

# Self – Evaluation, HMle and Pupil Support Dingwall 2.3.09

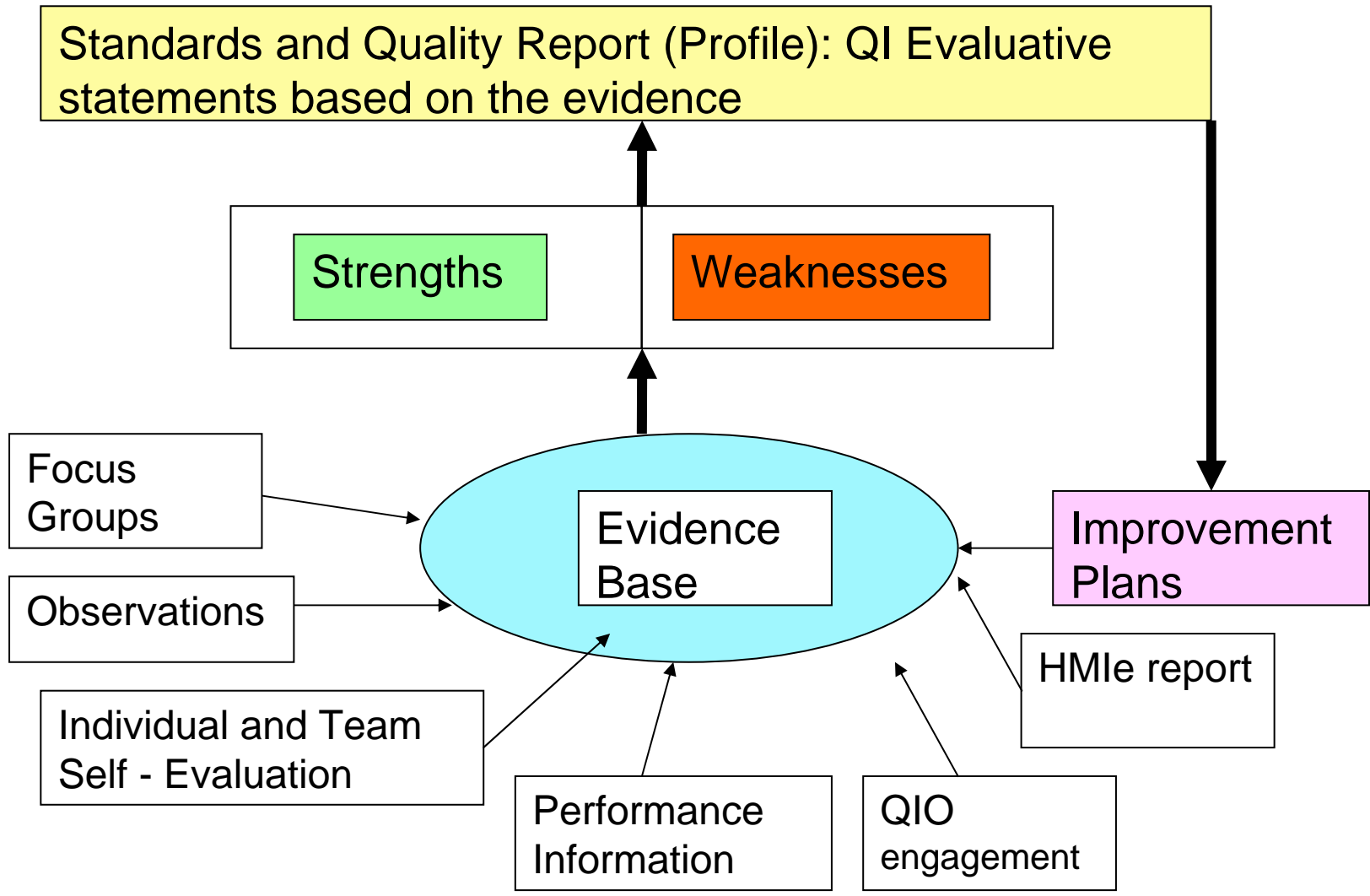
Improvement Planning Guidelines: [www.hvlc.org.uk](http://www.hvlc.org.uk)

Improvement Planning, The Standards and Quality Report (Profile) and the S & Q summary for Parents

New HMle processes for inspections in pre-school centres, schools and CLD

# Self evaluation at the centre

- Regular self-evaluation of the parts that are important.
- Short evaluative statements in relation to the How Good is ..? descriptions.
- Grounded in evidence
- Evaluating what you are actually doing – is it improving the experiences of our youngsters or participants?



How does SfL do this in partnership?

The School Standards and Quality Report (Profile) has five core quality indicators.

1.1 Improvements in performance

2.1 Learners' Experiences

5.1 The Curriculum

5.3 Meeting pupils' needs

5.9 Improvement through self - evaluation

Contributory indicators, important to individual schools or ILC's, can be shared with Quality Improvement Officers and other agencies. **Focus here on QI 5.3 – meeting pupils' needs**

Evidence includes observation, attainment and achievement information, discussion, questionnaires and the sampling of views. **Involving our partners is essential.**

We **should avoid generating significant amounts of paper evidence** and should take **every opportunity to reduce bureaucracy**

## QI 5.3 Meeting Learning Needs

In evaluating this QI a holistic, rounded judgement is made on how well the school or centre makes arrangements to meet the learning needs of children and young people.

The scope of the QI is given in the Key Features:

*This indicator relates to the school's or centre's arrangements for meeting the needs of all learners, including potentially vulnerable groups, and addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs; or social and emotional factors.*

When applying this QI and making judgements on the quality of provision it is important to:

- evaluate what teachers/staff do to ensure that the needs of all learners, including the most vulnerable learners, those with additional support needs and gifted and talented learners, are met within the class/playroom;
- evaluate the processes which the school or centre puts in place to identify and assess the needs of individuals which impact on their education and ensure that all learners have appropriate and equitable access to the curriculum and to the range of experiences offered by the school or centre;
- evaluate how the school/centre makes use of input of health, social work and other partner agencies, and parents and carers in meeting young people's learning needs;
- follow appropriate 'audit trails' which have been identified, for example, provision for learners who are *Looked After and Accommodated* (LAAC), or learners with autism spectrum disorders.

## Theme 1: Tasks activities and resources

In this theme the quality of differentiation across the school/centre is evaluated.

### Key Questions

- How effectively do we support and challenge learners by choosing learning tasks, resources and activities which are well matched to their needs, progress or attainments?
- How well did learning and our teaching on a day-to-day basis and across programmes/courses meet the different needs of learners? Do we 'reach' different groups through our teaching and questioning? How well do we give focused, targeted and appropriate support when moving around the classroom?
- Do we have appropriate expectations for different groups of learners?

### Sources of Evidence

- Observation and reflection on learning and teaching: matching learning opportunities and support to the range of learning needs
- Sampling with individuals and groups of learners: the quality of support and challenge in tasks and learners' responses

Additional evidence will be found in:

- Staff/teachers' plans and programmes to meet differing needs and levels of attainment
- The quality and use of learning resources

## Theme 2: Identification of learning needs

Learning needs are likely to be met appropriately when they are clearly identified. This theme is about the arrangements the school or centre has made to identify the learning needs of all learners, particularly the needs of the most vulnerable groups and those whose needs vary significantly from their peers.

### Key Questions

- How well do we observe and assess learning needs in the light of learners' responses to tasks and activities?
- How well do we share information and discuss learning to enable other staff to identify clearly the learning needs of all, including vulnerable learners?
- How effective are whole-school approaches and the contributions of specialist staff?
- How well do we draw on the knowledge of health, social work and other partner agencies when identifying learning needs?
- Do we take sufficient account of the needs of LAAC in identifying barriers to learning?

### Sources of Evidence

- Observation of teaching and learning
- Discussion with learners
- Samples of learners' work
- Assessment evidence and its use by staff to identify the needs of all learners
- Information issued to staff on those with additional support needs
- Discussion with learning support staff, pastoral care staff, class teachers, key workers
- Interviews with health, social work and other professionals
- Interviews with parents/carers
- Minutes of planning meetings to identify and assess needs
- Lesson plans

# Theme 3: The roles of teachers and specialist staff

## Key Questions

- How well do we involve appropriate specialist staff in identifying learning needs?
- How effective are specialist staff?
- How well do we address barriers to learning?
- How well do we share information among education, health, social work and other relevant partner agencies?

## Sources of Evidence

- Remits of staff
- The role of specialist staff in meeting learning needs including visiting teachers, specialist staff and relevant staff from partner agencies
- Support, advice and training the school or centre receives from specialist staff and their agencies
- Quality of placement of children/young people, including shared or part-time placement in provision outwith the school or centre
- Interviews with staff from partner agencies as appropriate in planning and delivering support

## Theme 4: Meeting and implementing the requirements of legislation

Most children and young people who require additional support will have their learning needs met by the day-to-day classroom practice.

Where they require detailed planning for learning or substantial adaptation to the curriculum, an individualised educational programme (IEP) may be appropriate.

A small number with significant additional support needs may require a coordinated support plan (CSP) to ensure that support for learning is coordinated effectively across agencies. CSPs and IEPs in themselves do not indicate whether needs are met, or otherwise.

It is the quality and effectiveness of planning to meet learning needs and the processes of meeting these needs which are important. Effective planning involves parents, learners and staff from partner agencies as appropriate. The principles of GIRFEC will be important in achieving this. This fourth theme should not dominate evaluations

## Key Questions

- How good is our planning to meet the needs of all learners?
- How effectively have we involved other staff in drawing up these plans? How have these plans been shared by staff? Is there a move to a single plan?
- Do our IEPs and CSPs set out a suitable approach to meeting needs?
- Are the short-term and long-term targets appropriate and clear?
- Do we regularly review the targets? Is there a move to a single multi-agency review?
- How do we involve learners and their parents in these processes?

## Sources of Evidence

- Evidence from child/pupil progress records (PPRs) and other attainment and achievement records
- Quality and effectiveness of care planning, CSPs and IEPs
- Interviews with parents, learners and partner agencies, as appropriate, in planning and reviewing
- Observation/minutes of planning meetings to identify and assess Needs
- Observation/minutes of review Meetings
- Transition arrangements

And now to inspection  
Download the two HMle guides from hvlc

More use of the school or centre's self-evaluation as a starting point for the inspection.

- no extensive profile from the school,
- no formal pre-inspection report required from the authority.
- current processes for parental, staff and pupil questionnaires to continue

expectation that standards and quality report / improvement plan (as JTE4) / school self-evaluation will be detailed, up to date and cover all key aspects.

**Monday** The MI will arrive in the school **around lunch time**. It would be helpful if you had a room set aside for the team with the information previously discussed readily available. You should also provide supporting documentary evidence relating to the school's performance and self-evaluation. This evidence should relate directly to the account you give to the inspection team on Tuesday morning.

At the end of the school day, the MI will be available to **brief your staff**.

At the end of this briefing the MI would like to update you on the progress of the inspection and confirm any planning needs for the following day.

**Tuesday** Close to the start of the day, the HT will be invited to give the **school's account of how self-evaluation is leading to improvement.** In particular, **how well is your school doing, how do you know, and what do you need to do next?** You may wish to draw our attention to your vision, values and aims, and show how you are meeting these.

In the sample of schools with a services for children element, a representative from partner agencies should be invited to contribute to this discussion.

After the self-evaluation meeting the inspection activities get underway. Some meetings will have been arranged in advance, for example with groups of parents or staff. Inspectors will be looking at learning and teaching and curriculum areas.

The team will meet with staff at the end of the school day to engage in professional dialogue, with topics including learning and teaching.

**Wednesday** Inspection fieldwork will continue.

Towards the end of the day, the inspection team will consider whether the combination of self-evaluation and the early inspection activity enable the evaluations for the inspection to be made.

If that is the case, the MI will discuss with you **the scope for disengaging in evaluative activity** and how the inspection team might use the remaining time in the inspection to support you directly in improvement activities.

If not, the team will continue with inspection activities until secure evaluations are reached (see Thursday).

**Thursday** Inspection activities will continue until lunchtime. In the afternoon the inspection team will meet to discuss and agree the inspection findings.

**Friday:** This is when we provide feedback to the school and continue professional engagement with you. Normally, feedback will take place no later than 11.00 a.m. for the head teacher, other members of the senior management team as appropriate, and a representative of the education authority.

The MI will continue professional engagement with staff through a brief feedback discussion. This is a voluntary meeting to which all members of staff are invited. It will last around 20 minutes.

**After the inspection week** Early in the week after the inspection you will receive a draft copy of the report. At the same time the education authority and chairperson of the Parent Council will receive a copy of the draft report.

You and the education authority will be asked to provide any comments or suggested corrections to the report during that week.

The district inspector may contact the education authority to discuss the draft report and, where necessary, any matters about follow-through.

If there are no follow-through activities, the inspection process and publication will normally be finished within 10 working weeks of notification.

**This report** tells you about the quality of education at the school and nursery class, where relevant. We describe how children benefit from learning there. We explain how well they are doing and how good the school is at helping them to learn. Then we look at the ways in which the school does this. We describe how well the school works with other groups in the community, including parents and services which support children. We also comment on how well staff and children work together and how they go about improving the school.

Our report describes the 'ethos' of the school. By 'ethos' we mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life. Finally, we comment on the school's aims, particularly its focus on learning, and the impact of leadership on its success in achieving its aims.

- **School report**

- The school
- Particular strengths of the school
- Examples of good practice
- How well do children learn and achieve?
- How well do staff work with others to support children's learning?
- Are staff and children actively involved in improving their school community?
- Does the school have high expectations of all children?
- Does the school have a clear sense of direction?
- What happens next?

- **Learning Community report**

- The learning community
- Particular strengths of the learning community
- Examples of good practice
- How well do participants learn and achieve?
  
- How well does CLD help the community to develop?
- How effective are providers in improving the quality of services?
  
- Do CLD providers have a clear sense of direction?
- What happens next?