Child Psychology</i> 14, 3.</p> <p>DES / Cozen Family (2002) <i>Intervening Early</i>. London: DES.</p>	<p>www.nurturegroups.org</p>

Discuss the fact that we know that, by adopting certain interventions, children can make more progress. You may want to touch on some of the research evidence about what types of interventions are effective, summarised on **Handout 3.7** in the *Planning effective provision* sessions.

In particular, you may wish to look at evidence of effectiveness of Early Literacy Support and Further Literacy Support, specific Wave 3 literacy interventions, and specific mathematics interventions (**slide 1.10**). It can be instructive to refer to some of these effective interventions and ask participants to indicate which they are actually using in their schools. It may become clear from responses that there is a good deal of variability in the extent to which we make use of evidence-based, effective provision for children at risk of underachievement.

**Effective self-evaluation** **10 minutes**

Make the point that the last few slides have set a context for further improvement. They have established the continued need to raise standards, particularly for certain groups, using interventions that can make a difference. The school improvement cycle is key to this and self-evaluation is key to school improvement (**slide 1.11**).

## Slide 1.11

**Effective school self-evaluation sets agenda for improvement**

- It answers key questions:
  - how well are we doing?
  - how well should we be doing?
- It informs school development
- It provides an opportunity to learn about the school and to organise change
- It allows each school to develop its own particular agenda
- It enables the school to check that it is meeting statutory requirements

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You could expand on the points on the slide using the notes which follow.

Effective self-evaluation:

- allows a school to focus on improvement where it is most needed;
- ensures that the school develops goals that are shared by all staff and tailored to the school's unique character and needs;
- empowers the school to articulate what it does well and collect the evidence, guard against complacency and develop its own agenda for improvement;
- helps the school to plan for effective CPD that links teacher development with school improvement;
- ensures that the school is providing value for money and is using its resources in the best way to raise achievement.

When done well, self-evaluation will also enable the school to check compliance with legislation, for example, the Race Relations Amendment Act 2000, the accessibility requirements of the Special Educational Needs and Disability Act 2001, as well as checking against guidance such as the SEN Code of Practice, and the self-evaluation expectations of Ofsted.

You may wish to refer here to Ofsted's increasing emphasis on self-evaluation and the importance of inspection judgements on the quality of self-evaluation and the capacity to improve. Highlight the fact that ongoing self-evaluation is essential if a school is to be judged as effective, as it is essential to effective teaching and learning in the classroom and to good management and governance of the school.

## Slide 1.12

Effective self-evaluation will be:

- systematic and rigorous;
- linked to CPD and the school's performance management systems;
- led by and involving individuals who are willing and able to reflect critically on their own institution and think about the ways in which it might need to change;
- owned by the whole community.

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**Slide 1.12** summarises key messages from *Improvement through Inspection* (Ofsted 2004). This report notes that while self-evaluation is well embedded in many institutions it is of variable quality. Where self-evaluation was used to inform the S4 process 'The **most perceptive** responses were fully evaluative and provided good evidence to support assertions about the quality and standards of the school'. Where self-evaluation was regarded as **mixed**, responses lacked rigour or candour. Those felt to be **poor** had some monitoring but no evidence that the findings had been properly interpreted or acted upon.

Ofsted found that there was a strong association between the quality of schools' self-evaluation and Section 10 inspection judgements about the strengths of a school's leadership and management.

Highlight the importance of self-evaluation and its possible impact on **outcomes for learners**. Point out that while there is an established use of tools such as 360-degree reviews and Investors in People and Charter Marks of various kinds, which often give valuable feedback, 'It must be recognised that there has been little, if any, evaluation of the impact of these on the outcomes for learners' (Ofsted, 2004). Emphasise that in the session we will be looking at the evidence that is outcome-focused, rigorous and evaluative.

Remind participants that self-evaluation and improvement in inclusion should not be a task for an individual SENCO or inclusion coordinator. It needs to be owned by the whole community. Parents, children, governors and staff need to be involved in self-evaluation. Exploring the key questions by different parties will allow a deeper understanding of the strengths and areas of development for the school and help the process of improvement to be truly owned and sustained.

## Slide 1.13

Effective self-evaluation of inclusion should:

- build on the school's self-evaluation cycle for all its pupils;
- focus additionally on specific aspects related to specific groups;
- include outcome measures related to attainment and achievement in its widest sense;
- include a focus on issues of admissions.

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When we are evaluating inclusion there are several additional factors we may want to consider (**slide 1.13**).

It is important that we build on the school's self-evaluation of what it achieves for all its pupils, so that we have a picture of the whole school and improving inclusion is embedded in improving the school as a whole. This will better prevent duplication of work and is more likely to promote shared ownership of the issues.

In addition, effective self-evaluation of inclusion should give us key information on certain groups and their achievement, for example, Travellers, children in care, children with SEN and so on.

It should include outcome measures related to pupil attainment, social and emotional development and social inclusion, as well as achievement in its wider sense. Attainment at the end of key stage will not give a full and accurate picture of how inclusive the school is and wider data and qualitative information is necessary.

It is also important to examine wider community issues. Some schools regard themselves as inclusive and yet, due to covert or overt practices, there are many children who could attend their local school but do not, for example, because of a discriminatory admission policy, or suggestions to parents that alternative schools may be more suitable for their child. In focusing on outcomes for pupils in the school, it is thus also necessary to address the issue of admissions (pupils in the school's catchment area who for whatever reason do not attend the school).

## Slide 1.14

Activity 2: where are we now?

- How do you know about your effectiveness at the moment?
- What types of evidence do you draw on?
- What activities do you carry out that provide you with this evidence?

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## Information to inform effective self-evaluation

40 minutes



### Activity 2: where are we now?

(10 minutes)

Many schools carry out some form of self-evaluation in relation to inclusion and it is advisable at this point to engage with participants' prior knowledge and experience.

Ask participants to spend 10 minutes discussing in pairs the work they carried out in the pre-course task. What did they note about the effectiveness of inclusion in their school? What types of evidence did they draw on?

In areas of inclusion there can be a tendency for people to feel that they 'know' they are doing a good job because of anecdote, popularity with parents (for example, of children with special educational needs), close working practices with professionals that allow regular feedback or because of aspects of provision that they make such as bilingual support workers or positive images of different cultures and faiths.

In the feedback discussion it may be important to question whether it is enough to 'know' in these anecdotal ways.

You could put to the group the following questions.

- Do your present systems answer the questions about how well the school is doing and how well it should be doing?
- Are your present self-evaluation structures robust enough to investigate the possibility of institutional discrimination that might be embedded in the ways we work?
- Does the fact you 'know' mean that your perceptions are shared by the headteacher, other teachers, parents, children and members of the local community?
- Are your self-evaluation tools subtle enough to uncover why some children at risk of underachievement, and possibly receiving a great deal of help, are still not doing well in our schools?

Draw out the point that rigorous self-evaluation asks us to look at how we can improve our knowledge and information about 'How well we are doing?' and 'How well should we be doing?' It asks us to build on and check out what we feel we 'know'.



### Activity 3: types of information

(5 minutes)

Slide 1.15

Activity 3: types of information

- What information could tell you how well you are doing:
  - in the school as a whole,
  - for groups at risk of underachievement;
  - for individuals?

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Ask participants to work in groups of four and quickly generate ideas about the kinds of information they already have in school that could be used to inform a judgement about how well they are doing in inclusion (**slide 1.15**). Encourage them to suggest both quantitative and qualitative data.

They should write each idea on a separate sticky-note and put the sticky-notes on a flip chart or the wall.

Bring the participants back together and recognise the difficulty in measuring inclusion, particularly in the light of the many different definitions it attracts. Ofsted (*Evaluating Inclusion*, HMI 235) states that 'an educationally inclusive school is one in which the teaching and learning, achievements, attitudes and wellbeing of every young person matters'. The *Index for Inclusion* (CSIE 2002) regards inclusion as 'an unending process of increasing learning and participation for all students'. Others have defined inclusion in terms of the presence, participation and achievement in mainstream settings of children with diverse needs.

Using this final definition, ask participants to group their sticky-notes under the three headings 'Presence', 'Participation' and 'Achievement' and make a decision about which pieces of information would give a good picture of each of the three areas.

In summing up the discussion it may be helpful to highlight that in the self-evaluation of inclusion:

- We must be able to choose the most relevant and reliable measuring instruments. As an example, if we are seeking to measure improvements in children's behaviour,



behaviour logs might be relevant but might not be reliable if different people who fill them in have a different definition of what constitutes ‘bad’ or ‘challenging’ behaviour.

- We must ensure we are measuring what we think we are measuring. For example, attendance records may indicate presence but not participation, and success at individual targets may not signify achievement unless those targets are sufficiently challenging.
- We must check out assertions that one kind of data gives us, by using other sources (triangulation). Evaluating inclusion requires different kinds of evidence from quantitative data (for example, on attainment) through to qualitative data – for example, an individual story that may explore the day-to-day experience of a vulnerable child in the playground and classroom.

It is important to collect data intelligently and systematically, considering what you are trying to find out and how the findings will be used.



### Activity 4: case study

10 minutes

Slide 1.16

Handout 1.3

**Activity 4: case study**

- Imagine that you are part of a steering group set up by the headteacher to self-evaluate inclusion
- Handout 1.3 gives you headline data which has been gathered
- Identify three key issues you may wish to pursue further
- Identify the best sources of evidence that will enable you to pursue these issues.

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**Handout 1.3** page 1 of 2  
St. Ethelred's C of E Primary School  
Newland LEA

Number on roll	430
Free school meals	30% (Newland LEA average 24%)
Children at School Action or School Action Plus	25% (Newland LEA average 16%)
Statements	6 pupils
Mobility	17.3% (Newland LEA average 18%)
Permanent exclusion	1 pupil
Fixed-term exclusions	55 days
Attendance	88% (Newland LEA average 96.4%)
Children in care	12

**Ethnicity**

White	36%
• British	36%
• Irish	
• Traveller of Irish heritage	6%
• Gypsy/Roma	4%
• Other	4%
Mixed	
• White/Black Caribbean	4%
• White/Black African	2%
• White/Asian	
• Other	
Asian or Asian British	
• Indian	2%
• Pakistani	2%
• Bangladeshi	2%
• Other	
Black or Black British	
• Caribbean	12%
• African	11%
• Other	5%
Chinese	3%
Other	6%
Unknown	1%

Children for whom English is an additional language 12% (Newland LEA average 8%)

St Ethelred's is a large primary school in the unitary authority of Newland. It serves an area where approximately 30% of the children are eligible for free school meals. This is above the Newland LEA average of 24%. Within its catchment area there is a permanent site for Travellers. Most of the staff have been at the school for a number of years. The head and inclusion coordinator are newly-arrived. A questionnaire completed by all the pupils in the school revealed that almost all felt that the school is very caring and that they are made welcome. Some children commented about unkind name-calling and some said that they had been bullied. A small group of parents said that some of their concerns regarding their children's progress in Key Stage 1 had not been sufficiently resolved by the school.

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This activity uses a case study (**Handout 1.3**) to re-visit key principles about effective evidence for self-evaluation.

Ask participants to work in groups of three or four and consider the questions on **slide 1.16**.

When taking feedback, focus on some key issues, as follows.

The headline data in the case study suggest significant differences between children's attainment in mathematics and English. The school might want to examine their data further to look at gender differences, EAL learners and differences between ethnic

groups. They might want to examine the profiles of children who reached level 5 in one subject and not in the other. They might want to consider how to explore issues of teaching and learning in the two subjects (e.g. book scrutiny, observations, teacher interviews). Quantitative data that demonstrates high achievement might be unpacked by interviews with children, for example, asking 'What worked?', – which would give the school useful information on which to build future practice.

The school has significantly more children than the LEA average attaining at below level 1 at Key Stage 1 and below level 3 at Key Stage 2. Suggest to participants that the school might want to cross-check these children against lists of children at *School Action* and *School Action Plus* and examine other measures of progress (individual pupil records, target setting). The number of children at *School Action* and *School Action Plus* is significantly above the LEA average. The school would need to look at the profile of these children by year group, gender and ethnicity. They should be asking questions about the quality of teaching and learning and how they will find out more (for example, lesson observations). They also need to know the interventions these children will have received.

The school would also need to explore questions about the progress and attainment of different ethnic groups. They might decide to supplement qualitative analysis of results with some quantitative data such as interviews with some of the parents or carers from the Traveller site or from some of the different minority ethnic communities.

The attendance at St Ethelred's is below the LEA average and mobility is slightly above the LEA average. Encourage participants to reflect on these as factors that affect achievement and suggest that the school might want to examine attendance records against records of attainment of individual children.

The 'unkind name calling' may need investigating to see whether there is any pattern that could be related to disability or race. Interviews with children or behaviour logs might be good places to start.

Draw out that different kinds of data may be used to triangulate any findings: attainment data, behaviour and attendance records, observations, interviews and so on.

## Slide 1.17



Show the Ofsted evidence tree (**slide 1.17**) that is taken from the *Handbook for inspecting nursery and primary schools* (Ofsted, 2003). When they are gathering evidence, Ofsted inspectors must ensure their findings are rooted in evidence and that evidence comes from the upper branches of the evidence tree.

Ofsted recommend to inspectors that they triangulate their evidence, testing any assertions by examining records and results. When evaluating inclusion you may likewise need to check assertions such as 'He's doing well and joins in everything', 'He's a lovely boy with lots of friends' by examining work and setting up opportunities for observing children at playtime and in class.

## Slide 1.18

The slide, titled 'How well should we be doing? Comparing ourselves with others', features a blue background with a small photo of children in the top right corner. It lists three bullet points: 'National averages', 'LEA statistics', and 'Evidence from research'. Logos for 'Primary National Strategy' and 'SureStart' are visible at the bottom.

Show **slide 1.18** and point out that in the case study, St Ethelred's staff were able to compare the performance of their school against LEA averages. This is very helpful in answering the question 'How well should we be doing?' In order for participants to compare their school they will need information about pupils' achievements in similar schools. Remind participants that there are several ways of accessing this data.

National data on attainment can be accessed through the DfES Research and Statistics site.

You may wish to provide LEA data that gives progress of different groups.

In particular, you may wish to look at:

- the percentage of children below level 1 and below level 2 at the end of Key Stage 1;
- the percentage of children below level 2 at the end of Key Stage 1 who reach level 3+ at the end of Key Stage 2;
- the percentage of children below level 3 at the end of Key Stage 2;
- the percentage of children with SEN but without learning difficulties who achieve level 4+ at the end of Key Stage 2;
- rates of progress for children from different ethnic groups;
- rates of progress for children learning EAL and relative outcomes in English and mathematics.

The recent report *Special educational needs and disability: towards inclusive schools* (Ofsted, 2004), recommends some key indicators of effective inclusion which allow schools to compare themselves with others (**Handout 1.4**).

Evidence from *research* gives valuable information about the effectiveness of different intervention schemes that participants may already be using and would be important to explore before they adopted new ones. There is a summary of research as **Handouts 3.6 and 3.7** in the *Planning effective provision session 2*.

Handout 1.4

**Handout 1.4**  
**How well do we compare with others?**

The recent report *Special educational needs and disability: towards inclusive schools* (Ofsted 2004) recommends some indicators of effective inclusion which you can use to compare your school against others.

**Pupils make good progress in relation to their starting points and their achievements are in line with those of pupils with similar difficulties and circumstances.**

Supporting criteria:

- At least 80% of pupils make the nationally expected gains of two levels at Key Stage 2.
- 78% of pupils who begin Key Stage 2 at level 1 in English achieve level 3 by the end of Key Stage 2.
- Pupils withdrawn for substantial literacy support make an average of double the normal rate of progress.
- The attendance of pupils with special needs is good (above 92%) and unauthorised absence is low.

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Handout 3.6

**Summary of research on commonly used interventions**  
**Teaching assistant support**

Key findings	Reference
While noting that there are children with SEN who are now spending more time than they should with teaching assistants rather than with teachers, Ofsted found that the presence of teaching assistants can improve the quality of teaching, particularly where the teaching assistant is following a prescribed intervention or catch up programme, for which they had received training and worked in close partnership with the teacher.	Teaching assistants in primary schools: an evaluation by Ofsted, 2001-2. London: Ofsted
In an unpublished study the Primary National Strategy's Year 6 Teaching Assistants pilot, which ran during the autumn of 2002, has provided strong evidence of the positive impact that teaching assistants can have on attainment in English and mathematics. The results of the pilot showed gains of 2% points in level 4 Key Stage 2 English and 3% points in mathematics in excess of the national average. The pilot offered support for those children who with additional help, could achieve level 4 in English and mathematics at the end of Key Stage 2. Key to the success of the pilot was the quality of the four-day literacy and numeracy training that it provided to teaching assistants.	Hatcher, P. (2004) A brief summary of the North Yorkshire ELS/Reading intervention Research Project: personal communication University of Leeds School of Education (2004) National evaluation of the National Literacy Strategy Further Literacy Support Programme. www.standards.dfes.gov.uk/literacy/about/news_and_events_archive/870975
Evaluation of Wave 2 intervention programmes Early Literacy Support and Further Literacy Support (both involving a trained teaching assistant working closely with the class teacher) has demonstrated significant impact on children's progress.	Brooks, G. (2002) What works for children with literacy difficulties? London: DfES research report 380.
Evaluation of other Wave 2 and 3 literacy interventions that involve trained teaching assistants working on line-linked intervention programmes (such as Better Reading Partnership, Accelerated Accelerate, Multi-sensory Teaching System for Reading (MTRS)) has demonstrated impact on children's progress.	

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Handout 3.7

Summary of research on effective additional provision  
Early intervention

Key findings	Reference	Where to find out more
<p><b>Pre-school education</b></p> <p>A major review of the effects of pre-school education found that high-quality early education significantly reduces the number of children at risk of being identified as having special educational needs.</p>	Syha, K., Melhuish, E., Sammons, P., Smeaton, C., Taggart, B. and Elliott, K. (2003) <i>The Effective Provision of Pre-school Education (EPPE) project: findings from the pre-school period</i> . London: Institute of Education.	
<p><b>Social, emotional and behavioural development</b></p> <p>A review of the research on the impact of early intervention on children's social, emotional and behavioural development concluded that there is evidence for a number of small-group interventions which have been shown to have powerful, long-term positive effects. Three early intervention programmes are particularly recommended: nurture groups, structured group work on social skills combined with parenting groups and a programme specifically designed for vulnerable and withdrawn children in their early years of school.</p> <p><b>Nurture groups</b></p> <p>In the London borough of Enfield, where nurture groups were first introduced, the progress of children who had been in nurture groups was compared with that of a control group of children who had similar needs but had not taken part in a group. The study showed that three times as many children in the control group later required a Statement for special educational provision than those who had been in nurture groups. The proportion of children who went on to special schooling was almost seven times higher in the control group.</p> <p>A study of nurture groups at Cambridge University found measured improvements in speech and language skills and baseline assessment in 342 children who received this provision. At entry to the nurture group programme, 92% of the children were in the abnormal or borderline range on a standardised questionnaire measuring behavioural, emotional and social</p>	<p>DES / Coram Family (2002) <i>Intervening Early</i>. London: DES.</p> <p>Iszatt, J. and Wasilewska, T. (1997) <i>Nurture Groups: an early intervention model</i>. <i>Educational and Child Psychology</i>, 14, 3.</p> <p>DES / Coram Family (2002) <i>Intervening Early</i>. London: DES.</p>	<p>www.nurturegroups.org</p>

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Activity 5: evidence of effective inclusion

(10 minutes)

Slide 1.19

Activity 5: evidence of effective inclusion

- Examine the list
- Tick those:
  - you already have in your school,
  - you already use in your school,
  - your school uses to determine its school improvement plan
- Rate each kind of evidence and assess how valuable it would be to help you to evaluate inclusion in your school (5 is very valuable, 1 is not very valuable)

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Handout 1.5

Handout 1.5 page 1 of 3

This is a list of possible evidence you may have access to in your school.

You are asked to:

- examine the list
- tick those – you already have in your school, – you already use in your school, – your school uses to determine its school development plan.
- rate each kind of evidence and how valuable it would be to help you to evaluate inclusion in your school (5 is very valuable, 1 is not very valuable).

Information	Have in school	Use regularly	Regular scrutiny systematically informs school development planning, staff CPD and the allocation of any additional resources	Are/Would be valuable in evaluating the effectiveness of inclusion in your school (5 is very valuable, 1 is not very valuable)
Attendance records				1 2 3 4 5
Number of children – attending part-time but on the roll of other specialist provision – transferred to specialist provision over academic year (school or unit) – taken onto roll during the year who were previously registered in special school or unit provision – in school's catchment area that attend specialist provision				1 2 3 4 5
Attendance of children with SEN at lunchtime clubs and other school activities				1 2 3 4 5
Behaviour incident logs				1 2 3 4 5
Number of children excluded on fixed-term basis				1 2 3 4 5
Number of episodes of exclusion on fixed-term basis (children excluded one or more times in academic year)				1 2 3 4 5
Numbers of days lost to fixed-term exclusions				1 2 3 4 5

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This activity encourages participants to identify evidence of effective inclusion that they might find useful to gather in their own school.

Give out the prepared list (**Handout 1.5**) and together add to it any other significant ideas that participants wrote down on their sticky-notes earlier in the session. Ask them to work in pairs and consider their own schools using **slide 1.19** as a prompt.

Take feedback from the group about data they already use and data they do not routinely gather but which would be helpful. Develop with the group a shortlist of evidence they would all want to gather – evidence that is relevant, reliable and, as far as possible, first-hand.

Draw out again the importance of checking evidence – for example, feedback from teaching assistants may be positive and suggest children are learning, targets may be achieved but progress could remain unacceptably slow.

## Conclusion

5 minutes

Slide 1.20

**Conclusion**

- Inclusion is about the presence, participation and achievement of all children
- There is still a need for improvement in these areas
- Self-evaluation helps us to improve
- We need to use outcome measures, triangulated with other sources of information, and look for 'best' evidence

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Handout 1.6

Handout 1.6 page 1 of 1

**Key points for action from this session**

What do I want to do in my school in order to develop effective practice?

- 
- 
- 

Who else do I need to involve, in enabling this to happen?

- 
- 
- 

How will I do this?

- 
- 
- 

What is my timescale for this to happen?

- 
- 
- 

How will I know I have been successful?

- 
- 
- 

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Recap on the main parts of the session using **slide 1.20**.

Remind the group that the 'best' self-evaluation evidence will:

- give clear indicators of achievement in the context of the school and nationally;
- give some insight as to what is working and what is not working;
- give evidence of presence, participation and achievement;
- be triangulated by other sources and owned by the whole community, including pupils;
- be easy to collect and not cause additional paperwork.

Participants might find it helpful to spend a few minutes recording their own key points for action on **Handout 1.6**. They should bring this with them to the next session so as to add any further ideas that arise.