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 1.21–1.29

Handouts 1.6–1.11

Flipchart and marker pens

Highlighter pens

Linked sessions

This session follows *School self-evaluation* session 1 and links to the following professional development sessions in the Primary National *Leading on inclusion* materials.

Understanding and using data

Planning effective provision

You might want to introduce this session with an overview (**slide 1.21**).

Session outline	
Introduction	5 minutes
Using external frameworks to support self-evaluation	20 minutes
The self-evaluation journey	45 minutes
Conclusion	5 minutes

Introduction   5 minutes

Slide **1.21**

Emphasise that the major focus will be a case study that has been prepared to allow participants to:

- examine closely the process of self-evaluation;

- use a prepared self-evaluation tool that focuses on one area of inclusion in some depth;

- work together to produce an action plan following self-evaluation.

Use **slide 1.22** to revisit some of the issues that were addressed in the previous session.

Slide **1.22**

Highlight the importance of:

- continuing to improve the learning, teaching and achievement of our most vulnerable children;

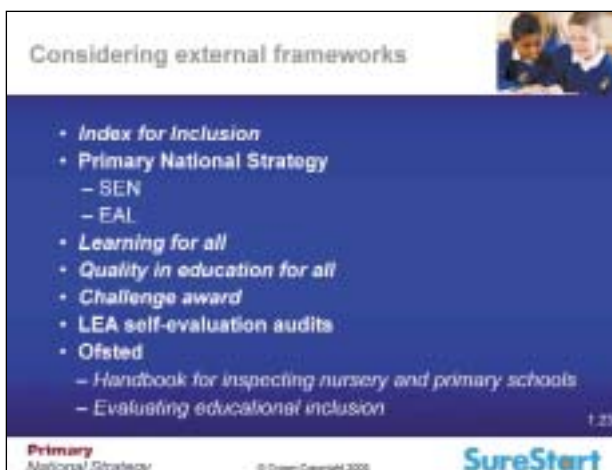- a whole-school approach to this improvement process;

- the systematic use of self-evaluation in order to check out how you are doing and decide the priorities for improvement;

- the use of the best evidence.

Using external frameworks to support self-evaluation
20 minutes

Make the point that there are many published tools to help self-evaluation for example, those on **slide 1.23**, but they should be used intelligently. **Slide 1.24** details some of the advantages and disadvantages of using published frameworks. Participants may be able to identify others, based on their experience of using these frameworks.
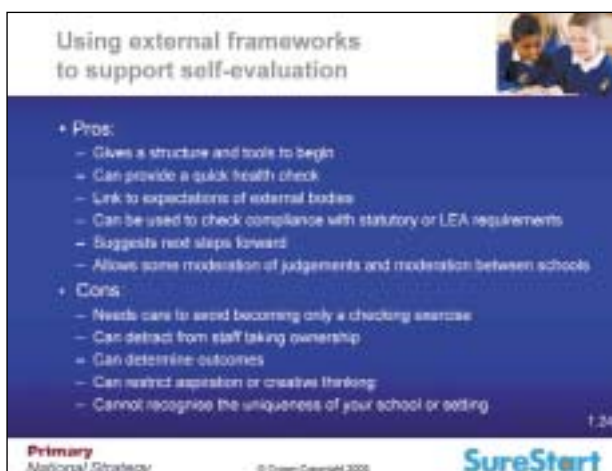
Slide **1.23**

Slide **1.24**

You might want to expand on some of the published frameworks, using the notes which follow.

The Index for Inclusion was designed to help schools assess how inclusive they are and to support their development. It explains the concepts behind inclusion and provides a detailed framework for self-review and materials to support it (Centre for Studies on Inclusive Education (CSIE), 2002).

The Primary National Strategy has developed self-evaluation tools focusing on schools' effectiveness in meeting the needs of children learning English as an additional language, and children with special educational needs. The session incorporates some time to look at these tools.

Learning for All – Standards for Racial Equality published by the Commission for Racial Equality (2000) was designed to give schools a comprehensive overview of their current performance in relation to race issues and to enable them to take clear and systematic steps to improve their performance.

The *Challenge Award Self-Evaluation Framework* for schools and LEAs provides a standard by which you can audit, evaluate and action plan for continuous whole-school development in provision for pupils who are gifted and talented. It describes in 10 elements what good provision looks like and shows how to move from early stages to embedding provision for gifted and talented children at the heart of the school's work. It is available from www.nace.co.uk.

Quality in Education for All materials contain tools that a school can use for self-assessment and improvement planning, including self-review in relation to provision for children with SEN and inclusion. They have been developed by Lloyds TSB in conjunction with the SEN Regional Partnerships and are available as a booklet and CD-ROM free of charge from the SEN Regional Partnerships.

Many LEAs have developed their own self-evaluation tools, and this may be the point to share these.

Some of these self-evaluation tools not only diagnose strengths and weakness but also suggest ways forward and give ideas that can be used to formulate action plans.

Off-the-peg frameworks can detract from developing a sense of ownership among all staff about evaluation practice. They can miss the uniqueness of individual institutions. In order for self-evaluation to be effective, staff must reflect on current practice systematically and collectively.

Removing Barriers to Achievement (DfES 2003) says 'Many local authorities have agreed self-evaluation frameworks with their schools and there is a wide range of tools which schools can draw on to assess how well they are serving different groups of pupils'. The Primary National Strategy therefore is not recommending one particular self-evaluation product.

Ofsted has made evaluating inclusion a key part of the Inspection Framework. The additional guidance *Evaluating educational inclusion* (HMI 235) aims to support inspectors and the governors and staff of schools, in identifying what it means to be an

inclusive school and in diagnosing the strengths and weaknesses of a school's practice in order to bring about improvements in this area.

The *Evaluating educational inclusion* guidance builds on the key general questions in Ofsted's current framework for inspection (**slide 1.25**)
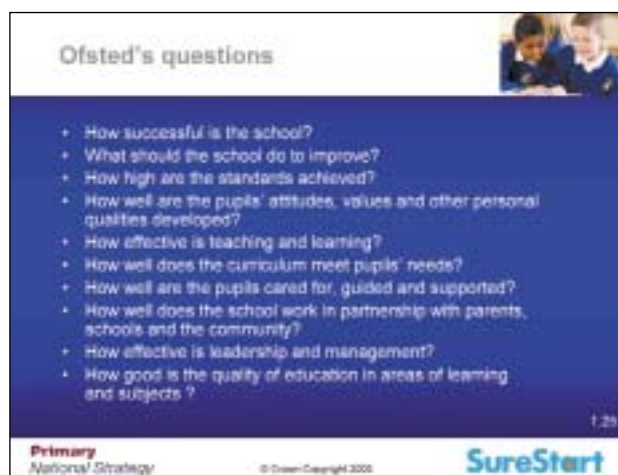
Note: you will need to adjust these key questions when the revised inspection framework is published.

It is important that participants are aware of the different areas covered by Section 10 inspections, and to note that, whatever self-evaluation tool they use, it is able to inform the S4 that it is an important part of the pre-inspection commentary.

Participants also need sometimes to be able to make a summative judgment about the effectiveness of their school's inclusive provision.

Such summative judgements can be difficult to make. School improvement is often an uneven process. Nevertheless, such judgements have the advantage of:

- identifying priority areas within the school;

- allowing schools to assess whether they have made broad improvements over a period of time;

- enabling comparisons with other schools, to inform further self-review;

- empowering schools to share their excellent practice with others or encouraging them to ask for additional help to remedy any unsatisfactory areas.

Remind participants of the current Ofsted seven point scale (or four point scale to be used from September 2005) and the best-fit judgements in the handbooks (**slides 1.26** and **1.27**).

Slide **1.26**

Slide **1.27**

👉 Activity 1   (10 minutes)

At this point you may wish to ask the participants to return to their collection of evidence (either from their own pre-course task or the list provided as **Handout 1.5**) and discuss what evidence they have that would enable them to make a judgement on Ofsted's four or seven point scale, for one particular area (for example, teaching or achievement) and what further evidence they might require before they could confidently make a judgement.

Take feedback, drawing out examples of evidence which participants have linked to judgements of satisfactory or above, and exploring the reasons for these judgements.

Handout **1.5**

The self-evaluation journey   45 minutes

This part of the session uses a case study to examine how one school went about self-evaluation and what they found out. The case study builds on the headline data on St Ethelred's school, which participants met in session 1.

Depending on the needs of the group, you may choose to focus on EAL issues within the case study, or on SEN issues. If the needs of the group are to examine the inclusion of other groups, such as gifted and talented chidren, the presenter would need to provide the relevant self-evaluation grid and a similar case study that would facilitate discussion.

Explain that the idea of the case study is to show a school's journey in self-evaluation, having collected information and made some judgements. Participants will use Primary National Strategy self-evaluation materials to consider the next steps for the school and decide on an action plan for improvement. **Slide 1.28** summarises their task.

Each participant needs a copy of the case study (**Handout 1.7**), a self-evaluation grid for either SEN or EAL (**Handout 1.8 or 1.9**), a highlighter pen, and an action planning sheet proforma (**Handout 1.10**).

Slide **1.28**

Case study –
the self-evaluation journey

- Read the case study
- Familiarise yourself with the Primary National Strategy self-evaluation grid
- Using a highlighter, plot this school on the self-evaluation grid provided
- Choose three areas that you feel the school should develop
- Develop an action plan using the proforma

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1.28

Handout **1.7**

Handout 1.7 page 1 of 7

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*	26% (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
	· 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.

Handout **1.8**

Handout 1.8 page 1 of 32

A self-evaluation tool for primary schools: special educational needs

It is now recognised that the most effective schools are those that rigorously self-review and self-evaluate. A view of our strengths and weaknesses and how we compare nationally is important so that we can judge the effect our work has on children's learning and identify the areas we need to improve.

In SEN and inclusion, self-review and evaluation can also give us a sense of where we are on the journey to developing inclusion in our schools. Spending time reflecting where we are on that journey may well help us to decide on our next steps and next direction.

The attached self-evaluation tool is designed to meet those two needs. It has been designed as a tool for school reflection and self-evaluation, and a basis for future development. It can form part of a professional development programme for those who lead on SEN issues in primary schools.

The tool is based on key areas from the Ofsted frameworks set out in the Handbook for inspecting nursery and primary schools (Ofsted, 2003).

Achievement
Children's attitudes and personal qualities
Teaching and learning
Assessment
Curriculum
Accommodation and resources

Care, guidance and support
Partnerships with other schools and the community
Governance
Leadership
Management

The format is closely aligned to the TTA published National Standards for subject leaders document (1998), the self-evaluation grids produced by the National Literacy and Numeracy Strategies for literacy and mathematics coordinators, and the Effective leadership and management self-evaluation tool produced by the National College for School Leadership (NCSL) with the National Numeracy Strategy.

The principles of self-evaluation, upon which the tool is based, reflect the emphasis on self-evaluation and review embedded within and promoted by the Ofsted Handbook for inspecting nursery and primary schools, the NCSL approach to improving management and also other publications and research evidence related to effective school improvement processes.

Schools and LEAs may wish to add further areas to the grid as part of their development of school self-evaluation, and according to specific local priorities.

Handout **1.9**

Handout 1.9 page 1 of 15

Raising the achievement of pupils learning English as an additional language

Self-evaluation to establish priorities

The purpose of the self-evaluation grid is to support coordinators in recognising the current stage of development and identifying key priorities for further development across the school. The four columns represent a continuum of development and effectiveness. The prompts in each column support self-evaluation by illustrating the elements which will be present at each stage. By highlighting the relevant prompts or parts of the prompts, the EAL coordinator, working in partnership with the leadership team, can identify the school's current strengths as well as areas for development which inform action plans.

Focusing: the school is at the beginning of the process – identifying what is happening but recognising that much remains to be done.
Developing: the school has started to address some aspects but there is a need for further development in identified areas.
Establishing: many things are in place and embedded. There has been a significant development in the quality of provision and an impact on standards and progress. Some issues re whole-school consistency and cohesion need addressing.
Enhancing: there is whole-school consistency and cohesive practice is embedded across the school. Impact on standards and progress is evident.

NB. Schools are changing communities so judgements about positions on the developmental continuum may change if the school context changes.

The self-evaluation grid is linked to the key strands of the *Raising achievement of bilingual learners*: EAL Pilot

· Strand 1: Leadership and management
· Strand 2: Learning and teaching – language development, curriculum access and assessment for learning
· Strand 3: Conditions for learning
· Strand 4: Partnership beyond the classroom

The first essential is the establishment of the leadership team which includes the headteacher, the EAL and literacy and mathematics coordinators to lead on the school improvement, focusing on raising the achievement of bilingual learners. The team has close liaison with the assessment coordinator. The support and monitoring role of the leadership team is clearly identified.

Handout **1.10**

Handout 1.10 page 1 of 1

Draft action plan

Priority for action. What needs to be done?	By whom? By when?	Success criteria?

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Ask participants to work in groups on the first three bullet points on **slide 1.28**, for about 20 minutes. You may suggest that they look at the question 'How effective is the teaching and learning of children?' on page 74 (SEN) and page 103 (EAL).

Take feedback on what the school's evidence showed, drawing on the notes that follow.

In this school it is clear that statutory plans are in place. It appears that the mechanisms of the Race Equality Plan and SEN Policy are working well. Teaching assistants' work is of 'good quality'. Funding appears to be targeted at the children who need it most. There is evidence of the environment reflecting and valuing the diversity of the children in the school. There is also a clear commitment to inclusion in the school. The inclusion coordinator is beginning to influence planning and is welcomed in classrooms to support teaching and learning. St. Ethelred's might feel ('know') it is an 'inclusive' school.

However, there are concerns about the achievement of many of its children. There is evidence that children are making patchy progress. There is no systematic monitoring and little connection between additional interventions and teaching and learning in the classroom.

Now ask participants to consider what the key priorities might be for the case study school, and develop an action plan for improvement. Allow about 10 minutes for this.

You might want to encourage participants to focus their action planning on priorities in improving teaching and learning in the classroom, linking this to target setting (whole-school, year group, groups of children and individuals).

It may be possible to identify one group which has developed an action plan on these lines and ask them to present their plan to the whole group.

Finally, initiate a discussion about the self-evaluation processes the school used. Consider the quality of the evidence, in particular the way in which it was gathered (it came from a number of different sources, from a number of different people). Draw out which of these processes and types of evidence participants might want to use in their own setting.

Consider also the use of the self-evaluation grid and whether:

- it clarified how effective the school's provision was for children with SEN or EAL;

- it supported the process of action planning (particularly prioritisation and future success criteria, by setting out a progression).

Conclusion   5 minutes

Recap on the objectives of the self-evaluation session, using **slide 1.29**.

Slide **1.29**

Conclusion

To support you in:
- developing the strategic management of inclusion;
- developing 'middle management skills' as an inclusion coordinator or SENCO;
- understanding the importance of self-evaluation;
- developing the process of self-evaluation.

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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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Emphasise the importance of:

- systematic and rigorous self-evaluation to inform school improvement;

- collecting the best evidence;

- interrogating and triangulating that evidence;

- comparing the school with others using national data or an external framework;

- moving from self-evaluation to action planning, based on the key priorities that have been identified.

Participants may wish to re-visit **Handout 1.6**, adding any new ideas or actions they identified for themselves at the end of session 1.