### Tackling Educational Disadvantage (TED)

### Self-evaluation

#### Yellow Section: Access, equity and strong foundations

#### July 2023

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# SERVICES FOR SCHOOLS

**Access, Equity and Strong Foundations**

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| **A deep understanding of context** | | **Key Strength/**  **Key Priority?** | **Responses and Reflections**   * How do you know? * What evidence do you have? |
| **1a** | To avoid making assumptions, is diagnostic assessment used to identify strengths, needs, and challenges? |  |  |
| **1b** | Does the school regularly engage with pupils, families, and the local community to fully understand the strengths, needs and challenges faced and how these may be changing over time? |  |  |
| **1c** | Is time given to fully explore the challenges which disproportionately impact pupils experiencing disadvantage in the school’s specific context? |  |  |
| **1d** | To what extent do findings inform strategies for improvement, meaning improvement planning is responsive to the school’s context and to pupils’ needs? |  |  |

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| **Effective communication and shared agency** | | **Key Strength/**  **Key Priority?** | **Responses and Reflections**   * How do you know? * What evidence do you have? |
| **2a** | Are pupils and their families who experience disadvantage, valued equally to others? |  |  |
| **2b** | Does the school actively seek honest feedback in a variety of forms, from all families? |  |  |
| **2c** | Does this feedback drive action? |  |  |
| **2d** | To what extent are staff actively seeking positive relationships of mutual respect with all families, consciously rejecting stereotypes? |  |  |
| **2e** | To what extent does communication with parents and carers build a sense of shared agency? |  |  |

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| **Attendance and wellbeing** | | **Key Strength/**  **Key Priority?** | **Responses and Reflections**   * How do you know? * What evidence do you have? |
| **3a** | Is the school focused on preventing absence as well as being responsive when attendance issues emerge, understanding that the school’s culture and curriculum sit at the heart of strong attendance? |  |  |
| **3b** | To what extent do all staff understand their role in ensuring attendance is a fundamental requirement in accessing the curriculum and keeping pupils safe? |  |  |
| **3c** | Do staff work with families to understand reasons for attendance issues and work with them to tackle these? |  |  |
| **3d** | Is the school focused on preventing issues with physical and mental health as well as being responsive when issues emerge? |  |  |
| **3e** | Are pupils provided with strategies to support strong mental health and wellbeing? |  |  |

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| **Access to learning** | | **Key Strength/**  **Key Priority?** | **Responses and Reflections**   * How do you know? * What evidence do you have? |
| **4a** | Are disadvantaged pupils a priority group when making decisions about access to the curriculum and the most effective teaching? |  |  |
| **4b** | Do pupils experiencing disadvantage have as much access to the curriculum and effective teaching as their peers, ensuring that behaviour is not a limiting factor? |  |  |
| **4c** | Are disadvantaged pupils experiencing inclusive pedagogy with opportunities for approaches such as collaborative learning, peer-peer tutoring and flexible grouping? |  |  |
| **4d** | To what extent do interventions focus on helping pupils to become more successful learners? |  |  |
| **4e** | Are additional one-to-one/small group interventions time limited so that engagement in the curriculum and with high-quality teaching and learning are not compromised? |  |  |
| **4f** | Are intervention programmes implemented by appropriately trained staff and evaluated through well-defined impact measures? |  |  |
| **Foundation skills and knowledge** | | **Key Strength/**  **Key Priority?** | **Responses and Reflections**   * How do you know? * What evidence do you have? |
| **5a** | To what extent does teaching and learning routinely take account of, and seek to improve, foundation skills and knowledge, including literacy, numeracy and background knowledge? |  |  |
| **5b** | Is the development of pupils’ oral language skills, (both in terms of listening comprehension and oral expression) prioritised? |  |  |
| **5c** | Do staff value the cultural capital that pupils bring, as well as seeking to address gaps in cultural knowledge and experiences? |  |  |

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| **Equitable aspirations** | | **Key Strength/**  **Key Priority?** | **Responses and Reflections**   * How do you know? * What evidence do you have? |
| **6a** | Do leaders and teachers understand that a key block to ‘high aspirations’ is insufficient means to achieve those aspirations? |  |  |
| **6b** | Is the school culture open to a wide variety of aspirational pathways, rather than focusing on a pre-defined view of ‘high aspirations’? Is the focus on ensuring pupils are empowered to have choice and opportunity? |  |  |
| **6c** | Is practical support provided to enable pupils to develop the knowledge, skills and characteristics required to achieve their goals? |  |  |