

EVALUATING EDUCATIONAL INCLUSION

Guidance for inspectors and schools

Inspection Quality Division
Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

Telephone: 020 7421 6800

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INTRODUCTION

This guidance aims to help inspectors, and the governors and staff of schools, to identify what it means to be an inclusive school, and to diagnose the strengths and weaknesses of a school's practice in order to promote to bring about improvements in this area. This requires inspection reports to be more focussed on the impact of the school's strategies for addressing inclusion issues and, particularly, for promoting racial equality.

Educational inclusion is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of **different groups** of pupils within a school. Throughout this guidance, whenever we use the term **different groups** it could apply to any or all of the following:

- 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 special educational needs;
- 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 school girls and teenage mothers; and
- any pupils who are at risk of disaffection and exclusion¹.

The document reinforces the strong emphasis on educational inclusion in the *Evaluation Schedule*, published in the inspection Framework, *Inspecting Schools*² and in the *Inspection Handbooks*³. It also reflects those recommendations in the Macpherson Report which relate to schools and school inspection⁴ (see Annex 1).

Although the guidance is written primarily for inspectors, it should help schools in monitoring and evaluating their own practice.⁵ The guidance complements that given in the *Inspection Handbooks* and in the guidance on subjects and courses. Many of the evaluation criteria have an educational inclusion dimension. A focus on educational inclusion is central to answering the eight key questions in the *Evaluation Schedule*, and to judging the overall effectiveness of a school.

¹ See DfEE Circular 10/99 *Social Inclusion: Pupil Support*, especially Chapter 3 *Groups at Particular Risk*.

² *Inspecting Schools*, OFSTED, The Stationery Office, 1999

³ *Handbooks for Inspecting Primary and Nursery Schools; Secondary Schools; Special Schools and Pupil Referral Units*, OFSTED, The Stationery Office, 1999

⁴ *The Stephen Lawrence Inquiry: the Macpherson Report* that included among its recommendations (67-69) several related to schools and school inspection in valuing cultural diversity, and reporting through inspection on the strategies being implemented by schools to address and prevent racism.

As school strategies for raising achievement and promoting educational inclusion invariably include some direct or indirect involvement in, or use of, nationally funded⁶ or local initiatives⁷, reference is made to them throughout the guidance.

This guidance on the evaluation and reporting of educational inclusion provides a basis for the training that is mandatory for all enrolled and registered inspectors of schools in England. You should also refer to the separate papers on meeting the needs of different groups of pupils, being published by OFSTED in the series *Inspecting Strategies for Promoting Educational Inclusion*⁸.

OFSTED is grateful for contributions and advice from the following organisations in preparing this guidance: the Commission for Racial Equality; the Equal Opportunities Commission; the Qualifications and Curriculum Authority and the Department for Education and Employment.

Comments and queries are welcomed. They should be addressed to the Training Team, Inspection Quality Division at OFSTED, inspectingschools@ofsted.gov.uk; helpline 0207-421-6696.

⁶ Notably Education Action Zones, Excellence in Cities, Ethnic Minority and Traveller Achievement Grants, other programmes funded through Standards Fund, Single Regeneration Budget, the New Opportunities Fund and the New Deal for Communities and schools receiving additional resources to cater for a particular group of pupils with special educational needs.

⁷ These may well include specifically planned and related action being taken by schools as part of their own institutional development. In this context the term 'initiative' also could mean a school's strategies and plans that are aiming to improve its practice.

⁸ Meeting the needs of pupils: *English as an Additional Language; Special Educational Needs; Girls and Boys; Minority Ethnic Groups; Gifted and Talented Pupils*

INSPECTING INCLUSION IN A NUTSHELL

YOU MUST pursue the following three questions, which span the inspection schedule.

Do all pupils get a fair deal at school?

This relates to:

- what they get out of school, particularly their achievements;
- the opportunity to learn effectively, without interference and disruption;
- the respect and individual help they have from their teachers;
- their access to all aspects of the curriculum;
- the attention the school gives to their well-being and
- whether they and their parents are happy with the school.

How well does the school recognise and overcome barriers to learning?

This is about:

- the school's understanding of how well different groups do in school;
- the steps taken to make sure that particular groups are not disadvantaged in school and to promote their participation and success;
- its strategies for promoting good relationships and managing behaviour;
- what the school does specifically to prevent and address racism, sexism and other forms of discrimination, and what it does about cases of discrimination that do occur.

Do the school's values embrace inclusion and does its practice promote it?

The clues are:

- how the values of the school are reflected in its curriculum, resources, communications, procedures and conduct;
- how people talk about and treat one another in the school;
- the leadership provided by senior staff and the consistency of staff behaviour;
- what the school intends and tries to do for 'people like me'.

YOU MUST focus your enquiries on significant groups of pupils who may not be benefiting enough from their education. Find out all you can about them and their experiences of school. This means talking to these pupils, their teachers and, where possible, their parents, as well as making full use of observational evidence and data.

YOU MUST evaluate and report on the effectiveness of the school in relation to these groups, as well as overall, in the relevant sections of the report. You must be clear about their achievement, and any strengths or weaknesses in teaching, management or other aspects of what the school provides.

YOU MUST be familiar with all the evaluation criteria that relate to inclusion, the main provisions of equal opportunities and race relations law as they apply to schools and OFSTED's role in respect of the *Macpherson Report*. You must also be familiar with the material relating to inclusion in the subjects of the National Curriculum that you inspect, and Guidance on the Curriculum for the Foundation Stage.

This guidance and the associated training for inspectors will help you to do justice to the inspection of educational inclusion.

Educationally inclusive schools

An **educationally inclusive school** is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps – in the classroom and beyond – to meet pupils' needs effectively and they promote tolerance and understanding in a diverse society. For special schools, there is an additional dimension because their policies on inclusion must now include planning for a changing role alongside increasingly inclusive mainstream schools⁹.

Statutory context

Schools and inspectors must have regard for:

- i. the school's duties and obligations under existing legislation concerned with sex discrimination, race relations, special educational needs and disability discrimination¹⁰;
- ii ethical considerations related to values¹¹ and social justice and how the school promotes pupils' spiritual, moral, social and cultural development;
- iii how well teachers promote the inclusive approach demanded by the National Curriculum when interpreting the educational objectives of subjects and courses provided¹²;
- iv Government policies aimed at raising educational standards, including: target setting by schools; promoting the inclusion of pupils with special needs or a disability; fostering better personal, community and race relations as highlighted in the *Macpherson Report*; and promoting social inclusion and race equality; and
- v OFSTED's role in responding to the recommendations of the *Macpherson Report*.

⁹ See *Meeting Special Needs: A Programme of Action*, DfEE, 1998, in which there is an expectation of identifying and demonstrating "good and innovative practice by special schools in developing practical links with mainstream schools [that] will promote special schools' contribution within an increasingly inclusive educational system" (p25). See also Annex 3 of the *Guidance*.

¹⁰ Sex Discrimination Act, 1975; Race Relations Act, 1976 and Disability Discrimination Act, 1995 and their respective Codes of Practice. See also DfEE Circulars 11/96, 12/96 and 3/97 and Appendix 2 of *School Inspection: A Guide to the Law*, September 1999, OFSTED, p55-58.

¹¹ See the Statement of Values by the National Forum for Values in Education and the Community, reproduced in *The National Curriculum Handbooks for Primary and Secondary School Teachers in England*, Qualifications and Curriculum Authority, 1999, p145 and p195 respectively.

¹² See note 11 above, p30 and 32 respectively.

Funded initiatives

If the school is receiving additional funding, including that linked to local or national initiatives for **different groups**, you must evaluate how effectively this provision is used to raise achievement and promote inclusion. These initiatives centre on raising standards, for example, by providing help in order to:

- develop pupils' literacy, numeracy and information and communication technology skills;
- improve pupils' behaviour;
- improve pupils' attendance at school;
- improve pupils' access to school;
- support pupils with special needs in a mainstream school;
- improve the continuity between the phases of education;
- teach Traveller children and pupils learning English as an additional language;
- promote links between special and mainstream schools;
- encourage greater parental involvement and family learning;
- introduce other activities related to a school's particular status as an early excellence centre, beacon or specialist school; and
- make available learning mentors, study support, homework clubs and the like.

Using the evaluation schedule

Use all sections of the OFSTED *Evaluation Schedule* to investigate whether **all** pupils are making the fullest use of the opportunities offered by the school and benefiting as much as they can. You should do this by:

- identifying** the groups of pupils for whom the school provides, portraying them and the school's context accurately and concisely at the beginning of the inspection report and parents' summary, and attuning inspection to the needs of these groups;
- gathering evidence** of the standards achieved by these pupils or groups of pupils and the quality of education they experience, particularly teaching, learning and the curriculum, and how this may affect pupils' achievement, attendance, behaviour and personal development. This means talking to these pupils, their teachers and, where possible, their parents, as well as making full use of data and observational evidence; and
- evaluating and reporting** on the effectiveness of the school in relation to these groups, as well as overall, in the relevant sections of the report.

The evaluation criteria are there to help you to reach your judgements. The most important criteria for inclusion matters are highlighted * in this paper.

In **short inspections** educational inclusion will be explored as part of the issues you raise pre-inspection. You should not try to reach separate judgement on every single criterion but you should aim to make an overall judgement about the effectiveness of the school in promoting high achievement by all and equality of opportunity, including race equality.

It is important to link together all evaluation evidence in forming a picture of inclusivity, by drawing together findings on individual subjects and on the provision for pupils who have English as an additional language or special educational needs. Your judgements should paint a coherent picture of the impact of the school's provision on the experiences and the benefits gained and the standards and achievement of **different groups** of pupils.

Testing inclusivity

The following questions focus on educational inclusion and test the inspection evidence.

- Are all pupils achieving as much as they can, and deriving the maximum benefit, according to their individual needs, from what the school provides?
- If not, which pupils or groups of pupils are not achieving as much as they can? Why not?
- Is the school aware of these differences? If not, why not?
- How does the school explain differences between groups of pupils in terms of achievement, teaching and learning and access to curricular opportunities? Are these explanations well founded and convincing?
- What action (including use of nationally funded or local initiatives) has the school taken or is it taking to raise the standards of attainment of pupils or groups of pupils who appear to be underachieving or at particular risk? If none, why?
- If the school is taking action, is it appropriate and is it effective or likely to be effective? Are there any unintended consequences? How well are these consequences being handled?
- What action is being taken by the school to promote racial harmony, to prepare pupils for living in a diverse and increasingly inter-dependent society and specifically to prevent and address racism, sexism and other forms of discrimination?

Your enquiries should give you a view of the importance the school attaches to being inclusive, its understanding of the issues involved – particularly in terms of racial equality – and its ability to take appropriate action to ensure that its strategies are effective. The key questions are: does the school have strategies for promoting inclusion, including race equality, and how well are they working?

QUESTION 1. WHAT SORT OF SCHOOL IS IT?

What are the school's characteristics?

Before the inspection starts, make sure that the team is informed about the range of pupils in the school and the identifiable different groups for which it caters. This points to possible challenges the school faces in seeking to be educationally inclusive. The inspection must then be geared to the evaluation of the achievements of, and the quality of education being provided for, the particular pupils in the school.

After the inspection, make sure that the opening paragraph of the report '*Information about the school*' accurately represents the profile of pupils in the school, thus setting the scene for the inspection findings.

What do you need to know?

Using Forms S1-4 and other information provided by the school, identify the **different groups** in the school and those questions that you may wish to focus on in relation to educational inclusion, such as:

- significant differences in the number of boys and girls overall;
- the proportions of minority ethnic groups including Gypsy/Traveller or faith groups represented in the school;
- the number and range of pupils identified as having special educational needs, and for special schools, the type of pupils' special educational needs;
- the proportion of pupils who require support to learn English as an additional language;
- groups of pupils who may be at particular risk, for example, refugees or asylum seekers;
- how the proportion of pupils eligible for free school meals compares with what is found nationally.

You should also take account of the school's:

- admission procedures, including any arrangements which affect the attainment profile and ethnic composition of the school;
- involvement in nationally funded or other specific provision for targeted groups of pupils.

You should establish any feature, such as rapid turnover of pupils or other significant changes to the profile of pupils recently admitted, which affects the attainment profile or changes the context in which the school works.

The following extract shows how a registered inspector briefed the team by providing information about the school.

"The school has 815 pupils; almost equal numbers of boys and girls. Pupils reflect the ethnically diverse neighbourhood of school; fifteen per cent Black Caribbean, thirty per cent Bangladeshi, five Gypsy/Traveller children; the rest are white. Children of asylum seekers recently admitted. EMAG support for 15 pupils at early stages of acquiring English language. Thirty per cent are identified as having SEN (learning or emotional/behavioural difficulties); five per cent with Statements; ten per cent are receiving support from the LEA."

After the initial visit to the school and parents' meeting, the registered inspector added:

"Little evidence in documents that the school analyses data on attainment by ethnicity. Equal opportunities policy is strong but not clear how it is implemented. Relationships seem good in school, parents find it easy to approach the school, and some parents felt children could improve more. Parents of Black Caribbean and Asian children believe that racist incidents in school are rare and that the school deals with equality issues well."

What do you need to do?

Inspection reports should always summarise briefly the nature of the school and its context and the most important aspects of the background and circumstances of the pupils.

Extract from report on a secondary school: *Information about the school*

The school is a mixed community comprehensive school located close to the city centre with a roll of 805 pupils aged 11 – 18. Pupils come from a wide range of social backgrounds, but the number of pupils eligible for free meals is well above average. Almost half of the pupils are white and three main ethnic groups make up most of the rest of the school; Black Caribbean fifteen per cent, Pakistani twenty per cent and Bangladeshi ten per cent. There are also a few Turkish and Chinese pupils. One hundred and twenty pupils have additional help to learn to speak English. In most years there is a turnover of twenty per cent of pupils in addition to those who leave at 16 or 18. The school has a third of its pupils on the special educational needs register including 10 pupils with statements. This is much higher than average.

Extract from report on a primary school: *Information about the school*

Smithville infant school serves a small, well-established council housing estate in the heart of England; its 175 pupils live on the estate. Most classes have an equal number of boys and girls and the school population is predominantly white. About a quarter of the pupils are on the special needs register. Four pupils have statements of special educational need and this is average for schools of this type. The number of pupils eligible for free school meals is well above average for infant schools. The school is involved in a Family Learning programme for literacy.

QUESTION 2. HOW HIGH ARE STANDARDS?

THE SCHOOL'S RESULTS AND PUPILS' ACHIEVEMENTS

What do you need to know?

You need to find out:

- if the school analyses the comparative attainment of **different groups** of pupils, what such analysis shows and what use the school makes of this information;
- whether all pupils are achieving as much as they can and if not, which pupils or groups of pupils are under-achieving;
- if the school is aware of these differences and if not, why not;
- how the school explains differences between groups of pupils in terms of achievement, and whether these explanations are well founded.

What do you need to do?

Refer to the relevant section in the *Handbooks* and to subject guidance. The following criteria have been selected to give an indication of how they apply to issues relating to educational inclusion.

****Are pupils with special educational needs and those with English as an additional language or who are gifted or talented making good progress?***

****Are there significant differences in the standards achieved by pupils of different gender or ethnic background?***

Analyse the school's results to identify if any groups of pupils appear to be achieving relatively well or poorly. Ask the school for any analysis of test results and other performance data it has already undertaken. Where the school has used data effectively your job will be much easier in that you will be checking the validity of the school's analysis and conclusions. Where schools make good use of data from external tests, examinations or their own assessments of progress made by pupils, it is more likely that the school can give convincing reasons for differences in attainment. Is there, for example, any association between underachievement and pupils of a particular ethnic background? If so, what is the school doing about it?

Where data has not been analysed the school may have information which has not been gathered together in a systematic way. You need to give the school every chance to provide whatever information it can but do not ask it to undertake any new analyses for the purpose of inspection. Base your evaluation on any evidence you collect during the inspection together with any supplementary information provided by the school.

If the school is not aware of the progress being made by **different groups** of pupils you will need to rely entirely on your own investigations. Lack of analysis raises important questions about the school's approach to educational inclusion. Some schools have data but make insufficient use of it to help **different groups** of pupils. You will need to be convinced by what you see in practice before you judge whether the school's failure to monitor has an impact on pupils' standards.

You need to decide early on, based on your analysis of the test results and the information

available from the school, the extent to which focused observations of **different groups** of pupils or individuals are needed. You may need to focus on individual subjects and key skills in **lessons**, by **talking to groups or individuals and** through **the analysis of pupils' work** or records.

Evaluate whether these pupils are overcoming barriers to learning by achieving as much as they can. As with all pupils, when you talk to them test their understanding of key subject concepts and look to see if their work is well matched to what you judge to be their level of attainment.

Discuss investigations in your subject with colleagues to see if their findings match yours before coming to an overall view of achievement of **different groups** of pupils across the school. Where there are differences check your views against those of the school to see if they are aware of these.

The following examples show the outcomes of investigations in a secondary and a primary school.

Evidence about standards in English in a predominantly white school that has higher than average GCSE results. But each year a minority of pupils gained low grades in this subject. The main focus for the investigation was to explore whether or not these pupils were underachieving and, if so, why.

Evidence

- ***Achievement in bottom sets in English unsatisfactory, particularly at KS4 and low level of work undertaken.***
- ***Poor progress in basic skills, no appreciation of books; no alternative provision such as drama available.***
- ***Pupils show they can discuss and understand issues much better than their written skills demonstrate but they are rarely asked to contribute to class discussions. Low expectations evident and generally unstimulating work set.***
- ***Analysis of bottom set groups show high proportions of pupils come from particularly disadvantaged areas. Pupils say "Nobody from our estates gets GCSE".***
- ***Discussion with head of department about range of accreditation at Key Stage 4: no alternative to GCSE provided, such as GNVQ. Not seen by school or the department as important " They come from the council estate, what do you expect? They have poor attitudes, low family expectations, and unwillingness to apply themselves in lessons and completing course work assignments".***

Overall evaluation

The school has not sufficiently identified and met the needs of these low attainers. Too little support is provided at Key Stage 3 and at Key Stage 4; an undemanding course disenchant students who in turn under-achieve. The pupils do not read and write well enough to make progress in this and other subjects.

Extract from notes on standards and achievement in a large primary school in the Midlands, with an ethnically diverse population. The main focus of the investigation was on the achievement of African boys.

Evidence

The school analyses SATs information thoroughly. African boys did well in writing at 7 but not at 11. The school increased opportunities for extended and dramatic writing outside literacy hours and this improved standards. In the last two years the proportion of African boys gaining level 5 in English has increased by 30%. Standards in English are high when compared to the national picture and to similar schools.

The pupils say they are given well planned, difficult but interesting work and they are expected to do their best. They enjoy their work and feel that teachers know them well. Teachers have good records of the progress made by individual groups of pupils. They meet with parents and pupils each term to review and reset learning targets. Most targets relate to basic skills.

Overall evaluation

The school tracks pupils well. Teachers have detailed knowledge of groups and they provide challenging work for all pupils. The school quickly identified underachievement amongst African boys and took effective action, using drama and the writing of lyrics to motivate pupils.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

What do you need to know?

You need to know how well **different groups** of pupils respond to school.

Do your best to discover whether:

- there are groups who find engagement in the work of the school difficult, and
- how these pupils relate to each other, and behave in lessons and more generally in and around the school;
- pupils are tolerant about other pupils' beliefs, cultures and backgrounds;
- any groups of pupils are over represented in relation to absence, lateness and exclusion;
- there are significant variations between **different groups** in terms of behaviour, attitudes to learning, experience in school and personal development;
- any pupils experience bullying, and sexual or racial harassment.

Great sensitivity is needed when you discuss such issues with pupils. Listen carefully and seek to understand the issues without commenting on the details of individual cases. Where possible, check the evidence or perceptions with other pupils and staff.

Consider your findings in the light of what you know out about what the school does to monitor incidents of bullying, all forms of harassment and exclusion. Find out how the school explains differences between groups of pupils in terms of their attitudes, behaviour and personal development. Are these explanations well-founded and convincing?

What do you need to do?

Use any information the school has about the pupils who have special support as a starting point for your investigation. In addition, as you gather your evidence, be alert to the pupils' levels of interest and involvement in what they do and the way in which they behave towards one another.

Track individual pupils and compare their behaviour in lessons, when working with mentors or support staff, with that where they are less closely supervised, for example at break times.

Ask about their involvement in after-school activities or on placements.

Talking with pupils will be the main source of evidence and should reveal a great deal about their experiences of school and how they are helped to work together and take full advantage of what the school and its community offer.

Examples of questions to initiate discussion with pupils

- *Does any group of pupils have a hard time in this school? Or get treated badly or unfairly?*
- *Are you ever bullied, called names, or treated differently because you are a girl or a boy, have a special need or disability or come from a different family or ethnic background? If so, how do staff respond?*
- *Do you think everyone is treated fairly in lessons or generally in the school?*
- *Do you think you are doing as well as you can? Can you think of examples of how you have been helped with things that you found difficult?*
- *How do the teachers look after you if you need special help or attention?*
- *Do they help you to feel positive and good about yourself? Who would you talk to if you had problems at school?*

Examine records of sanctions, including exclusions, to establish why the sanctions were applied, the level of their use, if any group is represented disproportionately to their numbers in the school, and the effect of such sanctions.

Check school records; talk to parents, staff and pupils to evaluate the improvements pupils make in their behaviour against very difficult odds. For example, consider pupils who are continually disruptive, have temper tantrums or those who show extremes in their emotional behaviour.

REPORTING

You must report on any issues relating to educational inclusion, particularly if they have an impact on standards and achievement. If any groups of pupils are treated unfairly, diagnose how and why.

Extract from a report on a predominantly white school with increasing minority of Turkish pupils.

Personal development is poor because of several instances of unacceptable racist attitudes of a minority of pupils, mainly older girls. Younger pupils are intimidated in the playground by these girls, whose racist comments and name-calling often go unchallenged by staff. The same girls, most of whom are in Years 5 and 6 irritate Turkish classmates by refusing to sit next to them in lessons; this is not commented on by their teachers. The school has no strategies for monitoring or dealing with racist incidents. Inspection evidence supports the views of Turkish pupils and parents that the school does little to promote good race relations.

Extract from a report on an inner city comprehensive school with high levels of exclusion.

Behaviour is unsatisfactory because there are too many disruptions caused by a minority of pupils who refuse to get down to work quickly enough. Teaching time is taken up to deal with these incidents. However, in the past 12 months the number of such incidents has reduced considerably, particularly in Years 8 and 9. The school has recently set up a Learning Support Centre for pupils with difficult and disruptive behaviour. Much effort is made by subject teachers to work consistently when dealing with disruptive behaviour in class and this is having a good effect on reducing the interruptions to pupils' learning as shown by well-maintained records of incidents. The positive features of the teaching include setting clear ground rules in lessons, providing relevant and interesting work and establishing individual contracts or agreements about work to be achieved. Rewards for good behaviour are effective and sanctions are perceived as fair.

Extract from a report on a special school for pupils with severe or profound and multiple learning difficulties.

Behaviour is very good in lessons, outside the school and at work experience and college placements. A strong Personal Social and Health Education programme is very influential in enabling pupils to gain in confidence and self-esteem. Pupils develop good personal skills learning how to look after themselves as much as possible, for example dressing themselves and learning about healthy living. Older pupils travel independently and effective work on advocacy helps pupils to be assertive and less dependant on adults. Pupils with PMLD are given every opportunity both in mixed classes and when they are taught separately to participate fully, to make choices and show their engagement in the learning. The school's emphasis on providing activities that are suitably graded for age and maturity is very effective. Good relationships are fostered; all pupils are encouraged to show respect for each other, and to celebrate together when pupils do well in their work. When they leave, students are very well-equipped for the next stage in their education and training because of their high self-esteem which is so helpful in tackling new demands in different contexts. In this school it is evident that all groups are well catered for.

QUESTION 3. HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

What do you need to know?

Focus on the extent to which the teaching is successful in enabling pupils with a diverse range of needs to learn effectively.

What do you need to do?

Refer to the relevant section in the *Handbooks* and to subject guidance. The following criteria have been selected to give an indication of how they apply to issues relating to educational inclusion.

Good teaching ensures that all pupils are enabled to learn effectively. You are not looking for different skills when exploring issues related to inclusion. You need to be particularly alert to the experiences of pupils from **different groups** within the school. When you are in lessons, clubs and informal situations, watch, talk to pupils and staff and evaluate how effectively pupils are learning.

****Do teachers plan effectively, setting clear objectives that pupils understand?***

****Do teachers assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties?***

You need to find out if staff:

- are clear about what they want **different groups** of pupils to learn in each lesson and what they actually learn;
- understand and plan effectively for individual pupils and groups of pupils, for example using information about languages and dialects spoken by the pupils and information from annual reviews of statements or reviews of individual education plans;
- show their knowledge of pupils' learning targets by the way tasks are adapted and modified to match the objectives of the lesson; and
- regularly check that learning is assessed against the targets and give constructive feedback.

When working with pupils who have learning difficulties do they, for example:

- use appropriate language in lessons?
- make sure reading materials are suitable for pupils who find reading difficult or need time and help to organise information?
- modify tasks or use ICT to enable pupils who need help to communicate what they know and want to say in writing?

When working with pupils with sensory or physical disabilities do they, for example take account of pupils' seating position, provision of aids or access to any other equipment?

When working with pupils from a variety of cultural backgrounds do they, for example ensure that work provided gives a positive image of different cultures and draws on the pupils' experiences.

****Do teachers challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding?***

Evaluate how effectively:

- staff guide pupils who are difficult to motivate, helping them by the sensitive use of humour and quiet words of encouragement, chivvying and prompting, to ensure that their understanding is secure;
- teachers boost confidence by being optimistic about what pupils can achieve;
- teaching challenges stereotypes and what might be considered stereotypical activities.

Do staff, for example, show their approval and offer positive images, especially regarding subject and vocational option choices and careers guidance, and in planning work experience?

****Do teachers use methods which enable all pupils to learn effectively?***

Evaluate how effectively teachers:

- show respect to pupils by using culturally sensitive language, and are alert to the cultural differences in non-verbal communication;
- persist in trying out a range of approaches when pupils find something difficult to grasp;
- use questioning skills to help pupils to learn. Note, for example, how effectively teachers pose short sequenced questions for pupils who need time to learn and understand concepts, re-phrase questions instantly when required, and use more open questioning for other pupils whose knowledge needs to be further extended;
- encourage pupils, particularly those who are reticent, to respond in ways which boost their self-esteem.

****Do teachers manage pupils well and insist on high standards of behaviour?***

Evaluate how effectively staff:

- create a good working atmosphere, supported by good relationships, which encourages good behaviour and recognises when early intervention is need to avoid conflict and minimise inappropriate behaviour;
- give careful and accurate praise and feedback focused on giving pupils the confidence to work more independently and make choices;
- show they do not condone racism and bullying by turning a blind eye, or through dismissive remarks, "kids will be kids";
- pick up on spoken and physical tensions between different groups, or individuals from different groups, and challenge them at the time;
- make clear when work or behaviour is inappropriate and do so without subjecting pupils to shame, guilt or loss of dignity, for example avoiding unfair comparison with other pupils ; and
- avoid giving unduly negative feedback but make appropriate and judicious use of rewards, and foster mutual respect.

****Do teachers use time, support staff and other resources, especially ICT, effectively?***

Evaluate how effectively:

- teachers make it easy or difficult for support staff to support individual pupils. Ask support staff about their role checking that they are able to provide the kind of flexible support likely to help different pupils, as opposed to being just a pair of extra hands;
- resources are modified to take account of the need to break down a task into smaller steps, to avoid language that cannot be understood, or to introduce new language, concepts or knowledge;
- laptops or other technological aids and high quality visual, tactile/braille or aural aids are used to support learning;

- learning resources show sensitivity to different groups and cultures and do not, through the use of inappropriate images and stereotypes, de-motivate or offend pupils or more generally reinforce the prejudiced views that some pupils may hold;
- extra support from specialist teachers, learning support assistants and signers or translators enhances pupils' learning, builds their confidence and focuses help for those who need it;
- learning support assistants mirror the inclusive approaches of teachers in their interactions with pupils;
- the teaching associated with nationally funded or local initiatives is making a significant difference to how well pupils learn; and
- teachers work in conjunction with external agencies and support staff for EAL or SEN incorporating their ideas and knowledge of the pupils.

You are not likely to see all the features of effective teaching in any one lesson. However, you should identify those features that are significant in enabling all pupils (whether pre-planned or not) to learn effectively.

The following extract from a history lesson observation illustrates how pupils with differing ranges of need (SEN and EAL) were helped to be more successful in learning in this class.

Example of evidence about a Year 5, mixed-ability history class, concentrating on pupils with SEN and EAL.

They make deductions about the coming of the railway. Part of series of lessons on the causes and consequences of changes brought about by the arrival and then closure of the railway in a small town. Pupils with EAL have been learning the language for two years and are confident speakers but, unlike other pupils in the class, their knowledge of the local area is limited. Pupils with SEN: speaking and listening skills are much in advance of their reading and writing skills and they have good knowledge of local area from family working links in local industries.

Digital photographs taken on a recent walk along the disused railway track are used effectively to compare with old photographs. Effective questioning, How were goods transported before railways came? How do you know? In what ways was rail transport better? Did it have any disadvantages? helps pupils speaking EAL understand the importance of the railways to the history and wealth of the town and the importance of particular buildings, for example warehouses and other commercial buildings. Teacher ensures that all groups of pupils have an opportunity to contribute at their own level. Pupils with SEN are encouraged to demonstrate their knowledge of the town by short focused questions that enable them to point out changes when the railways first came and since they closed. Lively discussions well directed by the teacher. Pupils have good understanding of the impact of railways. 'They were exciting and fast and made travel much easier'. 'Things that used to perish on long a journey could be transported now'. Pupils with EAL are given good support to write about the development of the railways, explaining how this brought changes; this activity is aided by written information in English and in Urdu about local industries of the past, and photocopies of old newspaper cuttings. They enjoy acting as 'historical detectives' and produce interesting and accurate notes on their findings. The teacher discusses words they have not encountered. Pupils with SEN produce a well organised, sequential taped 'BBC' report using the questions on cards provided by the teacher and photographs as prompts.

Commentary: This teaching is very effective because the objectives of the lesson are clear and the work is modified well to suit pupils with different prior knowledge and varying skills in reading and writing. The different strengths of the pupils are used to understand changes to the town and reasons for them. The provision of a variety of resources and carefully tailored support ensure that all pupils learn effectively. The diverse needs of pupils are known well by

the teacher who modifies the tasks to maximise learning. The following lesson, with secondary age pupils in a very disadvantaged area, is also effective because of the very high standards of the teacher's expectations of behaviour and performance.

Example of evidence about a Year 9 class in which each group is creating different street dances to common musical stimuli; a video is used to record performances.

Lively and energetic warm up shows immediate enthusiasm for this work. Pupils move to groups quickly and agree how to tackle the task. Snappy questioning to review last week's work and to focus on the main aim of the lesson. "Central idea of the dance should be clear"; "stillness should be used to bring in contrast"; "sequence of movement should flow well". The teacher's high level of commitment to the work and constant reminders of the expected quality performance secured the attention of all pupils.

Interventions are few and related to the quality of dance. Pupils highly motivated and keep on task. Pupils' ideas are valued: 'class, listen to this very good suggestion from Amanda'. Corrections are administered without pupils losing self-respect or dignity ' How does that look on video [to pupil who is sulking, standing apart, arms akimbo]? Do you want to try to express that mood in your dance? What do the rest of the group think? Do you need help to try it out? Call me when you have something you want me to see'

Dance is very good. Excellent staccato movement matching the music well. Demonstrations by the teacher are of high quality. Executes slow sustained turn with good control. Pupils watch attentively, analyse the movement and improve their own performances. The pupils respond well to the high expectations, and although highly spirited, are engaged continually. Very good use is made of the video for pupils to assess their performance and suggest improvement. Whole class follows teacher's model when commenting ' I like the way..... and one improvement you might like to try.... Constructive criticism used effectively.

Commentary: This lesson is outstanding mainly because of the high expectations of the teacher who shows confidence in the pupils to succeed; pupils are kept on task by high level of demand and pace of the lesson. Teacher models expectations and uses assessment to target feedback and praise effectively. Pupils respond well to the constructive criticism and they learn effectively. Good use is made of the video resource to increase motivation and involve the pupils.

In the following example of a lesson observation, however, the teacher does not take the needs of some pupils into account.

Evidence of a Year 2 design and technology class.

The task is explained clearly. Good attention to safety. Most pupils use a straight edge to measure their balsa wood accurately. Pace is slow as teacher checks every child's work. Some become restless and are impatient to move on to the next stage. One or two start to name call: 'slow coach, can't even measure properly'. Two pupils are upset by this and try to hide what they are doing. Teacher ignores the incident and reminds pupils how to hold a saw and cut a piece the correct length. Directions are very precise ' grip the wood against the hook using your left thumb...grasp the saw firmly in your right hand...' Most pupils concentrate well and set about the task with confidence. However, for many it is not as easy as it sounds and several pupils struggle to cut the wood. Same two pupils, one left handed, find it difficult to secure the bench hook and hold the wood steady. The teacher repeats his instructions quickly but pupils find the task too difficult to accomplish. The teacher shows impatience and pupils lose heart and give up trying; several pupils are now distracted. About a third of the pupils cut the wood successfully. Most of the other pupils snap the wood or make very erratic cuts in its length. The two pupils say they are 'no good at sawing'. The teacher chastises them for doing so little in the lesson when compared to others in the class.

Commentary: This is an unsuccessful lesson because the resources were inappropriate and planning was based on the assumption that all pupils need the same support to achieve the same outcome. In addition the teacher did not challenge the name calling of other pupils and his own insensitivity to two pupils in particular added to their strong sense of failure.

REPORTING

You must report on any issues relating to educational inclusion, particularly if they have an impact on standards and achievement. **YOU MUST** be clear how the strengths or weaknesses in teaching have an impact on the achievement of **different groups** of pupils.

Extract from a report on a small inner city primary school with high proportion of pupils from Indian and Pakistani families.

High quality teaching enables pupils with a wide range of needs to learn effectively. Teamwork utilises the strengths of individual teachers when planning ahead. For example, the Sikh teacher works with a group of pupils to prepare simple version of the story of Guru Nanak to read to the Y4 children. The pupils are often able to identify their own learning goals for lessons and they are always clear what each group will learn, as seen in Y3, 'Today I am going to concentrate on using 'wear' and 'where' correctly and my group is working on two new homonyms'. Teachers have a consistent approach to learning. They always begin lessons with a clear introduction; they use direct and sustained questioning to check out previous learning and to challenge pupils to explain their learning and to think beyond the superficial and they always check to ensure that learning is secure. Teachers make good use of ICT to support learning in all subjects. Lessons are exciting and interesting.

QUESTION 4. HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS AND STUDENTS?

What do you need to know?

You need to know how the school:

- prepares pupils for living in a diverse society;
- tailors the curriculum to benefit groups of pupils who may be at risk;
- ensures that groups of pupils, who may be at particular risk, benefit fully from what the school provides;
- implements the National Curriculum requirements on inclusion; and
- broadens pupils' experiences or engages them more in school thereby boosting their self-confidence and helping them to learn through involvement in nationally and locally funded initiatives.

What do you need to do?

Refer to the relevant section in the *Handbooks* and to subject guidance. Check to see if the school's priorities, set out in its development plan, guide the curriculum provision made for different groups of pupils. Subject plans, timetables and schemes of work will give you an insight into the way in which the school takes practical steps to act on its priorities.

Talk to groups of pupils about:

- their views of the value of the curriculum they experience;
- how they benefit from national or local initiatives in which they are involved; and
- the support they have from, for example, a learning mentor.

You might want to track a particular group of pupils to find out about the experiences they have. Use information you have gathered from parents. Ask staff if they are clear about why they are following certain programmes and check to see what support they have from the school to implement them.

****Does the school provide a broad range of worthwhile opportunities which meet the interest, aptitudes and particular needs of pupils, including those having special educational needs?***

Evaluate the effectiveness of the work, experiences and special programmes the school provides for **different groups** of pupils. For example:

- where the majority of pupils have poor literacy skills is there a strong emphasis on learning communication skills?
- where pupils show a particular aptitude is there good provision for the expressive arts and sport?
- where many pupils have poor relationships and display aggressive behaviour is there a firm emphasis on activities that develop co-operation?
- where pupils have limited opportunities to study at home are there lunch time and after school homework clubs?
- for pupils who experience cultural or social isolation, are there extra-curricular activities to broaden their experience?
- where pupils in the 14 to 16 age group struggle to succeed on GCSE courses, do they have access to learning mentors, vocational qualifications and opportunities to work in the wider community?

****Is the curriculum inclusive by ensuring equality of access and opportunity for all pupils?***

Evaluate the extent to which specific provision is implemented effectively by, for example taking account of what is in:

- IEPs and pupils' Statements;
- pastoral support plans; and
- other individual packages, including use of ICT.

Judge whether any grouping such as setting or withdrawal arrangements results in appropriate work, reduces pupils' access to a broad and balanced curriculum or disadvantage pupils through derogatory labelling. For example, explore whether gifted musicians always miss the same lessons when they have music tuition or whether pupils having language support have help to catch up with work from the lessons they miss.

****Does the school have effective strategies for teaching the basic skills of literacy and numeracy?***

Judge if the school's strategies for literacy, numeracy and ICT take account of:

- the specific needs of all groups of pupils by having flexible arrangements;
- IEPs or other special language programmes; and
- the importance of applying these basic skills across the curriculum.

****Does the school teach pupils to appreciate their own cultural traditions and the diversities and richness of other cultures?***

Judge whether the school promotes respect and understanding of diverse cultures, languages and ethnic groups including faith groups, Travellers, asylum seekers and refugees. Evaluate:

- how well this work is supported through equitable distribution of books and resources including access to translators;
- work with parents, members of community groups and others who can contribute;
- displays, pupils' work and their increased knowledge and awareness of other cultures;
- ways of dealing with either neutral or hostile reactions by parents or others who believe it is not a priority, particularly in schools which are not diverse ethnically;
- pupils' understanding of the effects of stereotyping, prejudice, sexism, racism and all forms of discrimination;
- how well pupils are taught to understand the need for a mutual respect in a diverse society.

REPORTING

You must report on any issues relating to educational inclusion, particularly if they have an impact on standards and achievement. Be clear how the strengths or weaknesses of the school's curriculum have an impact on the achievement of **different groups** of pupils.

Extract from primary school report

The curriculum takes account of the needs of pupils who are musically gifted by providing extra tuition after school from the music specialist in the local college. These pupils have opportunities to play in a senior orchestra and they give solo concerts for parents and the wider community. Pupils who are learning English as an additional language are often withdrawn from mathematics lessons and, whilst what they learn is worthwhile, there is no provision to help them to catch up with what they have missed.

QUESTION 5. HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS AND STUDENTS?

What do you need to know?

You need to know how well the school ensures that all pupils, especially those at particular risk¹³, are safe and that their welfare is safeguarded and that they learn effectively.

What do you need to do?

Refer to the relevant section in the *Handbooks* and to subject guidance. The following criteria have been selected to give an indication of how they apply to issues relating to educational inclusion.

Information may come from the parents' meeting, parental questionnaire and from speaking to parents during the inspection. Examine the school timetable and teachers' individual timetables for information about the level of support provided for **different groups** of pupils. Seek the school's views on the rationale for such arrangements.

It is particularly important to talk to pupils who appear to have no friends and seem isolated from their peers as well as obvious informal groupings of pupils at breaktimes. Ask directly, without causing embarrassment, about bullying in and outside the school. In schools with boarding facilities this may be extended to include questions about the fairness and speed with which complaints are handled or whether access to outside advice and helplines is made easy for them.

Be open with the school about the need to investigate incidents of inappropriate behaviour, bullying, harassment and exclusions and the need to examine pupils' records and punishment books, including records of restraint. Ask the school to organise representative groups of pupils who could talk to you about these issues. Make clear you will investigate fully and give feedback about what you find out. Compare your findings and impressions from talking to pupils with what the school records and reports about levels and trends in pupils being bullied or being harassed. Whenever there is a significant discrepancy between your findings and what the school reports, discuss with the school to seek explanations for these differences.

****Does the school ensure the health, safety, care and protection of all pupils?***

Evaluate, for example:

- how effectively the school inducts new pupils and ensures the needs of particular pupils are being met, for example, by supporting refugee children and recognising the effect of their education being interrupted; [they may be severely disturbed and distressed];
- how well the school is informed about pupils' language, cultures values and customs;
- how well it makes links with parents or carers (if necessary, using translators) and community organisations that support children and their families;
- how effectively the school supports children looked after by the local authority, sick children, young carers, pupils from families under stress and pupils on the Child Protection Register; and

¹³ DfEE Circular 10/99 *Social Inclusion: Pupil Support*, especially Chapter 3 *Groups at Particular Risk*

- how effectively the designated senior member of staff responsible for liaison with the Area Child Protection Committee ensures that all staff know how to act in the best interests of individual children.

****Does the school have effective measures to promote good attendance and behaviour, and to eliminate oppressive behaviour such as all forms of harassment and bullying?***

Check the practical steps the school takes to secure good attendance. Evaluate how well the school:

- records attendance and monitors pupils at risk of non-attendance, for example telephoning or home-visiting on the first day of absence;
- uses clear and persistent reminders to pupils and parents and tangible rewards to promote good attendance;
- promotes attendance by its use of home school contracts and use of IT to monitor and track pupils who are not attending;
- deals with parents taking holidays or withdrawing pupils for religious observance during school term and what practical support it offers to pupils who may be missing work to help them to catch up;
- analyses unauthorised absence to determine whether any particular groups are over-represented. Examine any action the school takes and seek explanations for what it does or does not do;
- works with other agencies in promoting attendance, for example, the Police in “Truancy Watches” and is receptive to arrangements for pupils to have dual registration with PRUs or other schools; and
- **monitors and assesses the impact of such strategies.**

Evaluate the extent to which people, rules and systems such as the statutory behaviour policy, work together consistently to retain pupils rather than exclude them and to promote mutual respect and tolerance.

You also need to evaluate what steps the school takes to reinforce good behaviour and minimise disruptions and other kinds of poor behaviour particularly by showing intolerance to bullying and harassment. Check what happens if bullying or harassment has been observed by staff or reported to them. Make sure that staff deal effectively and rapidly with any verbal comments in lessons or outside to do with pupils’ disabilities, racial background, gender, sexual orientation or appearance. Find out whether trends in incidents and their causes are analysed by the school.

Evaluate what support is provided for victims of harassment and the procedures for dealing with the perpetrators of such incidents. Find out what training and access staff have to external organisations to help them to understand and deal effectively with such incidents. Make sure that racial incidents are reported annually to the Governing Body, parents and the LEA. Seek explanations if these requirements are not met and report this.

Evaluate how effectively the school uses rewards and sanctions, taking into account the composition of the pupils on roll; check that sanctions for inappropriate behaviour are graded in severity, are fair and do not involve humiliating punishment that would lead to pupils being pilloried. Find out what the school does in monitoring the incidence of the use of sanctions. Look for any over-representation of a particular group, for example Black Caribbean boys, who often are over-represented in exclusions.

Discuss any evidence of over-representation of particular groups of pupils and check that the school’s explanations are consistent with the evidence from pupils’ files and are well

founded. Follow up any apparent inconsistency between pupils' views and the school's records of incidents. If you are unconvinced by the school's explanation about any such discrepancy, make this clear in your evaluations and reporting.

Evaluate what is done to avoid any stereotyping, and whether the school is alert to cultural differences in manner and demeanour in pupils expressing emotions.¹⁴ For example find out how staff modify their approaches when chastising pupils from different ethnic groups.

Give credit when it is evident that pupils' attitudes and behaviour are improved by the positive nature of school's links with parents or the community, particularly in cases where there may be racial or other forms of harassment in the vicinity of the school. Note whether the school has taken action to incorporate into its curriculum, extra-curricular programme or social activities perspectives that reflect the ethnic groups represented in the school and in the wider community.

****Does the school have effective arrangements for assessing pupils' attainments and progress?***

****Does it use its assessment information on academic progress, personal development, behaviour and attendance to provide effective support?***

An educationally inclusive school has well co-ordinated arrangements for assessing pupils' attainment and identifying those pupils who may need further help to learn effectively.

Evaluate:

the accuracy and consistency of the arrangements for assessing attainment in your subject(s), particularly to identify pupils who may need additional help or support;

- the steps taken by the school to make sure its assessment methods are free from cultural or linguistic bias to ensure fair and equitable treatment of groups of pupils;
- how well the routine procedures for assessment accommodate the requirements of the Code of Practice for pupils with special educational needs and can be used to assess the spoken or written English for pupils who may need additional help;
- the appropriateness, inclusiveness and effectiveness of support such as extra group work, support in class, homework or lunchtime clubs and other types of provision; and
- how effectively extra support through special projects or designated SEN provision, however funded, is integrated into the school's routine provision rather than as piecemeal additions.

REPORTING

You must report on any issues relating to educational inclusion, particularly if they have an impact on standards and achievement. Be clear about how the strengths or weaknesses in the school's care for its pupils have impact on the achievement of different groups.

¹⁴ See DfEE Circular 10/99 *Social Inclusion: Pupil Support*, especially Section 3.6, p13

Extract from a report on a school in which a teacher is employed half the time to support pupils on link courses in colleges of further education. Many of the pupils have presented severe challenges to the school through their behaviour and non-attendance.

The use of additional funding to appoint a part-time link teacher enabled the school to make good educational provision for pupils who missed much of their early schooling because of difficult family circumstances. Two girls, who experienced difficulties in school in earlier years and who are the main carers at home, found their involvement in the programme enabled them to follow an ICT course at a local college. The link teacher, who has excellent local knowledge, liaises well with parents and the college, and provides effective support to pupils involved in the college link courses. His personal interest in pupils and their families is key to the success of this programme. Pupils spoke positively about the role of the link teacher. "Knowing someone who wants to know what you are doing" seems to make the difference.

Extract from a report on an infant school having a high proportion of pupils with poor literacy skills and a minority of pupils who are learning English as an additional language.

The school makes a thorough assessment of children's language when they enter school and uses this information to identify where pupils are likely to need additional support. The reception teacher and home-school worker use home-visits effectively to find out about each child's language needs. Translators are available to help parents with little or no English. This information is used well to prepare for the child starting school by enabling the school to decide on the level of language support needed. Termly reviews of progress ensure pupils' needs are met. School works closely with local agencies such as speech therapy when needed. The school takes effective steps to ensure that all pupils benefit from school. The school works hard to promote good attendance. However, it recognises that there are times when families give a priority to the celebration of religious festivals and they ensure that parents and pupils are not stigmatised because of this. The pupils are given extra support to catch up with anything they miss during such times. This pragmatic approach does much to win parents' support and to promote tolerance of different faiths and beliefs. There is no unauthorised absence.

QUESTION 6. HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

Parents and carers depend on the school to provide well for their children and an important judgement is whether parents and carers feel the school lives up to their expectations.

What do you need to know?

There are two central areas to consider.

- Does the school have the confidence of all parents and carers and the communities it serves? If not, why not?
- Does the school involve and inform parents and carers fully as partners in providing for the particular needs of their children?

What do you need to do?

Refer to the relevant section in the *Handbooks* and to subject guidance. The following criteria have been selected to give an indication of how they apply to issues relating to educational inclusion.

Analyse the responses in the parents' questionnaires. **Ensure that you ask at the parents' meeting about their views of the way pupils are treated at school and especially about race equality issues.** Use the information you gather to identify any areas you may need to follow up.

****Are parents and carers satisfied with what the school provides and achieves?***

Give particular attention to the views of parents or carers of children who may be at risk. Evaluate how well the school:

- works closely with parents and carers to promote their children's learning;
- finds solutions to enable Asian girls to participate in sport;
- enables the observance of religious customs and practices such as Ramadan;
- helps Traveller parents to maintain continuity in the education of their children;
- supports families where children have long term illnesses;
- meets the concerns of parents' with children who are gifted or talented, or who have learning difficulties.

****Are parents provided with good quality information about the school and particularly about pupils' progress?***

****Do links with parents, including the use of home-school agreements contribute to pupils' learning at school and at home?***

Evaluate any action taken by the school using national or other initiatives to:

- provide translations of school letters and documents;
- communicate with parents whose literacy skills are limited;
- draw in parents who may find it difficult to approach school;
- develop home school agreements;
- draw upon agencies and community interests to enhance learning;
- deal with conflicts between different ethnic groups in its community;
- learn about its parental community and use its strengths to support pupils' learning.

The attendance and behaviour of pupils least likely to be successful in their learning and most likely to be excluded are important. Evaluate how any national or local initiatives have helped the school to involve parents and others in promoting good attendance, improving behaviour, and reducing the numbers of pupils being excluded.

REPORTING

You must report on any issues relating to educational inclusion, particularly if they have an impact on standards and achievement. Be clear how the strengths and weaknesses of the school's partnership with parents, carers and the wider community have an impact on the achievement of **different groups**.

Extract from a report on an inner city primary school with diverse ethnic mix; thirty-eight different languages represented.

The school ensures that its communication with parents is very effective and it uses parents' skills effectively to promote learning. The prospectus contains clear details on how contact with the school can be made and maintained. Other short booklets provide simple but clear facts about starting at the school and what is taught. All documents are translated into community languages and efforts are made to ensure that other family members or neighbours are able to help in translating, for example when discussing pupils' progress in school. The work of the Community Liaison Officer attracts a high degree of support from parents. Those parents spoken to say how well the school helps to promote good relationships between different ethnic groups. They were enthusiastic about the series of evenings, prepared by parents and Y6 pupils, to sample food from different cultures. So far they had enjoyed Greek, Turkish, Italian food and Jamaican, Indian and Polish meals were planned. Parents are seen helping in classes and are always welcome. All of this has a positive effect on pupils' commitment and motivation to learn.

Extract from a report on a rural secondary school. The vast majority of pupils come from advantaged backgrounds.

The school makes little effort to establish links with parents and carers and adopts a defensive attitude towards involving parents more fully in the work of the school. This was reflected in the replies to the questionnaire and the meeting with parents before the inspection. The low priority given to work with parents was evident in the unsatisfactory information provided for them and the haphazard arrangements for parents' meetings. Despite the work done by a small group of teachers to engage parents and involve them more fully with the children's work, parents generally lack confidence in the school. For a particular group of vociferous parents attempts to engage with the school have met with little success and they report a breakdown in trust and confidence. The school has done little to address this situation and the reasons given to explain not having done so are largely negative. This is a serious weakness and an urgent matter for the governing body to remedy.

QUESTION 7. HOW WELL IS THE SCHOOL LED AND MANAGED?

Good schools are led and managed for the benefit of all their pupils. How well a school translates this commitment into practice is a key measure of effectiveness.

What do you need to know?

You need to know what the head and senior management team, supported by governors, does to promote educational inclusion. In particular, you need to know if the steps they take:

- get to the heart of what needs to be done to secure improvement for all pupils, irrespective of their background;
- set good examples and establish role models for the staff and pupils;
- prevent and address racism and promote racial harmony where all pupils know they are valued and are important to the school; and
- ensure that all pupils achieve as much as they can both academically and in their personal development.

What do you need to do?

Refer to the relevant section in the *Handbooks* and to subject guidance. The following criteria have been selected to give an indication of how they apply to issues relating to educational inclusion.

Bear in mind the context of the school and the challenges it faces and judge the management and leadership in terms of the effectiveness of its strategies to raise standards for all pupils. Draw together the main points from the observations you make in lessons, other aspects of the school's work and from discussions with pupils, staff and parents. Use your discussions with the headteacher, governors and senior staff to judge what management and leadership do to ensure that pupils want to and are able to learn.

****Do leadership and management ensure a clear direction for the work and development of the school and promote high standards?***

****Does the school have explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work?***

Evaluate the extent to which the head, senior managers, and where appropriate governors:

- communicate, orally and in writing, their commitment to inclusive policies; find out how this affects recruitment and training of staff and how it influences the attitudes of staff, parents and pupils, such as their high expectations and willingness to work co-operatively and consistently towards equal opportunities, including race equality;
- ensure all staff challenge, correct and deal with racist behaviour and remarks, in all schools including those serving areas which are not ethnically diverse where such remarks may go unchallenged;
- develop educationally inclusive provision to the advantage of all pupils, for example by:
 - seeking to increase physical access;
 - extending the range of provision made by the school (for example for pupils with SEN);
 - making good use of additional resources (for example, expertise of community leaders, in-school centre, designated resource base for SEN);
- enable key staff, such as SEN co-ordinators, EAL support staff, pastoral staff and heads of department to have a direct influence on developing the school's educationally inclusive practice by planned involvement in curriculum development; and

- make full use of external agencies and links with the community.

****Is there rigorous monitoring, evaluation and development of teaching?***

Given what you know about standards, achievement and teaching, check that the reasons given for this picture by senior staff are sufficiently convincing.

For example, the monitoring of teaching in one school showed weaknesses in the teaching of reading for low attaining eight and nine year olds. The school's records of internal tests show that a new approach to teaching reading for these pupils enabled them to gain average standards by 11. This, when put alongside evidence from lessons, convincingly explained the dramatic improvement in the school's results in the current year and shows the strength of leadership and management.

In contrast, in a different school, inspection evidence showed that pupils in Y7-9 learning English as an additional language were underachieving in science. The pupils understood scientific concepts but had difficulty with some of the scientific terms and were unable to write about what they had learned. Internal test results were low but the school had not seen this as significant. The monitoring of teaching was insufficiently rigorous and did not identify teachers' limited skills in assessing what pupils have learned and in dealing with this language difficulty. The school's view that these pupils were doing as well as they could in science was not convincing, showing that there are weaknesses in leadership and management.

****Does the school identify appropriate priorities and targets, take the necessary action and review progress towards them?***

Given what you know about standards, achievement, teaching and the school's priorities, talk to staff, pupils and governors to evaluate how well:

- the right priorities are identified and ambitious targets are set for groups of pupils who may be at risk, to improve standards, achievement and attendance, and reduce exclusions and incidents of inappropriate behaviour, including sexist and racist behaviour;
- these targets are adhered to, even when progress over time may be slow, and consistently and persistently monitored by governors, aided by the head and senior managers; and
- subject co-ordinators or heads of department understand what needs to be improved and ensure that staff are consistent in adopting effective approaches when working with pupils.

****How well are educational priorities supported through careful financial planning?***

****Are specific grants used effectively for their designated purpose?***

Evaluate how well the head, senior staff and governors:

- marshal all available resources and deploy them efficiently and equitably to achieve targets agreed for improvements for identified groups of pupils; and
- make use of the management expertise of LEAs, Education Action Zones and other bodies.

REPORTING

You must report on any issues relating to educational inclusion, particularly if they have an impact on standards and achievement. State how the strengths or weaknesses in leadership and management have an impact on the achievement of **different groups** of pupils.

Extract from a report on a primary school with serious weaknesses at the last inspection

Staff now work together effectively to achieve clearly set out targets for improvement, particularly for boys and raise levels of literacy for 7-11 year olds with English as an additional language. Monitoring of teaching is now good and this has led to well-targeted in-service training on behaviour management. This has brought about a significant improvement in the quality of teaching. While there is still some inconsistency in dealing with pupils who are difficult to engage, there are now far fewer pupils excluded from school. The tensions between Bangladeshi and Black pupils are no longer evident; the school is more orderly and much calmer than it was at the time of the last inspection. This is largely due to the strong lead provided by the head, with the full support of governors, in dealing with incidents of racial harassment and bullying.

QUESTION 8. HOW EFFECTIVE IS THE SCHOOL?

In coming to an overall view about the school's effectiveness pay close attention to guidance provided in the *Handbooks* on where to pitch your judgements.

What do you need to know?

You now have gathered all of your evidence, you have made judgements about the areas you have investigated and you need to know about the evidence gathered by your colleagues and the judgements they have made.

What do you need to do?

Refer to the relevant section on page 13 of the *Handbooks* and give particular attention to the indicators of effectiveness.

Summarise your evidence and the judgements you have made when answering the key questions [2 –7] from the *Evaluation Schedule*. Issues relating to educational inclusion will contribute to the corporate evaluation of the overall effectiveness of the school. Include an evaluation, where relevant, of the contribution made by national or other local initiatives towards the school's overall effectiveness and the extent of improvement achieved.

When reaching this judgement use what you know about the context of the school. For some schools it is relatively easy to meet pupils' individual needs, for other schools the challenges are much more wide ranging and therefore the task of ensuring that all the pupils are included fully is much more demanding.

Evidence of improvement, particularly in attainment, may show anything but a steady, year-on-year progress. It may take longer to achieve in some schools than in others. The nature of the disadvantage in the communities that some schools serve is often substantial and longstanding. We should give credit to schools that are improving even if they have not yet reached national expectations of attainment and particularly where the gains made are against the odds.

As the report on *Improving City Schools*¹⁵ acknowledged:

“There is no single, or peculiar, recipe for improvement in these schools, but some common ingredients are essential to the mix: strong management, a well-focused curriculum, good teaching, close monitoring and effective personal support, together with clear communication with parents. Essentially what make the difference are the clarity, intensity and persistence of the school's work and the rigour with which it is scrutinised. At best, all the energy of the school serves the same end: raising standards.”

Just as pupils' different starting points influence what they can achieve over a relatively short time, the same applies to schools.

¹⁵ *Improving City Schools, Strategies to Promote Educational Inclusion* p7, OFSTED, published by OFSTED June 2000

Consider whether any of the school's practices disproportionately disadvantage some individuals or groups of pupils. This might be reflected in the attitudes and strategies of some staff, conscious or not, evident for example in the way in which racism, behaviour and exclusions are handled. These attitudes and strategies may similarly be reflected in the explanations given by the school for the performance of different groups of pupils. Do not accept such explanations uncritically but test them against your evidence to determine whether they are well founded.¹⁶ Where there are concerns you must set these out in the section 'What should the school do to improve further?' of the inspection report and parents' summary. Any significant issues relating to educational inclusion must be brought forward to the main findings and weaknesses must feature as key issues.

In all inspections the judgement about the extent of improvement within the school since the previous inspection is linked directly to your views about the school's overall effectiveness. Where relevant evaluate the contribution made by national or other local initiatives towards the school's overall effectiveness and the extent of improvement achieved.

Remember that the school **cannot be considered effective and to be satisfactorily promoting educational inclusion** if:

- the reasons given for the underachievement, low levels of attendance or disproportionately higher rates of exclusion of any particular group of pupils are not well founded and fails to take effective and appropriate action; it is unwittingly racist in some of its provision;
- insufficient attention is given to preparing pupils positively for living in a diverse society;
- the response to incidents of racism, bullying or harassment is inadequate; it fails to promote racial harmony;
- the rates of attendance generally or of any particular group are unsatisfactory and show no sign of improving;
- the behaviour generally or of any particular group is unsatisfactory and shows no sign of improving;
- the rate of excluding pupils shows no signs of reducing.

REPORTING

YOU MUST be clear about the achievement of **different groups** of pupil, and any strengths or weaknesses in teaching, management or other aspects of what the school provides.

INFORMATION ABOUT THE SCHOOL

St. Christopher's primary school has 243 pupils from an ethnically diverse inner city community with about half of the pupils being Pakistani. The proportion of pupils eligible for free school meals is well above average as is the proportion of pupils who speak English as an additional language. A higher than average number of pupils, 74 are on the register of special educational needs and 4 pupils have Statements of special educational needs.

HOW GOOD THE SCHOOL IS

St. Christopher's primary school is a highly effective school. Very good teaching including that for English as an additional language addresses the pupils' poor literacy skills in English and ensures that all pupils learn very well. By the age of 11 many reach better than average standards. The school's curriculum draws heavily on the cultures in its community and there is a firm commitment from the headteacher, staff, parents and pupils to ensure that "our school" strongly promotes racial harmony and is a vibrant and exciting place to learn. The headteacher and staff model the behaviour they want pupils to adopt; leadership is outstanding.

¹⁶ see *Issues for inspection arising from the Macpherson Report*, Annex 1.

INFORMATION ABOUT THE SCHOOL

St. Peter's infant school has 125 boys and girls from an ethnically diverse city community. About a tenth of the pupils are Indian and there are small numbers of Polish, German and Serbian pupils in the school. The proportion of pupils eligible for free school meals is average as is the number of pupils who speak English as an additional language. The proportion of pupils who are on the register of special educational needs is unexceptional, and 3 pupils have statements of special educational needs. Most pupils attended a local nursery and they have a broad range of abilities when they start school.

HOW GOOD THE SCHOOL IS

St. Peter's primary school is serving its pupils well. The good teaching ensures that almost all pupils learn to read and write competently by the age of 7. Girls significantly outperform the boys and the school has become aware of this very recently. The newly appointed headteacher has introduced effective measures to monitor the school's work and has started to take effective action to raise standards. Local religious leaders support her efforts to persuade parents that Indian pupils should not take extended holidays. They are working with her to promote racial harmony and to improve cultural tolerance. The school is taking effective action to enable all pupils to benefit from the provision it offers. This action has yet to be seen in the achievement of boys or in attendance.

INFORMATION ABOUT THE SCHOOL

Hallmark comprehensive school caters for 951 11-16 year olds in a small town in the heart of rural Devonshire. There are few pupils who are eligible for free school meals, much lower than average. The majority of pupils come from families where parents work in professions such as teaching, law and business. There are 14 Gypsy Traveller pupils in the school. There are 20 pupils on the special educational needs register, half of them Traveller pupils, and no pupils with statements of special educational needs.

HOW GOOD THE SCHOOL IS

Hallmark comprehensive is an underachieving school. Teachers underestimate the students and their expectations of high attaining Traveller pupils are very low. The school's examination results are well above average but the aim "raising standards for all" is not applied to gifted pupils or to the Traveller pupils. The school does little to counter stereotyping, promote good race relations or to deal with discrimination. The headteacher does not feel that such issues arise in his school. Leadership and management are poor.

ISSUES FOR INSPECTION ARISING FROM THE MACPHERSON REPORT

In February 1999 the report of the Inquiry into the murder of Stephen Lawrence (*Macpherson Report*¹⁷) was published and its findings were accepted by the Government, particularly those which identified institutional racism as a major cause of social exclusion. The need to make race equality a reality places responsibility on each of us so that every individual regardless of colour, creed or race has the same opportunities and respect as his or her neighbour.

A central part of the Inquiry Report (Chapter 6) was devoted to racism, which was defined as follows:

“Racism in general terms consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form.” (6.4)

Throughout the Inquiry considerable attention was given to the notion of “institutional racism” and the following definition was provided:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

It persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership. Without recognition and action to eliminate such racism it can prevail as part of the ethos or culture of the organisation. It is a corrosive disease.” (6.34)

The Inquiry came to the conclusion that the impact of unwitting racism on minority ethnic people was not necessarily different to that of explicit or direct discrimination. What separates the two forms of racism may well be the knowing intention of the perpetrators, but for those people who are victims of such action the effects on them are no different. The Inquiry report noted:

“Unwitting racism can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities.” (6.17)

It is the effects on people that are important. Institutional racism exists when an appropriate and professional service has not been provided to people because of their colour, culture or ethnic origin and when they are treated differently from others. It is not necessary to establish the intentions of those providing the service. It is the service provided or the way people are treated that is the binding evidence for such a judgement.

These issues are being taken forward in proposals to extend existing legislation that will make it unlawful for a public authority to discriminate, directly or indirectly, or victimise a

¹⁷ *The Stephen Lawrence Inquiry: Macpherson Report*, February 1999, Stationery Office

person on racial grounds when carrying out any of its functions. The proposals will bring all functions of all public bodies within the scope of the Race Relations Act. The Inquiry members concluded that institutional racism extends to institutions countrywide.

“It is clear that other agencies including, for example those dealing with housing and education, also suffer from this disease. If racism is to be eradicated there must be specific and co-ordinated action both within the agencies themselves and by society at large, particularly through the education system, from pre-primary school upwards and onwards.” (6.55)

The implication is clear: though schools are seen as potential sources of institutional racism, they are also seen as having a key role in its prevention.

Issues for schools and school inspection

The Inquiry Report set out four recommendations under the heading **‘Prevention and the Role of Education’**, which the Government accepted as duties on schools and their governing bodies, LEAs and OFSTED.

Recommendation 67

That consideration be given to amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society.

Recommendation 68

That Local Education Authorities and school Governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include:

- *that schools record all racist incidents*
- *that recorded incidents are reported to parents/guardians, school Governors and LEAs*
- *[that numbers of racist incidents are published annually, on a school by school basis¹⁸]*
- *that the numbers and self defined ethnic identity of “excluded” pupils are published annually on a school by school basis.*

Recommendation 69

That OFSTED inspections include examination of the implementation of such strategies.

Recommendation 70

That in creating strategies under the provisions of the Crime & Disorder Act or otherwise Police Services, local Government and relevant agencies should specifically consider implementing community and local initiatives aimed at promoting cultural diversity and addressing racism and the need for focused, consistent support for such initiatives”. (p.334)

There is now a duty on all schools, regardless of the ethnic mix of the pupil population, to have strategies to prevent and address racism and a duty on OFSTED, through the inspection system, to monitor how effectively schools are implementing these strategies.

¹⁸ The Government did not accept this part of the recommendation.

The extent to which schools are likely to be challenged by this duty is made clear in the following extracts from the OFSTED report, *Raising the attainment of minority ethnic pupils: school and LEA responses*¹⁹:

“Very few schools review their curricular and pastoral strategies to ensure that they are sensitive to the ethnic groups in the student population and the wider community. In those instances where schools have done this as a result of concerns about a particular minority ethnic group, positive outcomes have resulted”. (p 7)

Linked to this general duty, schools are now required to record and monitor incidents of bullying or sexual and racial harassment and report annually to their governing body and the LEA on the action taken in respect of these incidents.

“The schools in which minority ethnic pupils flourish understand the hostility these pupils often face (especially Gypsy Travellers). These schools have developed successful strategies for countering stereotyping which have not only had a tangible impact on the pupils’ confidence and self-esteem, but have also influenced the attitudes of the majority.

An important feature of successful race relations work is a school ethos which is open and vigilant, in which pupils can talk about their concerns and share in the development of strategies for their resolution. This is true of both primary and secondary aged pupils”. (p 8)

It is the explanations provided by a school for the differences between groups of pupils in terms of their achievement, experience or benefit gained (see the *Guidance on Evaluating Educational Inclusion*) together with the action(s) taken by the school in respect of these differences that are crucial. These form the core of the evidence to be tested during the inspection. It is essential to reach a secure judgement about whether the explanations given are well founded and any action taken is appropriate and effective. This could not be the case if:

- there is significant under-achievement or lack of progress by particular groups of pupils;
- there are important differences in pupils’ experiences within school or benefit they gain from what the school provides; and
- such differential treatment arises, however unwittingly, from prejudice, ignorance, thoughtlessness and racial stereotyping and that results in some pupils or groups of pupils being significantly disadvantaged or excluded from what the school provides and they are, therefore, receiving a poor service from the school.

That many schools are making a difference, often against the odds, only serves to highlight what practical steps and action other schools need to take. The most crucial of these steps are also illustrated in the report *Raising the attainment of minority ethnic pupils: school and LEA responses*:

“In schools which have been most successful in raising the attainment of minority ethnic pupils, senior managers make clear that the under-performance of any group is not acceptable, gather evidence systematically and challenge individual teachers and departments to spell out what they intend to do to improve the situation.

Although schools record the numbers of pupils by ethnic group, the use of ethnic monitoring as part of a school’s strategy for raising attainment has barely begun at primary level. Too many schools are content to live with general ‘impressions’ or

¹⁹ *Raising the attainment of minority ethnic pupils; School and LEA responses*, 1999, OFSTED p7-9

'hunches' about the performance of different groups of pupils and these can serve to reinforce commonly held stereotypes.

Secondary schools are much more likely to have attainment data analysed by ethnic group but few use this information as a key management tool for raising standards.”
(p 7)

Some groups of pupils may well experience discrimination or be excluded from benefiting fully from what the schools offers them on grounds other than their colour, culture or ethnic background, such as gender or disability. Although such actions by the school could not be regarded as racist, the impact on the pupils and the families concerned would still be to disadvantage them. Notwithstanding possible contravention of other anti-discrimination legislation, if this were the case important questions would be raised about a school's educationally inclusive practice and its overall effectiveness. Testing whether a school's explanation of significant differences in outcomes between groups of pupils is well founded and the action taken is appropriate and effective is the same in both sets of circumstances. In both cases inspectors should evaluate the related inspection evidence and report their findings and judgements.

Evaluating Educational Inclusion indicates the areas to be evaluated in examining a school's strategies for preventing and addressing racism, and thereby to promote race equality outcomes. It sets out a strategy to focus inspection practice on this fundamental dimension of educational inclusion that is centred on evaluating **all** aspects of a school's effectiveness and improvement. As such it rests on an institutional and systematic approach to school inspection and school self-evaluation²⁰.

It is important to bear in mind, as the Inquiry Report noted, that an organisation's policies may well address issues such as racism unequivocally and schools should be given credit where this is the case. But it is how such policies are implemented in practice and how they benefit pupils or not that is important. As the OFSTED report noted²¹:

“The majority of schools are engaged in a wide variety of initiatives to improve provision and raise the attainment of all pupils. However, few schools monitor these activities systematically and rarely do they have a specific ethnic focus. Although most schools have equal opportunities policies, few have clear procedures for monitoring their implementation and their impact on practice is limited” (p 7).

²⁰ See also *Learning for All: Standards for Racial Equality in Schools*, Commission for Racial Equality, 2000

²¹ *Raising the attainment of minority ethnic pupils; School and LEA responses*, 1999, OFSTED