

A SAfE guide to self-evaluation using the Surrey Inclusion Framework



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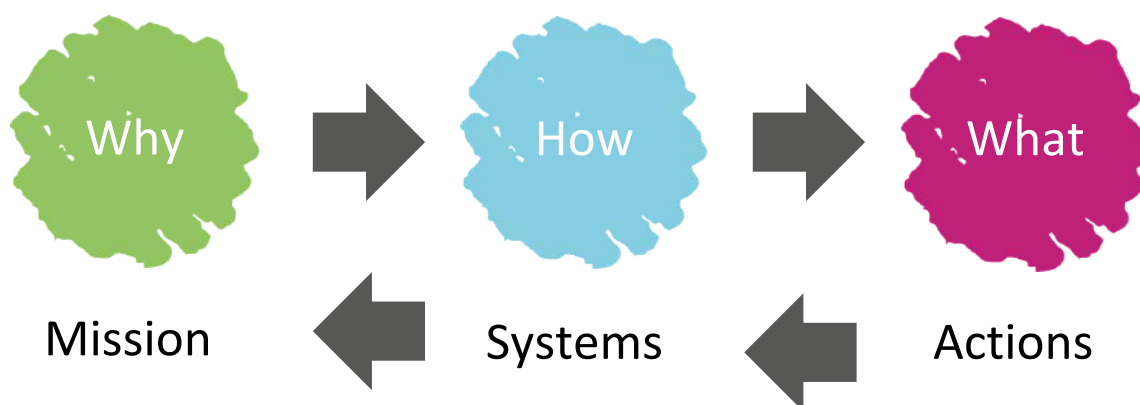
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1. Self-Evaluation

At SAE we are an inclusive partnership who believe passionately that all children and young people should have the opportunity to flourish, enjoy learning and achieve the best possible outcomes through excellent education. We believe that strong self-evaluation is an invaluable tool in achieving this, supporting a cycle of long-term school improvement and in securing equality and equity for all pupils.

Connecting intent, implementation and impact



Your local school context

Self-evaluation is about objectively knowing your school context and understanding the best course of action to take to improve outcomes for learners. This guide sets out to highlight the importance and benefits of inclusive self-evaluation. It shares learnings directly from the experiences of a variety of local schools in using the Surrey Inclusion Framework to further develop inclusive practices. Examples of how these schools have effectively used this framework to make key improvements to their provision are also included in this guide.

Improve not prove

Self-evaluation can be used for a range of purposes and audiences; the quality and value of the self-evaluation is often inextricably linked to these factors. For example, where self-evaluation is undertaken for a third party, such as Ofsted or to secure an award or kitemark, the process is often focused on providing evidence to prove the meeting of externally set criteria which indicate that accountability thresholds have been met. This guide seeks to support schools in shining a light on their own practice, to support a self-sustaining approach to school improvement in securing equality and equity across settings.

Surrey Inclusion Framework

We have developed the Surrey Inclusion Framework because we want those pupils with additional needs, those who are underserved and those that have other vulnerabilities to enjoy the educational equity which provides every possible opportunity to achieve their best.



The Surrey Inclusion Framework

- Engages school-wide stakeholders
- Is intuitive
- Shines a light on all areas of schools' practice
- Highlights, through clear visual representation, potential areas for development
- Informs action for improvement

The framework provides opportunities for single school improvement or collaborative approaches to development.



Supporting effective self-evaluation

Chapman (2008) proposes that the process of self-evaluation is a key school improvement tool, which needs to be shaped by the school and integrated into its existing management systems. However, Chapman and Sammon (2013) argue that it is a process through which, “members of staff in a school reflect on their practice and identify action to stimulate improvement in the areas of pupil and professional learning.” Whilst it is true that the process will be initiated by leaders and teachers, securing the engagement in stakeholders, such as pupils, parents, outside agencies and collaborative partners will also be key to successfully evaluating key areas of the school’s activities.

School self-evaluation should take into account the specific context of the school, including its unique characteristics, challenges and goals. The evaluation should be tailored to the specific needs and circumstances of the school to optimize its impact on pupil and professional learning.

In many respects the coalition government’s removal in 2010 of the obligation to complete a self-evaluation form, helped to shift the focus of the self-evaluation process away from a ‘top-down’ high stakes accountability model, allowing it to shift its focus to become a more “formative and reflective exercise seeking to cultivate local ownership of accountability processes.”

[1] Chapman, C. (2008) ‘Towards a framework for school-to-school networking in challenging circumstances’. Educational research, 50 (4), 403-420.

[1] Chapman, C, & Sammons, P. (2013). ‘School self-evaluation for school improvement: what works and why?’ Reading: Education Development Trust.

[1] Chapman, C. and Sammons, P. (2013) School self-evaluation for school improvement CfBT Education Trust.

[1] National Strategy for Educational Research and Enquiry (2022) “Self-Evaluation for school improvement: an evidence review, p.8.

Surrey approach for self-sustaining school improvement

It is this 'formative and reflective exercise' based within the school's unique context, owned by the school and involving and including its key stakeholders which the Surrey Inclusion Framework has been designed to support.



Accurate inclusive self-evaluation

Our approach to effective inclusive self-evaluation starts with open, honest and robust discussions which help establish a clear understanding of relative strengths and areas for development. This is about objectively understanding your data and unique context to know just how well you are performing across key areas of inclusion.



Identify actions

Once there is a clear and consistent understanding of how the school is performing across key areas of inclusion, targeted actions for improvement need to be agreed upon. There may be data and judgements about performance but what does this actually mean in terms of undertaking specific actions to further develop practices? Our action planning sections help support schools in identifying definitive actions which will lead to improvements, which are not only sustainable but embedded.



Lead change

Effective inclusion involves all stakeholders in taking ownership and responsibility for further developing and improving what the school does. There is absolute clarity in leading and influencing behaviours, attitudes and practices across school settings.

Surrey approach for self-sustaining school improvement



Professional learning

Developments are supported and reinforced through professional learning which utilises evidence and educational theory to influence improvements in practices across the setting. This learning is re-visited and reflected upon to consolidate practice, knowledge and application in everyday practice.



Coaching for sustainability

We believe that coaching offers an ideal vehicle for supporting colleagues to reflect on practices and then identify where and how they might further improve. This approach is steeped in curiosity with the removal of judgement, so that individuals engage openly and embrace learning and development as an essential lifelong practice.

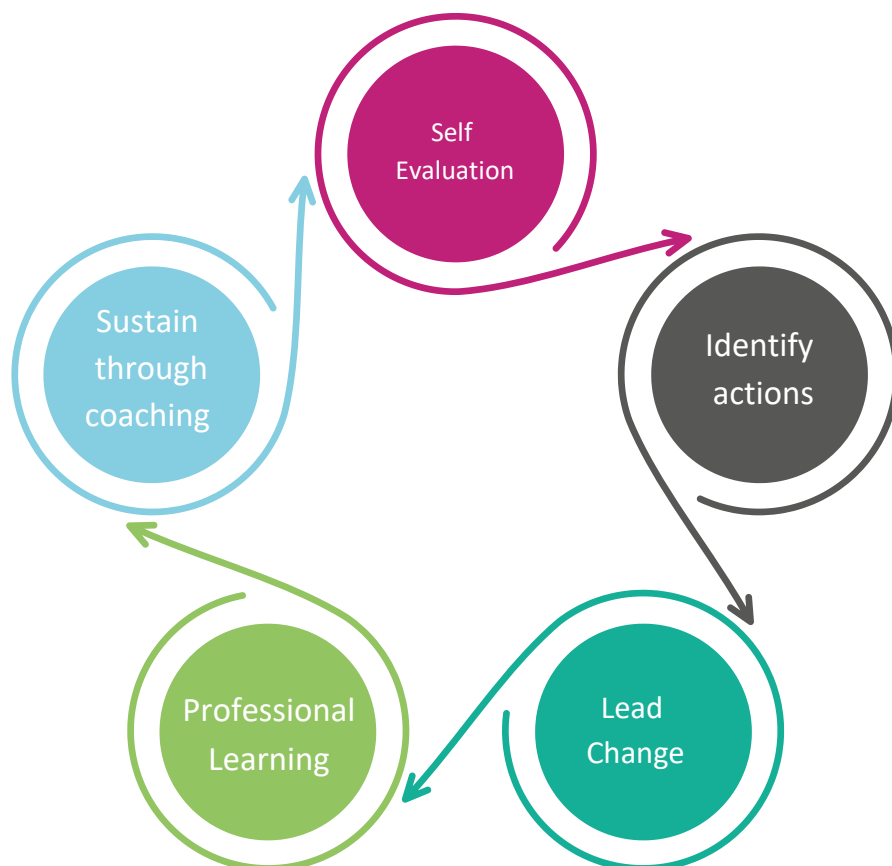


2. The Framework

There are 9 domains

1. Intent
2. Implementation
3. Impact
4. Identification
5. Assessment, tracking and intervention
6. Pupil Premium and SEND funding use, including website compliance,
7. Effective use of Teaching Assistants
8. Provision mapping for disadvantaged learners and SEND
9. Working with learners' families

The cycle and process of effective self-evaluation



How should the inclusion framework be used and who should be involved?

The answers to the 'how' and 'who' questions will be different depending on the context of the school and the specific focus of your evaluation. However, the quality of the self-evaluation will depend on:



Providing adequate time

There is often a temptation to work through the process swiftly, responding spontaneously rather than spending the necessary time in gathering a sound evidence base, which may take longer but will provide a greater degree of objectivity and rigour. Sometimes the time spent in carrying out a rapid and perfunctory survey of provision is wasted.



Choosing the right timing

Depending on your focus, there will be key moments in your school year which are more suitable for evaluating specific areas of practice than others. For example, you may wish to carry out the self-evaluation when examination data is available and you are using it to inform the development planning process; you may wish to wait for qualitative data to become available from parents, staff or pupil surveys, or you may have identified emerging issues within your school which you need to interrogate and analyse so that they can be addressed effectively.

You will want to gather evidence from a broad range of sources so that you can triangulate your position. E.g. if student and parent surveys each indicate that adaptation of teaching for students with SEND is not well developed in a particular subject area and outcomes data is weak in that subject for those students, it is probably safe to conclude that practice is not secure or excellent in this area.

Step-by-step guide

With a focus on inclusion, SaFe has worked in collaboration with EvaluateMySchool©, (<https://evaluatemyschool.co.uk>) the provider of a leading self-evaluation tool, produced by a team of national experts to support schools, MATs and local authorities in school improvement. The tool enables users to create reports and export data for use in creating improvement plans and monitoring the effectiveness of actions over time.

To set up your school's access to the Surrey Inclusion Framework, please contact admin@schoolsallexcel.com and the team will provide your school with access to the self-evaluation tool. You will be asked to confirm your school name and to nominate an administrator email account, to coordinate online access for users in your school. We recommend that this is set up in the Head's name or the name of an SLT member who will oversee the self-evaluation and school improvement process.

This short video <https://vimeo.com/863921293/30552956aa> provides an overview of the EMS system and the simple steps required in school to set up and administer online 'reviewer' and 'collaborator' access to the framework.

- 1 Once you are set up to access and use EMS you will have access to the framework at safe.evaluatemyschool.co.uk.
- 2 From the login in page you will be taken to the 'My Evaluations' page that will provide access to the Surrey Inclusion Framework.



My Evaluations

Surrey Inclusion Framework

The Framework

3

Click on the domain you want to work on and you will be taken to the page below. Click on a domain in the list, e.g. Intent

Surrey Inclusion Framework

Evaluate Analyse Track Improve



4

This will take you to the list of statements for that domain. You can then rate your practice on a 4 point scale: beginning, developing, secure and excellent.

The page is titled '1 Intent' and includes a subtitle: 'This section evaluates your strategic intent for disadvantaged and vulnerable learners with SEND.' It lists four statements for evaluation, each with a 4-point scale (Beginning, Developing, Secure, Excellent) represented by colored circles (red, orange, yellow, green).

- 15** Leaders and governors work together using evidence to establish a clear vision, ethos and strategic intent for learners with SEND and for Disadvantaged learners of the school.
Beginning: [Red circle] [Orange circle] [Yellow circle] [Green circle] Excellent
- 16** There is a culture of high aspirations and expectations for all learners including those with SEND and Disadvantaged learners.
Beginning: [Red circle] [Orange circle] [Yellow circle] [Green circle] Excellent
- 17** Leaders and governors have a deep, accurate understanding of the schools effectiveness for Disadvantaged learners and those with SEND. This is informed by the views of Disadvantaged learners and students with SEND, and their parents.
Beginning: [Red circle] [Orange circle] [Yellow circle] [Green circle] Excellent
- 18** Leaders and governors set ambitious targets for learners with SEND and those that are disadvantaged, ensuring that all staff are ambitious for the academic attainment of all learners, regardless of starting points and the challenges they face.
Beginning: [Red circle] [Orange circle] [Yellow circle] [Green circle] Excellent



The focus of the self-evaluation

Completing the first three domains provides a foundation for exploring other areas of practice.

Schools may want to review their inclusive practice overall by completing the full framework or wish to limit their focus to a specific area of their practice to identify key levers for improvement. It is perfectly legitimate for you to choose a particular domain to evaluate a key area of inclusive practice.



Which individuals or teams can best contribute quality input

There may be occasions when a single individual, such as the headteacher is best placed to evaluate the school's provision but, where there are many staff members or teams involved in delivery, this can lead to evaluations being founded on personal, subjective perceptions. Leaders will want to consider who and how many participants there should be responding to the framework statements. These may include senior leadership teams, groups of middle leaders, subject leaders and their teams, the SENCO and SEND team, support staff, Early Careers Teachers and trainees, governors or any combination of these. It will often be highly beneficial to involve as many people associated with the focal area as possible to ensure richness and depth of data and engender a high degree of professional dialogue around issue being evaluated.

The EMS tool allows school leaders to provide access to anyone within the school. Although you may wish to canvass the views of students, parents and other external stakeholders, there is not provision for these to access EMS and it is better to survey their views in other ways, using the data elicited as additional evidence to contribute to your EMS responses.

A scoring grid accompanies the guidance for populating the framework. The scores give an indication of how well individuals in the school feel that specific areas are 'performing'. A first glance at the dashboard should give a clear visual of the various scores across each of the 9 domains. If one area is comparatively lower, then it would be helpful to then look at each of the questions within that area to see if there are particular aspects of practice that need attention in order to further develop them.

The EMS tool aggregates scores but what it can't do is show what score each contributor has given to a specific question. To mitigate this, but equally to support discussion, we suggest placing initials with the score given in the comments box so that as a team or staff you can discuss and debate any differences. In some respects, this is the first step to interpreting scores. Are we as a school on the same page, regarding our views or understanding of how well we are performing across the 9 domains? What do we need to explore to better understand marked differences in judgements between different individuals or groups of staff?



3. Practical use for schools

Each domain within the framework includes a series of statements which can form the basis for action planning. What particular area of practice does the school need to focus on in order to further develop inclusive practices?

Whilst we have created an action plan pro-forma, schools may want to use a format which conforms to existing systems.

Using the self-evaluation data to action plan for school improvement

Objective – What do we want to change or what do we want to improve? This should be linked to the domains in the Inclusion Framework. For example, from the framework ‘Leaders and governors work together, using evidence, to establish a clear vision, ethos and strategic intent for learners with SEND and for disadvantaged learners at the school’ (domain 1.1) the following objectives might flow in the School Action Plan;

- All leaders and governors to be aware of the SEND vision and current strategic intent priorities;
- Governors to hold SEND team accountable for effective implementation of vision and intent;
- SEND governor confidently able to answer questions on SEND practices at the school.

Actions

What are the steps we need to take in order to make the change happen? These should clearly articulate what actions individuals, groups or teams will take in order to make progress towards achieving the objective. Ensure actions are simply things to be done, not outcomes that you want to achieve, for example for staff to be aware of targets is an outcome, not an action. The actions are those things you will do, to cause them to be aware of targets.

Action plan

Actions should be time bonded so it is clear when we want to achieve them by and owned by specific individuals. An example of actions that might lead to achieving the example objective above are:

- Summer term 1 - SEND team and SLT to discuss vision and links to whole school vision. Ensure that common links between both and consistent use of language. (FJ)
- Summer term 2 - Vision for SEND linked to school vision discussed and shared with SLT and governors for review with feedback used to refine SEND vision.
- Summer term 2 – Vision clearly reflected in the SEND policy annual update. (SC)
- Action plan for SEND discussed and shared with SLT and Governors. (SC)
- SEND team to share action plan with all staff and discuss what this means for everyday classroom practice. (LT)
- Termly meeting with SEND Governor to include update on action plan.
- Autumn term 1 – re-visit SEND vision and share at the outset of INSET day to link relevance of training. (LT)
- Autumn term – SENCo to work with middle leaders to ensure there is consistent language used in all department areas when learning and behaviour is being discussed.
- Across the Autumn term – share vision during staff meetings and training sessions. Focus in on what this means in the classroom so that all staff adopt, adapt and work towards the SEND vision.
- Spring term 1 – middle leaders run departmental meetings which include a focus on how SEND practices.

Successful actions are rarely one-off but form a cycle with follow-up activities to securely embed improvement.

Working with other schools to strengthen your school evaluation

Although there may be elements of self-evaluation by schools in isolation there are many benefits of working alongside other schools.

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Collaboration with other schools is a powerful tool and adds this external perspective on your school's practice. This may be particularly helpful for small schools who will gain from the increased capacity afforded by working with others.

Strategies such as peer review, working in action learning sets identified by SAfE, (such as those for the SCII project), collaborating with existing local schools' networks, across MATs or forming new partnerships through the making of new connections for schools, are among the ways which could effectively support a robust self-evaluation. Headteachers may wish to consider this prior to planning their self-evaluation structure across the year.

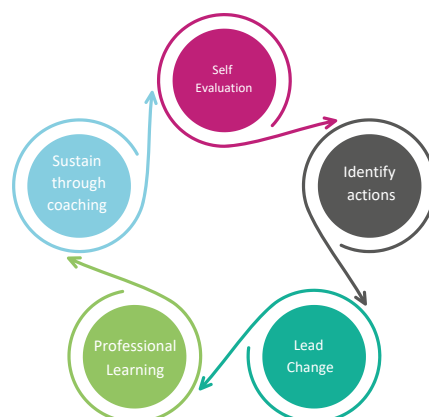
Whichever method a school chooses to use, finding out what is working well for other schools on the self-evaluation can provide Senior Leaders with a deeper level of critical enquiry and analysis.

Following up the self-evaluation

Robust self-evaluation is part of a cycle of improvement. In addition to professional learning and coaching, self-evaluation can also be followed by other actions depending on the purpose of the self-evaluation:

- Peer review
- Trust-wide development
- Internal investigations
- Governor engagement
- Working across schools

The cycle and process of effective self-evaluation



4. Other Self Evaluations

SAfE provides a range of other self-evaluation tools, which are accessible by completing registration at <https://www.smartsurvey.co.uk/s/8WTWOJ/>

Key Support Needs Assessment (KSNA)

The KSNA framework, versions of which are available for each school phase, aligns with the Ofsted Inspection Framework, prioritising the key areas:

- Safeguarding
- Quality of Education
- Effectiveness of Leadership and Governance
- Behaviours and Attitudes

Sixth Form

This framework provides a high level evaluation across a wide range of areas, including,

- Enrolment and transition
- Induction
- Compliance with post-16 study programme principles
- Teaching, learning and assessment
- Non-qualification activity
- Careers education, advice and guidance
- Work experience
- Students' attainment, progress and destinations
- Students' character, behaviour and attitudes
- Safeguarding (sixth form specific)



Early Years

Developed in partnership with EvaluateMySchool®, this tool provides a first step in planning the school improvement journey, and examines:

- Intent, implementation and impact
- Working with families
- Staff development
- SEND
- Leadership and management
- Effectiveness of teaching assistants
- Governance



5. Case Studies

The following case study summaries set out the ways that the Surrey Inclusion Framework has been implemented by schools and groups of schools, to carry out rigorous self-evaluation in order to promote educational equity for all. You can find details of the case studies on our website [here](#)

Case Study One: Buckland Primary School and Clarendon Primary School



Focus:

Working as part of an annual peer review programme with a cluster of primary partners, both schools used the whole framework to identify the focus for review by self-assessing strength of curriculum intent and implementation for learners with SEND, and the deployment of LSAs.

Participants:

The framework assessment was carried out by Headteachers and Deputy Headteachers from the partner schools, drawing on evidence from learning walks and meetings with students, staff and parents.

Outcomes:

Deployment of LSAs were adjusted successfully to support the raising of attendance for students with SEND, and to inform the CPD programme for teachers.

Case Study Two: Gosden House Special School



Focus:

Domain 3 was used to assess whether the school successfully prepares learners for the next stage of their education, and particularly vocations and employability.

Participants:

The Head, Deputy, KS4 Co-ordinator and Aspirations Advisor

Outcomes:

Self-assessment confirmed that examination outcomes were strong in a range of qualifications, with work experience supporting students to participate in career planning to access a range of college and supported pathways to employment. Areas for development were the tracking of students for 3 years after transition and training the Aspirations Advisor to work more closely with employers to create a 'good employee' profile..

Case Study Three: Godstone Primary and Nursery



Focus:

Identifying a key barrier to the achievement of the disadvantaged as low parental engagement, leaders used Domain 9 of the framework to highlight ways of improving outcomes for all children and closing the gap for disadvantaged children through improved family engagement.

Participants

Senior leaders, school staff, students and parents.

Outcomes:

Students and parents were engaged in the assessment process, adapting the framework's language in collaboration to ensure accessibility. Strengths and development areas were shared with parents and the school council, drawing a wider range of participants into this ongoing project to which the framework will be re-applied.

Case Study Four: Enlighten Learning Trust (Primary and Secondary Multi-Academy Trust)



Focus:

Exploration of how the Surrey Inclusion Framework could be used within a MAT to raise awareness and understanding of inclusion with staff and governors, clarifying key areas for celebration and defining areas for improvement to inform SDPs and action planning.

Participants:

Staff and governor groups identified by the headteachers in three of the MAT's primary schools responded to the framework. The groups varied in composition. The MAT Inclusion Lead collated, analysed and presented data.

Outcomes:

Participants evinced a greater understanding/awareness of inclusion and leaders acquired greater awareness of staff/governor understanding. Schools developed clear 'inclusion strands' in their development planning.

Case Study Five: Heathside Walton on Thames School (Secondary)

Focus:

Self-evaluation of SEND practice and staff deployment, assessing effectiveness and compliance with school, local and national policy.

Participants:

SENCO and Head of School, individually. SAfE SEND advisor facilitating feedback, discussion and planning.

Outcomes:

20 areas for improvement were identified, with three key development points - CPD for teachers, clarity of liaison between subject leaders and Teaching Assistants, and clear expectations regarding quality first teaching, mapped against Surrey 'Ordinarily Available Provision' (OAP).

To address these, leaders have designed a clear program of learning walks and self-evaluation. A new round of evaluation against the framework will be undertaken to assess progress.



Appendix A: Example action plan

Supporting Continuous Improvement for Inclusion – Action Plan		
School:	SCII Lead:	Date:
Inclusion framework Focus Area	Objective - What will you develop?	Actions -What you will do to lead improvements?

Objective	Review	Next steps

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