Keeping yourselves to account:
Monitoring and evaluating the impact of your work to improve outcomes

This module provides suggested questions to be answered in relation to the new Ofsted Evaluation Schedule (Jan 2012)[1] and should wrap around all 4 modules to be integral to the 16 components of the course (TReSEd210). It assumes that the basic criteria in the Evaluation Schedule is understood and therefore poses additional and different evaluative questions or actions to be undertaken for special schools providing for pupils with complex needs or for similar pupils located in attached resource bases in mainstream schools. Remember, there are now only 4 judgments to be made by inspectors as identified in the box below. The 4 graded judgements will determine the overall effectiveness of a school. The module numbers informed by the framework questions are in red below. The questions are designed for middle and senior leaders in schools but can be used by classroom teachers to inform their work.

The inspection framework January 2012:

- Achievement
- Teaching
- Behaviour
- Leadership and management (inc social, moral, spiritual and cultural development)

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Overall Effectiveness

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1. Achievement of pupils
- Learning and progress [2.1 / 2.4/ 3.1]
- Literacy; numeracy [2.3 /2.4/ 3.1]
- Closing gaps [2.4]
- Not in education, employment and training [1.4/2.1]
- Standards at 16 (19)

2. The quality of teaching
- Expectations/challenge [2.1/ 2.3/ 2.4/ 3.1/ 3.2/4.1]
- Assessment, feedback, planning [2.4/3.1/4.1/ 4.2]
- Develop knowledge, understanding and skills [2.1/ 2.1/ 3.1/3.2]
- Develop literacy (communication) numeracy and enjoyment of learning [2.1 /2.2 / 2.3 /2.4 /3.1/ 3.2]

3. Behaviour and safety of pupils
- Attitudes to learning/conduct [3.2/ 3.3]
- Assessing and managing risk/keeping safe [2.3/ 3.4/ 4.2]

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[1] The evaluation schedule for the inspection of maintained schools and academies. January 2012, No. 110127

- Attendance and punctuality [1.4/ 3.3]
- Attitudes and respect for others/freedom from bullying [3.4]

4. **Leadership and management** [feeds through into all modules]
    - Ambition and driving improvement [4.4]
    - Improving teaching and learning (curriculum)[2.3/2.4/ 3.1/ 4.3/ 4.4]
    - Improve the school and develop capacity for sustained improvement [4.3/ 4.4]
    - Evaluate strengths and weaknesses and use findings to improve
    - Safeguarding [4.2]
    - Build parental and community confidence [1.3/ 4.1]
    - Partnerships [2.3/ 4.1]

1. Achievement of pupils

1.1 Learning and progress [2.1 / 2.4/ 3.1]

Have you:
- Evaluated the rigor of the moderation process against P-scales (minimum school → other schools, local authority, regional)?
- Considered pupil's ages and starting points when measuring progress and determining targets? (Progression Materials 2010-2011)?
- Understood and ensured members of staff understand the difference between achievement, attainment and progress? and do all members of staff know what is inadequate, satisfactory, good and outstanding progress for individual pupils by showing an evidence trail to substantiate the judgment?
- Evaluated the impact on pupils' progress of those receiving specialist support or who are having particular interventions?
- Maintained high expectations of pupils through self-reflection and lesson observations?
- Checked that individual and group targets have sufficient ambition and have taken into account the Progression Materials 2010-2011?
- Recognised that it is difficult to evaluate the degree of challenge in individual education plan targets (or whatever name you use) unless they are effectively linked to moderated expectations (using same age / same starting point and the Progression Materials 2010-2011)
- Realised that while reviewing and reporting progress against objectives in the Statement of Special Educational Needs is required, there is no statutory requirement for pupils to have individual education plans (indeed this would be a repetitive and unnecessary task if target setting was secure).

- Paid sufficient emphasis to promote independent learning in newly acquired skills (remember the grade descriptor for inadequate learning and progress includes the phrase 'too many pupils fail to work effectively unless closely supervised by an adult' –this applies to those with complex difficulties as well as those in mainstream school).
- Ensured that at 16-19 the indicator for good progress is not the amount of accreditation courses completed, but the distance travelled through Key Stages 3 to 4 and Key stages 4 to 19?
- Completed an analysis of the outcomes of different groups in your school? Even with small cohorts this is an important task and can often pick up areas of the curriculum where underperformance becomes obvious across gender, minority ethnic and other groups. (Refer to Page 5 of the Evaluation Schedule).

1.2 Literacy; numeracy [2.2/2.3 /2.4/ 3.1]

- Are all schemes of work and planning tools incorporating aspects of literacy/communication?
- Do the school policies for literacy/communication/ numeracy across the school demonstrate the extent of partnerships working in this area and are they regularly monitored to ensure consistency of implementation?
- Is the evidence clear that targeted communication and numeracy targets for individuals are reinforced/generalised across the curriculum?
- Do all staff know pupils' targets in this area?
- Do all staff working with pupils know the particular strategies employed to promote learning in these areas? (personalised learning)?
- Is consistency secure across the curriculum for individual pupils? How do you know?
- Does the school environment show the high emphasis on communication across the curriculum?
- Is the close relationship between personal development (not highlighted in the new Framework but integral to learning for pupils with complex needs) made clear across the curriculum and is it monitored effectively?

1.3 Closing gaps [2.4]
1.4 Not in education, employment and training [1.4/2.1]

- (See 1.1 above)
  Have you completed an analysis of the outcomes of different groups in your school? Even with small cohorts this is an important task and can often pick up areas of the curriculum where underperformance becomes obvious across gender and minority ethnic groups?
- Do the personalised learning pathways promote successful progression to the next stage of training, education or employment? (Remember in the Special Educational Needs and Disability Review Ofsted September 2011) focus groups with pupils, students and adults expressed their wish to have opportunities to work). Are you

doing enough to achieve this goal? Have you asked students what they want to achieve for the future? And does the curriculum address their wishes?
- See 1.4 bullet points 7/8

1.4 Standards at 16 (19)

- See 1.1 bullet 10 above
- See 1.4 bullet 2 above
- Consider how well the curriculum enables progression at all levels and ensures that learning activities, the environment and resources are age-appropriate.
- Is the environment and resources suitably different from previous experiences even when outcomes remain low? How do you know?
- Is the curriculum sufficiently flexible to provide sufficient choice of subjects and qualifications?
- How well is the local community used to extend opportunities? What is the impact of partnerships on outcomes at 16-19?
- Do personalised pathways truly include the student voice? How is this reflected in the curriculum opportunities and outcomes for individuals?
- If the post 16/19 opportunities in your area are limited- how well do leaders influence and work with the local authority and other provision to extend this?
- How high profile is your school in the local authority /region in developing high expectations and improved life opportunities for your students?
- How well do you support /challenge the pupils' parents/carers to raise their expectations of what can be achieved?

2. The quality of teaching

2.1 Expectations/challenge [2.1/ 2.3/ 2.4/ 3.1/ 3.2/4.1]

Have you:

- Challenged the assumption that additional adult support will always improve pupil's progress?
- Investigated thoroughly if pupils have sufficient opportunity to interact with others where appropriate or whether adults inappropriately lead the majority of interactions?
- Established whether pupils are learning or simply being occupied?
- Evaluated how well teaching engages, enthuses and motivates pupils?
- Evaluated whether the pace of a lesson (whole class/group work) impedes the progress of individual pupils?
- Are all staff clear about the learning intentions- not just about subject content, but particular skills that are more general than the area of learning being covered?
- Challenged assumptions that pupils with certain needs are unable to take part in some activities-for example, learning together, working alongside etc?

- Is augmentative communication, when communicating to groups and individuals, of a high and consistent quality across all staff? Is it the most effective strategy? Are the outcomes consistently evaluated and modifications undertaken in relation to improving outcomes?
- Are parents/carers fully informed of how jointly they can support specific learning intentions?
- Have guidelines about homework been developed in consultation with parents/carers? Is there an expectation on pupils as they move up in a school to be involved in additional work at home?

2.2 Assessment, feedback, planning [2.4/3.1/4.1/ 4.2]

- Are lessons informed to a high level about an individual's response to learning –is this recorded clearly and subsequent action taken?
- Are the recording, collation and tracking of pupils' progress secure across all aspects of learning? Do all teachers know how to analyse the data and use it to improve outcomes? (See 1.1 above)
- Is an appropriate range of strategies used to record individual pupils' learning and progress? Is the collation of records examined regularly to ensure best fit, show progress across different curricular areas and be manageable throughout a pupil's school career?
- Is there a distinction between lessons that constructively reinforce and generalise prior learning and those where there is unnecessary repetition of previous work?
- How well do teachers and other adults systematically in a lesson check pupil's understanding? Do they adjust according to the information they observe and react appropriately to improve access, participation and improve learning?
- Are additional adults in a class or activity used to the full to observe and record interactions and pupils' responses? Are these observations used effectively to inform planning and the next stage of learning?
- How effectively are pupils and their parents/carers kept informed about how well they are doing and given guidance in a range of forms to help them do better and improve?
- How well do pupils respond to and understand suggestions provided in a range of ways to improve their learning?
- Do all staff understand that assessment requirements should not determine the curriculum on offer?

2.3 Develop knowledge, understanding and skills [2.1/ 2.3/3.2]

2.4 Develop literacy (communication) numeracy and enjoyment of learning [2.1 /2.2 / 2.3 /2.4 /3.1/ 3.2]

- See 1.2 above
- Does all teaching consistently reinforce and extend pupil's knowledge and understanding by putting the development of communication skills at the heart of the learning process?
- Is the language of numeracy reinforced across all areas of the curriculum?

- Is the range of teaching and learning strategies used across the school sufficient, relevant and interactive enough to ensure pupils are engaged and enjoy their learning?
- How do you know the extent of pupils' enjoyment? What actions have you taken to respond to what you know?
- Are all pupils and parents views sought, through relevant means, to regularly inform you of pupils' enjoyment?
- What use do you make of the views- have you tangible evidence of response to information you receive?

3. **Behaviour and safety of pupils**

   3.1   Attitudes to learning/conduct [3.2/ 3.3]

   - Are pupil, parent /carer views regularly obtained about how well behaviour is managed and improved– does this show a range of strategies used to ensure no pupil or parent/carer is excluded from the process?
   - Does the behaviour tracking system show the impact of behaviour management plans on reducing unwanted behaviour and improving planned behaviour outcomes?
   - Is an analysis of behaviour patterns regularly undertaken and is the information used well to inform future targets?
   - Are other professionals involved in changing behaviour held to account for the impact of their work?
   - Is the behaviour management programme sufficiently differentiated to take account of all behavioural needs?
   - Do pupils understand and respond to their particular behaviour plan- do all staff implement plans consistently to show positive successful outcomes? How is this reported?
   - Do you have a record of the impact of particular behaviour strategies over time for individuals who have challenging behaviour? Does this show adequately the starting baseline behaviour to show the positive effect or change of direction throughout a period of specific intervention?

   3.2   Assessing and managing risk/keeping safe [2.3/ 3.4/ 4.2]

   The assumption here is that all the published criteria for routine safeguarding arrangements are in place and implemented to the highest standard and meet statutory requirements.

   - Do you have robust systems in place to ensure the most vulnerable child is protected from harm- from themselves or others?
   - Is there a range of measures taken to ensure all pupils, if they are able, can communicate, show or say they feel safe in school?
   - Are there appropriate programmes in place and a suitable emphasis on enabling pupils to learn about the main risks they may face outside school- and what they can do to keep safe?
   - Are parents/carers regularly asked their views about how safe they feel their child is at school?

- Are there secure systems in place to consult with parents/carers who may not be in close contact with the school because of distance or other factors?
- Is your whole school response to children with no sense of fear or who show risk-taking behaviour explicit, clear and consistent?
- Are your arrangements for introducing new staff and other adults to children cognisant with pupil's level of ability and understanding?
- Are your incidents and restraint records kept up-to-date and show subsequent actions that can be traced to improvements for individual pupils?

3.3 Attendance and punctuality [1.4/ 3.3]

Remember it is the national attendance data that will be used to make a judgment.

- Have you analysed all your attendance and absence data robustly if attendance falls below the norm, showing what you are doing for individual pupils to work with parents/carers to increase attendance? (This includes showing attendance rates for different groups and an analysis of overall figures, excluding one or two pupils with low attendance for medical reasons, to rectify the difficulty of skewed figures because of small cohorts).
- Have you clear guidelines in place to ensure continuity of learning for those pupils with medical conditions that result in low attendance?
- Are parents/carers sufficiently informed of the need for good attendance whatever a child's disability? Do you check this regularly?
- Do you monitor regularly the impact of time out of lessons for therapies or other professional input?
- Have you clear guidelines, consistently implemented to ensure personal or social time does not encroach on taught time?
- Do you have a record of the action you have taken to challenge the punctuality of transport arrangements?
- Does your independence-training programme take into account pupil development and their need for increased independence (where they are able) in travelling?

3.4 Attitudes and respect for others/freedom from bullying [3.4]

- See 3.1/3.2 above
- How do you measure and keep account of pupil's development in building and maintaining relationships- from a significant adult to a wider circle?
- Are your logs for bullying kept up-to-date and records show the impact of subsequent action?

4. Leadership and management [feeds through into all modules]

4.1 Ambition and driving improvement [4.4]

- Using the evidence from your monitoring and evaluation of teaching and learning demonstrate all pupils' individual skills and attributes?
- Is there a common understanding based on hard evidence of progress indicators for all pupils?
- Do all parents/carers, leaders, managers and governors share the same aspirations for individual pupils? How do you show this?
- Can you show how all parents/carers views have been taken into account? What has changed as a result of listening to the views of others?
- What measures do you take to show demonstrably you are uncompromising in your pursuit of excellence when outcome data maybe difficult to see?
- Has your school improvement plan and records sufficient detail, tracked over time, to show an holistic approach to sustained improvement over time?

4.2   Improving teaching and learning (curriculum)[2.3/2.4/ 3.1/ 4.3/ 4.4]

- See all of 2.1/2.2 above
- Have you ensured that assessment arrangements do not drive the curriculum?
- Do all aspects of the curriculum have a secure educational foundation and do all staff understand this?
- Are there clear guidelines for the inter-relationship of therapies and other activities, does everyone know and adhere to them?
- Does the planning at all levels ensure activities and content are based on accurate assessment and do plans show changes as a result of keen observation and recording?
- Have you established how well other adults contribute to the development and delivery of the curriculum?
- In response to section 2 above, have you robust arrangements in place to support and challenge weaker or new staff in relation to understanding the impact of a particular disability on a child's learning and development?
- Does your continuing professional development programme show clearly where improvements have to be made in relation to particular pupil's needs?
- Can you show the impact of training on the improvements identified within the school improvement plan in relation to the needs of your pupils?

4.3   Improve the school and develop capacity for sustained improvement [4.3/ 4.4]

- Are you up-to-date with recent developments in special education and mainstream practice as applied to your school, class, pupils?
- Do you ensure developments are consistently conveyed to all staff and that all staff undertake appropriate training in the particular strategies used in your school?
- Can all staff have the opportunity to develop their career either in special or mainstream school? Is the range of training approaches available to all staff?

- Do you take an effective lead across the multi-professional agencies working with the school to ensure their accountability?
- What measures are in place to ensure you work successfully with all parents/carers even when distance may be a difficulty? Can you identify specific successes of the impact of close working with parents to improve on pupils' learning or behaviour?

4.4 Evaluate strengths and weaknesses and use findings to improve

The process for evaluation is similar for all schools. The additional questions and actions in this module will contribute to enhancing a better understanding of strengths and weaknesses in relation to the uniqueness of a particular school type.

Residential Special Schools should refer to the guidance from the Department for Education, Residential National Minimum Standards [2] and the inspection arrangements from Ofsted[3].

4.5 Safeguarding [4.2]

The issues in safeguarding are similar for all schools and groups of children. However, some particular issues for vulnerable groups must be addressed as indicated in section 3 above.

4.6 Build parental and community confidence [1.3/ 4.1]

In addition to the above sections 1.4; 2.1; 2.2; 2.4; 3.1; 3.2; 3.3; 4.3:

- What evidence do you have of partnership work with local mainstream schools and colleges, businesses, and support services that demonstrate your capacity to improve the curriculum and life experiences of your pupils?
- What evidence do you have of transferring the skills you have in your school with neighbourhood schools or colleges to support them in meeting diverse needs?
- How do you maintain and strengthen a pupil's involvement in their home community that, more often than not, is outside the school's location?
- What do you actively do to promote the confidence of parents in your school to meet their child's complex needs- do you have an evidence base?

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[2] **Residential Special Schools**

[3]

Inspection of residential provision in schools.doc Nov 2011, No 100198