**Questions and activities to support self-evaluation**

**Introduction**

The resources provided in this pack are intended to support an enquiry into the impact of the whole school approach to supporting disadvantaged pupils.

The materials will help to gather soft intelligence about the school’s work with disadvantaged pupils, alongside pupils’ performance information. Together, this information can help you to review the impact, strengths and weaknesses of your work so far.

It is based on two key assumptions:

* There is no simple way to improve the outcomes for disadvantaged pupils. Every school is unique and every pupil is unique. Therefore approaches may be individual and may need to change over time.
* Teaching is the main and universal approach to promoting disadvantaged pupils’ learning. Small changes in the classroom can make a difference. Involving staff at all levels in the enquiry will increase the likelihood of small changes.

How to use these materials

* There is no fixed way of using these materials. Each school should design and implement their own process.
* The materials include questions that can be used with staff at all levels. This will help to explore whether there is a widely shared understanding of expectations. It will also gather as many views as possible.
* Some suggested activities and approaches are offered as a possible starting point to help staff gather information. This may enable them to answer questions with greater insight.
* An enquiry should lead to positive actions. Collated information should help to identify some next steps. Existing, effective approaches to planning and implementing school improvement can then support in further developing provision.

**The questions**

The questions are set out into broad areas. These groups are not fixed or mandatory. It is expected that schools select questions that are appropriate to their own circumstances and their own enquiry.

School culture

What are our expectations for disadvantaged pupils’ learning? Is there a culture of no excuses?

Do we distinguish between special educational needs, low attainment on entry and disadvantage?

Are outcomes for disadvantaged pupils a focus from the very top? How do you know and does it show?

How do you adjust provision to focus on disadvantaged pupils? How consistent is this across the school? What is the impact of this and how do you know?

Are we really enabling all staff to go the extra mile? Does this happen in reality?

How does the culture of the school foster strong relationships with disadvantaged pupils?

How are relationships established and developed with parents and carers? How does this support your work?

How do you ensure that all information is shared across teams?

Who is responsible for disadvantaged pupils? Is this clear and understood?

What evidence is there that all leaders and governors understand and prioritise the support for these pupils?

What is your vision for improving the achievement of disadvantaged pupils?

Do staff at all levels promote the achievement of disadvantaged pupils?

How does professional development promote diminishing the difference?

Barriers to learning

Have we correctly identified pupils’ barriers to learning? Who is involved in this?

Do we identify barriers to learning and intervene quickly, e.g. as soon as children join the school in the early years or at the point of transition?

Are we fully informed about what works with disadvantaged pupils? Do we learn from research and work with other schools?

Do we tackle barriers relating to pupils’ welfare effectively?

Is homework a barrier?

How do we support disadvantaged pupils with transition? Do we hand over information carefully?

Do we prepare disadvantaged pupils well for their next steps?

How does careers guidance meet disadvantaged pupils’ needs?

Teaching and learning

How do teachers use pupils’ achievement information to plan learning?

Is the data accurate and robust?

How well matched is our leadership strategy, the curriculum and provision for disadvantaged pupils?

Does support meet pupils’ needs accurately? Does it address pupils’ barriers to learning?

Do our assessment processes ensure that we know these pupils?

Who are our most able disadvantaged pupils? How do we support and challenge them?

How do teachers use feedback to support pupils’ progress and learning?

Measuring impact

Are disadvantaged pupils catching up?

How effective are interventions to support disadvantaged pupils’ learning?

What have been the most effective actions you have taken and why?

How do we use data to track, support and intervene for these pupils?

What does pupils' attainment and progress data tell you?

How well do disadvantaged pupils attend school?

Are there any patterns in rewards and sanctions for disadvantaged pupils?

**Possible activities:**

Work scrutiny to compare disadvantaged pupils’ books to those of other pupils.

This could include looking at: how much they grapple with their work, the level of challenge, how well pupils’ knowledge, skills and understanding have developed over time and how well work matches the assessment of pupils’ attainment.

Looking ‘through’ the eyes and experience of pupils. Use an alternative type of learning walk to consider a disadvantaged pupil’s experience in the classroom. How well do staff interact with this pupil? How does the pupil approach learning? Are there any barriers to learning present? What support or challenge does the pupil receive? How does the pupil interact with classmates? Is the pupil’s experience consistent with the school’s aims for disadvantaged pupils?

Understanding and unpicking successful case studies. What worked? Why? Or considering case studies that are not successful. Why not? What could we do differently?

Staff working together to review teaching and learning for some disadvantaged pupils (agree a clear focus group and/or subject).

Visiting or working with professionals at another school. What do they do? How is it different? Is it effective? How does it compare?