You Think You Are An Inclusive School?
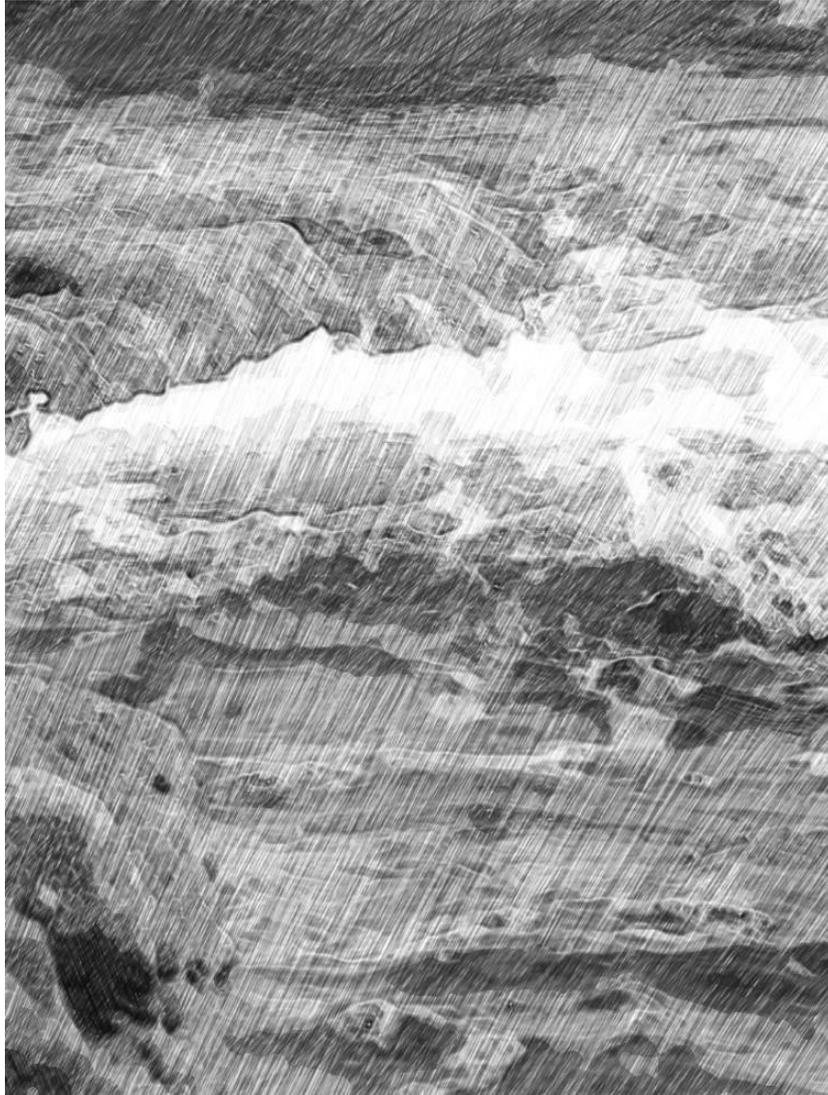
Based on a series of blog posts, exploring Inclusion, from experience with schools seeking to enhance their practice.

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Inclusion is just doing your job

Inclusion can sometimes be seen as an add-on to "normal" teaching activity.
It is possible to argue that inclusion, far from being an add-on,
is an integral part of practice,
explicit in the detail of the standards for teachers.
Teachers will go to work each day to secure the best opportunities
for each and every child in their class.
Inclusion occurs in the best of teaching experiences.

Inclusion is not something that is done to people.
It is an aspect of ethos, a principle and, as such, exists or it doesn't.
An inclusive environment is one where people matter,
their needs and aspirations are not only known but are also supported.
Therefore it is a college of individuals which cares for each other,
the collegiate approach.
Inclusion is an ethos based on love and care,
with the opposite extreme leading to exclusion and a child being ostracised.
An inclusive ethos should allow individuals to express themselves
and, at times, to articulate different opinions.
Openness and articulacy can support the resolution of issues more easily.
Inclusive organisations often support discussion and resolution
through mediation and allowing advocacy for vulnerable members.

All school staff are the eyes and ears of the organisation.
In this approach, early identification of concerns,
such as behaviour change, physical hurt and absence
can lead to early intervention, by the most suitable means,
sometimes external to the school.
School staff have a responsibility to keep children safe.
Intervention can be testing for the adult,
but to ignore warning signs puts everyone at risk.

Every child is unique, demonstrably so, educationally,
physically, emotionally, socially, though heritage and life experience.
It is possible to perceive thirty different needs in a class of thirty children.
That puts a strain on a teacher's organisational abilities
and their ability to engage with each individual.
However, differentially challenging activities can lead to deeper engagement
with small groups and individuals, where whole class teaching cannot.

Differentiation has been a significant challenge to teachers,
as it implies the need to plan for several layers of ability within groups.
Some schools organise in sets or streams, but it is arguable that even in sets
there

is a continuum of ability, even if it is narrowed.
One only has to ask the simple question, "What's the point in being bright in this classroom?"
to see that some may not be sufficiently challenged.
Challenge implies expectation,
where the teacher has analysed the child's needs and can see what that the next learning step is.
Expectation can lead to aspiration,
with targets being set slightly higher, but with support.
Teachers need to be aware that task
completion does not automatically mean success in learning,
but the combination of learning processes with positive outcomes is energising
to both the child and the teacher.
We all want the "light-bulb moment".

Inclusion should imply personalised approaches to learning and teaching,
with individualised challenges for children
to enable them to become engaged learners and active producers,
rather than consumers.

Assessment, analysis and reflection are embedded within practice,
supporting individual and institutional progress.

The mantra for each school and each individual within a school should be,

"**Inclusion is what we do.**"

Inclusion; it's an ethos thing

Inclusion in practice- in a nutshell

- An open, honest and humane approach to the needs of the whole school community.
- Very self-aware, through review, quality assurance and good knowledge of school data.
- Actively seek maximum success for each and every learner.
- Focus on the pursuit of excellence in teaching and learning.
- Very well ordered and organised at different levels, with a clearly stated development agenda.
- Enthusiastic, supportive staff progressing the learning agenda.
- Motivated pupils.
- Very good relationships, between colleagues, with parents and among the children.
- Parents, Governors and outside agencies able to provide broader support, but also appropriate challenge.

The inclusion values of the school/setting

Imagine someone visiting your school for the first time. They arrive in the area, to be confronted by a school site. I signage such that they can be easily directed to the reception area? En route, is there evidence that parents are welcomed into the school, eg a "Parent's Notices" board, with current, useful information? Is the site clean, tidy and welcoming? At the entrance, is access easy? Are entry "phones" highlighted? Are reception staff instantly welcoming?

If parents have to sit and wait, is the area pleasant and is there appropriate material to read and interest the parent, possibly also a younger sibling? Where other heritage languages are spoken, are documents translated, to support

understanding of a new school system? Are translators available if needed? Some schools have used other parents as "peer mentors", while there is a child version of this approach, available through Hampshire CC EMTAS.

As the visitor (parent) is shown around, displays show that children's work is valued and of a good quality, and can be discussed by the person leading the visit. It is clear that individual children are valued, as they are known and addressed by name. Any issues arising during the walk around are dealt with appropriately and professionally. Individual difference is valued, and evident in many different ways, such as a Rights, Respects and Responsibility display.

All staff, parents and Governors are committed to Inclusive practices.

Inclusion is a discussion item, in a range of fora, from the Governing Body and policy statements through staff discussion and including parent groups for feedback. There is evidence, from Governor and other meeting minutes, as well as correspondence, that the Inclusion discussion is an open agenda item.

Staff are appointed to the school ethos and are expected to uphold these values. Induction, and ongoing, regular CPD, emphasises the values and the implementation of practice that might require adjustment to cater for developing needs. There is a clear (individual, Governor, whole school) plan for CPD in Inclusion, supported by external expertise where relevant. Child Protection lead staff are identified and well trained to effect their roles.

Inclusive practice is interpreted within clear behaviour guidelines that are well communicated, understood by all staff and adhered to by all. Strategies are clear, as are lines of responsibility and action.

There is effective management and organisation of inclusive practice throughout the school/setting. This is modelled to the school in personal behaviours, discussion, communications and appropriate action taken to circumstances. There is effective personal support or mentoring available to individuals, staff and children. Identification of need is a whole staff/community remit, as each is the eyes/ears of the organisation, especially as children's relationships can vary between staff members. Dealing with disclosure effectively is an essential element of safeguarding as well as inclusive practice. Good communication is key to early resolution.

There is effective induction and transition.

Entry into a new setting can be disorienting to a child, at any age, especially if this means that they do not know others in their peer group. Routines are explained carefully, where appropriate this is in picture/map form, with timetables clear, again pictorially if necessary.

Where all staff are fully involved in induction processes, keeping an eye on the new entrants, talking together and spotting and dealing with any vulnerabilities,

the children will begin to have a feeling of belonging, which is an essential step.

The whole staff model school/setting expectations and develop good relationships with learners.

In class expectations should derive from general school articulation of behaviours, both in general behaviour terms, based on personal responsibility for actions, choices and consequences, but also in learning responsibilities and behaviours.

The teacher (inclusive) role is to identify barriers to learning and to plan to address evident needs. This can be through a variety of approaches that put the child's needs at the centre of action, including appropriate and effective support. Achievement by all is celebrated in a variety of forms; congratulatory comments, stickers or other extrinsic rewards, phone calls or postcards home, celebration assemblies, stars of the week, work shared or on display.

Pupils are well known. Plans for progress underpin all activity and Pupil Premium funding has an identifiable and measurable impact on pupil progress.

Reporting to parents, orally and in writing, supports parent-school dialogue and ultimately supports children's learning.

Could something like this summarise your school?

X School sees itself as a caring school which:-

- Seeks maximum academic success for all children

- Is focussed on the pursuit of outstanding teaching and learning

- Is focussed in the interest of relationships for learning

- Understands and cares for each individual

- Is a loving, fun and humane school

Works with parents and children to raise standards and achieve excellence

An Inclusive Learning Environment

Developing an Inclusive environment

Ease of access, ease of communication, ease of movement. Making life as easy as possible for all parts of the community.

The learning environment is well planned to support learning and teaching.

Classroom arrangements, including support staff deployment and use, support good learning.

Order and organisation of resources for accessibility and ease of movement.

Differential resources for individual, including specialised, needs; eg more able learners and/or learners requiring additional support.

Communication, oral and written, is effective in supporting teaching and learning, including parent needs for translation and interpretation.

Positive outcomes of participation in inclusive activities, leading to high quality learning, such as displays and photographs are evident.

Celebrations of achievements at different levels and a variety of means.

Occasionally walk your school like a parent.

Everyone needs to feel a sense of belonging.

Ease of access, ease of communication, ease of movement. Making life as easy as possible for all parts of the community.

Over recent years, where schools have been built, rebuilt or refurbished, attention has been paid to the need to accommodate to the requirements of a wider variety of potential users of the site than might have previously been the case. I have visited a range of schools across the southern half of the UK and seen considerable innovation in the use of space and adaptations to particular needs, both in new and refurbished buildings. In the latter case, the refurbishment is often an ongoing project, with the school continuing to function while part of the school is effectively a building site.

It is certainly a truism in education that you have to work with what you have, as a basic resource. The spaces and the resources within the building have to work well to effect good inclusive practice. This blog assumes that while walking around the school site, attention is paid to the ease of access, and how the site could be remodelled to best possible use, probably with the least possible cost in

the current climate.

Checking that **the learning environment is well planned to support learning and teaching**.

There is an obvious need for classroom spaces, of sufficient quantity and quality to house the number of classes of children. Quality is often determined by the amount of space, with a notional 55sq m for a classroom as what used to be the norm. This can vary from one style of school to another and can depend on the date of building. Some schools have large rectangular classrooms with areas for messy activity, as well as carpet areas. When I was a HT, my school was an open plan Scola building, with 35sq m "base areas" and the other 18sq m as "working corridors".

Adaptations, in-house (me, as jobbing carpenter), to work spaces, such as creating art tables from 240cm by 120cm blockboard on top of linked paper trolleys, enabled working space to be created, but still keeping corridor movement free. Sometimes it takes a bit of imagination. If you can think it, someone can design it.

The number of tables in a room can sometimes exceed the needs of the number of learners. It is well worth looking at the impact on space of too much furniture, as this can limit space for other valuable activities.

Classroom arrangements, including support staff deployment and use, support good learning. There is order and organisation of resources for accessibility and ease of movement. Differential resources for individual, including specialised, needs; eg more able learners and/or learners requiring additional support.

Spaces are now often created outside the classroom spaces, for withdrawal groups. This puts pressure on the broader availability of space. It is well worth while debating the merits, or otherwise, of such an approach. In an inclusive school, what does a child lose by being taken out of a classroom? Is 1:1 provision potentially very challenging to a child who knows that they are struggling to learn, as they are permanently in the spotlight?

How are additional adults deployed to support learning? These additional staff might have a specific remit, with an individual child, and may well have had some specialist training to the needs of that child, but the majority will be generalist support. It is well worth remembering that they are not always specialists, yet, in many cases, where they are deployed to support the lower achieving group, the needs may be greater than the skill or knowledge of the adult to support. There should be an interplay of responsibilities, with the classteacher spending an equal amount of time with this group, providing high quality teaching to needs, while the additional adult acts as "spotter" for broader needs. Activities can be planned to achieve this arrangement.

Resources, the library and accessible ICT are arranged to support learning. Resources are purchased to identifiable need. Where resources are well ordered and easily accessible, children can become more independent in retrieval and return, a relatively low level activity, but which, in practice, can free up adult time. Learning to find information has always been a part of learning. Most schools retain a library, as well as now having good ICT equipment available to children. Children, well trained in information finding can become independent in this area, again freeing the teacher.

Freeing up adult time is important, as "freed time" can be deployed to support those in greater need. Whole class approaches can often embed practices that centre on the teacher as the provider, diminishing aspects of independence.

Where specialist kit is needed for an individual child, it is essential for all adults to be aware of it's use and application, as any one of the adults could be called upon to resolve an issue. Examples might be: use of ICT to enhance learning across abilities; adaptive ICT for individual needs; additional resources and adaptations for disabled (differently abled) students.

Communication, oral and written, is effective in supporting teaching and learning, including parent needs for translation and interpretation.

Inclusive schools communicate effectively. I can say that after visiting a hundred schools unpicking their approaches, with a wide range of partners, children, parents and guardians and external professionals. Good communication is highly valued. The simplicity of a morning system, where a parent communicates a concern to the school, that is received by one member of staff, acknowledging the concern, passed to a relevant responsible member of staff to investigate or respond early, reduces parent anxiety substantially. The school is seen as caring and concerned and supportive of parents.

In many ways, communication has become much easier over the past forty years. From my early classroom days, where the home-school diary was the highlight of shared communication, today, it is possible to email, phone (fixed and mobile), text or put information on the school website, as well as the traditional hard copy methods.

Where other heritage languages are a part of the school community, some schools translate their written communications to specific parent needs, while some have a form of "parent buddy", whose role is to interpret to peers who may not be able to read their own language or English. These buddies can accompany the peer parent into meetings to translate as needed.

There are systems such as the **"Young Interpreters"** scheme, developed by Hampshire county Council Ethnic Minorities support team, which trains children to support their language compatriots as they arrive in the school. This can enable the newcomer to feel a sense of belonging, as well as provide someone looking out for them.

Positive outcomes of participation in inclusive activities, leading to high quality learning, such as displays and photographs are evident.

With digital photographs easily effected these days, it is possible to keep a visual record of all sorts of activities. These images can be used to create written records, as they act as a storyboard, which can enhance recall and vocabulary and language used to describe the activity. Where a child has a problem transcribing, a scribe can secure the ideas and write these up, recording the child involvement, so that pleasure is derived from a piece of work on display.

The impact of having a piece of work on display cannot be underestimated. Pride is a positive motivator; having achieved this once, the child may strive to do so again. Work quality can be significantly enhanced. The display of work also tells the child that they are valued by the class teacher.

Celebrations of achievements at different levels and a variety of means.

Children like to feel good about their efforts. Knowing that the teacher notices that they have made effort, and that, as a result of this effort, their work is showing improvement, provides the basis for further effort and potential improvement.

Celebration can be simply reading a good phrase or sentence aloud for others to appreciate. It might be sharing the process used to solve a maths equation. It can be noted in terms of house points, raising a child on a star chart, or be certificated in some form, in class or within a celebration assembly.

A phone call or a postcard home broadens the positive web, making the child feel good within a broader group.

No system is "perfect". The underlying organisation of the school enables the smooth running of the day job, of educating the range of children who inhabit the space. It is, always has been and always will be, a case of "best efforts", identifying and accommodating to needs within the restrictions of the available spaces and resources.

Occasionally walk your school like a parent, or a new set of eyes. I have worked with schools on a mini project similar to the **"secret shopper"** scheme, to get an external view of arrival and being shown around the school. That can be an eye opener. Equally, some schools undertake small scale polls to ascertain the quality of communication at different points of the school.

Analyse need, plan to cater for anticipated need, communicate widely and effectively and regularly check in practice.

Everyone needs to feel a sense of belonging.

Could this be said about your school?

The school building, which meets the basic and extended needs of learners and staff, is carefully maintained. The main teaching spaces are large, light and airy, with a large number of very interesting displays and relevant ICT equipment. There is adequate space for teaching and learning, including spaces for small-group work and very well-equipped libraries, developed recently to a high standard. Classrooms use wall space to demonstrate learning points to pupils.

Very high quality displays present the work of pupils across the curriculum and encourage passers to stop and spend time to browse and admire. Some classrooms and some displays presented as a little cluttered, which could cause a slight sensory overload for some learners.

Outdoors, there is an excellent range fixed play equipment and a wide variety of small games are encouraged by the very motivated group of Play leaders (midday supervisors). There is a good-sized grass area used as often as the weather allows. Early Years and KS1 pupils have access to separate outdoor spaces, well equipped to support a broad range of experiential and physical play. The older children are also able to enjoy excellent facilities, developing imaginative play, as well as more usual physical play such as football. The very high quality outdoor provision from Early Years to Year 6 ensures that the learning continues outside class time. An interesting mix of physical challenge, experience, construction, musical instruments, small group games equipment and space for specific activity, such as dance, offer a broad range of opportunities for children to engage with friends in constructive activity.

The school has a large hall which lends itself well to whole-school events and productions. The year four children were preparing a concert during the first day. The excited voices were easy to hear, the quality of singing and the obvious enjoyment being communicated could be felt behind a closed door.

Wheelchair access within the school is very good, as seen through the easy movement of several children during the visit.

Inclusion; Working with Parents

Parent Partners.

School and Parent partnership articulated; policies jargon free and parent friendly.

School accessible and welcoming to parents. Access to essential staff is made easy and ensures easy resolution of issues.

Parents contribute as equal partners.

Communication supports partnership. Reports support parent understanding.

Transition and transfer arrangements are coherent. Induction is based on good information exchange.

School offers parents support, including signposting to external advice, to need.

Parents support learning experiences, at home and in school.

Activities are organised for joint parent and child participation.

Parents participate in celebration events.

For the past ten years I have had the pleasure of working with schools developing their inclusion practice and also specifics, such as their parent partnership approaches. These visits have allowed for many hours of conversations with the school, governors, management and teachers, as well as with the parents. These conversations, to some extent can be distilled to certain essentials.

Schools need parent support, for a wide range of needs that are ancillary to learning. Both want the same outcomes- success for the child.

I used this poem in communication with parents to represent the school view of the relationship. In the best instances it is a clear partnership.

I dreamed I stood in a studio and watched two sculptors there,
The clay they used was a young child's mind and they fashioned it with care.

**One was a teacher: the tools she used were books and music and art;
One was a parent with a guiding hand and gentle loving heart.**

**And when at last their work was done, they were proud of what they
had wrought.
For the things they had worked into the child could never be sold or
bought!**

**And each agreed she would have failed if she had worked alone.
For behind the parent stood the school, and behind the teacher the
home!**

In all dealings with parents, **communication is the key element of a
successful journey**. To be successful, this communication needs to be two
way, whereas, in reality, it is often information from the school, being passed to
the parents.

There is a need to explore all aspects of communication, from the "front of
house" element, the smile on entry and early attention, to the internal and
external formats to ensure that everyone knows what they need to know in a
timeframe that allows the information to be useful and ensures as full a
participation as possible.

"Front of house" is very important. If a parent feels able to approach the
school, via the office and knows that "agreements" made will be carried through,
they can go away happy, knowing that their child is safe and, if followed up with
a reassuring call, the rest of the day is calm. A concerned parent can turn into a
disgruntled parent quite quickly, with consequences within the home that might
lead to negativity from children.

"Parent Voice" is a key aspect, in that, if parents feel that they have a partner
voice, where they are enabled to be participants in discussion, they feel valued
as part of the journey. Some schools have alternative arrangements, such as
parent forum or parent council, but, in my experience, these can become small,
almost cliques, which over time excludes the larger group of parents, especially
as they can be self-selecting in the first place. Many schools rely on the narrower
views, so then come across difficulties at the margins. A couple of schools chose
to involve those parents who had, in the past, chosen to criticize the school.
Interestingly, this approach did prove remarkably positive, as these parents
suddenly felt they had a platform.

It is very important to have mechanisms by which general views are sought.
This can be through questionnaires, but, in practice, especially if they are once a
year, these are often large documents, which results in a small,
unrepresentative response. Single questions (or small number, with a clear
focus), on a regular basis, say once a month, can be a more viable methodology,
especially if the school is seeking evidence on a specific topic. Some schools

have adopted a post-it approach, whereby after an event a board is put at the exit, with two colours of post-it, one for WWW, another for EBI, of similar wording. The commentary provides a response that allows reflection on the outcomes of the event and food for thought for changes before another.

In asking questions, it is a good idea to feed back to the audience. Most of the schools with which I worked were happy with a **"You said, we thought, we did"** approach within either their website, newsletter or on a notice board, depending on the best approach for their parents. This loop demonstrates to the parents the value of involvement. They are encouraged to take an active part, in all aspects of school life.

The positivity of the involved parents improves the "word of mouth" aspects of relationships, so that they become the ambassadors for the school in their catchment, offering positive messages and encouragement to parents who might be feeling negativity.

The bottom line is that (the vast majority of) parents want to feel that they have a continuing role to play in their child's school life. By making it easier for them to interact, in a variety of ways, the school demonstrates that they are welcome as partners. This positive partnership rubs off on the children, as it is clear that home and school work together, that it is not a one-way street, with either the school or the parent as the dominant partner.

In many ways, the simplicity of this is to find appropriate ways to engage fully with parents.

- Schools need to know the children, their parents and their community if the relationships are to be maintained, developed and enhanced.

- Where the school intake is very widely spread, some schools have taken parents evenings to a venue that better suited the parents, especially if they are reticent to step into a school building, as they had a poor experience.

- Some schools have "parent outreach" staff members, either teachers or support staff, who do home visits as necessary, or are the faces when a parent needs to come in and talk, with a role to follow through with whichever staff member is needed.

- Many schools send home an outline of the half term or the term ahead, with topics being encountered and suggesting ways in which the parents can help at home, by highlighting the probable home activities.

- Some schools ensure translation of written information or have essential language staff available to engage the parents during discussion.

- One school, knowing that they had a large population from a specific country, went to their meeting venue, spoke with the acknowledged leaders, used the venue for discussions and brought the leader(s) into the Governing body, ensuring visible representation.

- Teacher and school letters are often close typed, and written in ways that require a good level of education to understand the nuances. To know the parents and to make sure that newsletters are discussed in a heritage language, or with parents known to have reading issues, can be the difference between parental comfort and discomfort, enabling the children to participate fully in school life.

- Policies are often unreadable, even to the professional staff. A one page summary, written without jargon, supports broader understanding.

- Induction is a well-articulated system. There is a need to ensure that sufficient thought is given to this. First impressions count. This can be a case of well written paperwork, translated if needed into a heritage language or meetings that are timed to suit parents as well as teachers. If parents are asked what they want to know, then written materials can be created to ensure that this information is shared, as well as the essential school information.

- Some schools encourage parents to "Stay on and Play, Read, Talk, Plan, etc", either at entry times or after school, which provides informal opportunities to chat and develop relationships.

- Parent and child activities, sometimes under the "Family Learning" umbrella, gives an opportunity to model quality talk, offer shared journeys and insights into family relationships.

- Where finance is an issue, limiting home activities, some school PTAs organise group entry prices to local areas of interest.

- One school invites parents to come into school in small batches to develop the idea of parents and children sharing books together, through teacher modelling. The opportunity to model skills with parents will pay dividends, especially if the support is available to all and non-attenders are followed up to ensure that the opportunity is equitable. There is still no guarantee of quality, but positive engagement may well outweigh lack of expertise, some support being better than none. Schools may need to determine quality and make some differentiated provision to back up any shortfall, using volunteer parents and TAs.

- Home activity, such as **"talking homework"** that involves extended engagement is more likely to have an impact on learning than a photocopied sheet to be undertaken in isolation, as children will have an opportunity to articulate their thinking.

Making parents into partners in the learning journey is an essential good. While they will acknowledge the work of the school, any negativity that can easily build, as a child encounters barriers to their learning progress, can become exaggerated within the home, as the parent seeks to make sense of what is happening.

Openness, honesty and excellent communication, in a range of formats, can support and maintain the positive partnership.

Inclusion; the School and the Community

Inclusion; School and Community

The school is able to describe the general features of the community.

The school sees itself as a central feature of the community.

The school knows the different communities that make up the intake.

School values and ethos supports locality interaction.

There is two way involvement with and from the community, to mutual advantage.

The school uses local resources to support learning.

The school supports locality initiatives.

There are strong links with external clubs, groups and societies.

Broader educational opportunities are signposted.

Achievements are shared and celebrated within the wider community.

The school has a broad range of systems to audit community views.

Schools are often central features of their community, a place where disparate groups meet although outside the school gates they are often separate. Understandings that might be a part of an inclusive school values and ethos may be less visible in the adult community.

Community, in itself, can mean different things to a school. Their community will focus on the teachers and other adults in the school, the children in their classes and their families. The idea of family broadens the community, especially in an area with low mobility. A school can serve several generations of some families. Schools also have to have an eye to the next generations of students, so will look at earlier year opportunities and their links. The pupils of a school pass through the community, usually identifiably through their uniform. So, in reality, community has to mean everyone in a locality.

The idea of rights, respect and responsibilities, as often shared within school values, derived from community values, will have resonance within the wider community. Heads and senior staff can often spend significant amounts of time dealing with issues from within the wider community, as they affect their

pupils, directly or indirectly.

From that point of view, a clear view of surrounding issues is essential to provide background information to support clarity of decision making. The school/setting needs to audit the local and wider community, seeing itself as a central player in the community, as a potential social amenity resource, but also seeking to use the local area as a resource for wider learning.

Bring in the local police officer, or support officer, the crossing patrol, the caretaker, fire brigade, ambulance staff, to share their roles in keeping everyone safe, and to broaden the children's vies of themselves within their community.

If the school/setting is involved in community life, with children visible, behaving, learning, sharing, being polite to passers-by, the reputation is enhanced. Where choirs, drama and music groups go out to sing, dance, play or perform, the school demonstrates the quality of the learning and the outward looking stance. Pupils going out of the school are essentially ambassadors for the school. Well-behaved children are noticed as much as less well-behaved groups. The public are now often quicker to comment on these things and with ease of communication, receiving an email from a positive member of the public, shared with the children, adds value to the visit.

The community is involved in the life of the school/setting. Where schools put on performances or other events, welcoming the community into the school enables a "soft sell" approach. Some parents have not had a good school experience. To cross the threshold can be a challenge for some. Informal events can provide the vehicle to show a welcoming face.

Links with local and wider clubs and organisations can provide additional expertise and resources that are shared to advantage pupils. If the community strengths are known, they can sometimes be used to enhance the curriculum or the extra-curricular activities offered. Parents with language skills, art, drama, music, writing or any other curriculum area, can sometimes be persuaded into school to share experiences.

Schools bring in a wide range of church groups, who may be able to support the collective worship aspect of school. Wildlife groups, historical associations, local museums all may have specific expertise to impart. Then there are the sports clubs, who may be able to support within the week or through after school clubs, with the link to the club encouraging wider participation. It all takes some time to coordinate, but opens the school and shows the school in it's wider vision.

As a community resource, the school may be able to host local group meetings, especially outside the school day, where other local amenities might not be available.

The school, as an education establishment, can see itself in a broader educational role, by **signposting adults to available learning opportunities**.

This can be through local library opportunities to formal educational opportunities within local colleges. A large number of schools accept students on BTEC or NVQ routes for their practical experiences.

The hardest part of auditing the school in the community is in **gaining a true picture of whether the school/setting is valued by the local community.** If the school/setting has systems to canvas local opinion, evaluate outcomes and act on findings, then they may be in a better position to make decisions. However, many schools will rely on a canvasing a small group of committed parents, through the PTA or the Parent Governors. This will probably give a skewed image.

Parent questionnaires often suffer from poor returns. This is not totally surprising. To receive a questionnaire several pages long to fill in and return by a certain date, can be off-putting. Alternatives include smaller, regular, themed questions; one a week, or five a month. In that way the school can adopt a "You said, we thought, we did…" approach to issues arising in a timely manner. Using social media, Twitter or Facebook, is providing some schools with direct communication with community members.

Making sure that good news stories have broader readership, through **regular press releases**, puts the school into the community homes. Unless the school is proactive in this regard, much will go unnoticed. "Selling" the school may not come naturally, but the benefits need to be accrued.

Schools cannot divorce themselves from their community; it walks through the door daily, in the form of the children, their parents and other community members. To understand their environment in all it's complexity, ensures that decisions can be clearer and have greater impact.

Proactive is always better than reactive.

Inclusion; Management and Governance
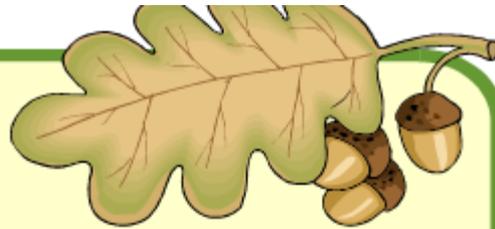
Inclusion; Management and Governance

The governing body and school management group has to be committed to the Inclusion ethos of the school/setting and develop related policies that coordinate and manage effort.

Holistic processes are developed and communicated widely.

Policy for Inclusion is clearly written (summarised) and linked to associated policies.

Lines of communication and responsibility are clearly described.

Policy is reviewed and evaluated regularly, including after any significant incident.

Meeting minutes, both in-house and Governor, show that Inclusion issues are discussed regularly.

Appropriate training, whole school as well as for key individuals is planned.

High quality records are kept.

High quality lines of communication are created and operational.

Peer or external reviews are sought to check the systems.

Where Ofsted now see the "Management" judgement as an amalgamation of two disparate bodies, the school SLT, Head teacher and senior leaders and the governing body or the equivalent, it is important to recognise the different roles of each, especially when considering a specific area; in this case Inclusion. It is equally important that the roles are complementary, within an agreed remit, to facilitate the holistic approaches that are needed to embed supportive practice.

The governing body, which will include senior staff, in essence, support and monitors the strategic direction of the school, whereas the in-house leadership team is responsible for the day to day implementation of the strategy.

This latter is easy to type, but can require multiple layers of organisation, dissemination and regular review. Within these multiple layers, usually of delegation, it is easy to add additional requirements in seeking to evidence that

the policy has been enacted. I would suggest that this is likely to be caused by the need to report back up the "chain of command". It can have the impact of diminishing the original intention and adding to the day to day burdens of the class teachers.

The analogy that is brought to mind is an "In case of" situation, planning for the unexpected; in case of fire, fighting etc. There is a need for proactive planning of processes that support reasoned responses to different situations, to enable speedy, effective de-escalation of an issue. Effectively, everyone knows "which button to press" to get help and additional support as necessary. In the absence of clear processes, reactions can exacerbate a situation.

Where the school management perceive a holistic model, describing the layering and the "chain of communication", as opposed to command, enables an easier model to develop, within which all participants feel able to discuss, rather than indulge in successive acts of "telling". This does not preclude a member of staff from taking an appropriately firm line when necessary.

In all aspects of inclusion, communication comes through, from parents especially, as the key element that makes or breaks relationships. Enabling children and parents to communicate effectively can be key to resolving problems more quickly.

The governing body and school management group has to be committed to the Inclusion ethos of the school/setting and develop related policies that coordinate and manage effort. There will be evidence that they have undertaken training across a range of needs and have considered and planned as far as they are able for future identified needs. There will be named governors and associated senior managers linked to SEND, inclusion and safeguarding. Where some school's staffing promotes a non-teaching member of staff to take responsibility for one of the areas outlined, this can have the impact of diminishing the status of the area.

The governing body is responsible for the development and oversight of school policies. In the area of inclusion, there will be many associated policies, each of which triangulates with the central notion of being an inclusive school.

It is important that the following school policies are easy for parents (and staff) to read, are free of jargon and translated where appropriate: Teaching and Learning, SEND, Safeguarding, Child Protection, Behaviour, Anti-bullying, Race Equality, Parent Partnership, Homework or Home-School Learning, Attendance and Punctuality, Administration of Medicines, Complaints Procedure.

It is easy to write an incomprehensible policy, which then sits on a shelf, to be dusted down every year or two. It pays dividends to spend time triangulating policies and creating them in plain language, that then becomes easy to communicate. A policy written in ten bullet points may have greater impact that a ten page document. An executive summary helps easier understanding.

An easy to understand communication chart enables every part of the system to visualise what should happen, so that timely decisions can be taken, based on evidence, rather than assumption. Where this forms a framework, the visualisation becomes a form of "safety net" through which no child should fall. Equally, where there might be an issue, to have a clear process diagram enables reflection on the process, to identify and address the area of concern to avoid repetition.

Where line managers are clear in their support and challenge roles, ensuring that the day to day operation is as smooth as possible, the governor role is in oversight, testing the water from time to time within school visits, asking appropriate questions for clarity and to be able to report back to the main body. Governor and school committee agendas and minutes show evidence of discussions of inclusion issues.

Rather than rely on Ofsted to provide the external view of the school there are many mechanisms that can be sought to validate and support school or setting development. This could be a peer review, from a colleague school, at management or governor level, a local authority or Trust officer, an external consultant, or possibly a self or supported audit through a recognised awarding body.

Where is partnership with and support for local and other linked schools or settings, through collaborative networks, discussion of inclusion can become area-wide. When this occurs, it is possible to involve a range of external community groups, with different responsibilities, to address issues that might be community based, but can create in-school issues.

An effective governing body and school management group create and maintain effective approaches to support regular evaluation of each area of responsibility. As a result of these deliberations, based on the available evidence, appropriate changes are implemented.

In this way, it becomes a self-sustaining system, based on principle and coherent developing practices that support easy communication.

Behaviour, becoming a good citizen, in school and the wider community should be a regular item of discussion, through whole school assembly focus, stories shared under PSHE topics, class talks or circle times and face to face with individuals as needed.

It is worth having in mind some relatively simple elements, to support decisions, if you will, an ABCDE of behaviour issues.
A = antecedents; what happened before the behaviour?
B = behaviour; describe the behaviour in detail.
C = consequences of the behaviour.
D = discussions and decisions.

E = Expectations of future behaviours

Expectations need to be very clearly stated and overt in daily school life. Any rules should be easily memorable, to both CYP and adults and be of shared value.

Adults should model calm behaviours, even in challenging circumstances.

Choices and consequences should be a part of discussion; phrased as "your choices, my choices".

If restitution is agreed as appropriate, the fairness should be apparent to all.

Follow through and follow up should be every staff member's mantra.

It can appear at times that we expect behaviours from CYP that we do not expect of ourselves. Behaviour management is, in my opinion, a subtle interplay of many factors, some of which are in the control of the adults, but through a high reliance of compliance from the vast majority of the school population. Individual CYP come to school carrying a lot of baggage derived from life outside the setting and can appear to be kicking against the school rules.

If "they" break the rules: -
- **Some will need only a look to conform.**
- **Some may need short term guidance.**
- **Some may need coaching and mentoring.**
- **Some will need to be made whole, to rediscover their humanity.**
- **Some may need time away from the situation, then face the consequences before reintegration.**

Adults confronting difficult situations should be prepared to write contemporaneous notes, to capture the details, using the ABCDE notes above. These may need to be reference notes at some stage.

Staff involved in dealing with challenging incidents can expect a supportive debrief conversation with a line manager.

As in a court of law, the person who make the ultimate decision is making a judgement. There are many occasions when the judgement is called into question. Everyone is fallible. Human decisions can be flawed. Sometimes we have to accept that too and be able to move on.

Inclusion; Children's Attitudes

Inclusion; Children's attitudes

Effective induction and transition allows early settling and a sense of, and pride in, belonging.

Learner articulation and understanding of expectations is evident.

There is an evident culture of mutual respect with visible evidence of inclusive behaviour, from staff and children.

Classroom behaviour is managed effectively, supporting learning.

Learners have aspirations for the future and know how to access school/setting support for individual needs. They have a clear view of how to improve their learning.

Respect for others and appreciation of different needs is evident, in different forms.

Learners demonstrate personal and community responsibility. They take on responsibility to support school aims.

Learners are regularly consulted about school/setting issues, with outcomes considered and addressed.

A good range of out of class/school activities offered, that supports the curriculum and personal development. These are well supported, with good take-up.

Knowing the Children

The variability that one encounters when visiting a school is often greatest when working with the children. Their uniqueness can introduce you to relatively rare conditions or needs with which the school is learning to cope. Even when there are several members with a similar need, the differences are personal and there is little that one can do except seek to understand the needs of each and every child.

Knowing the children as well as possible as individuals allows for nuanced intervention where this may be necessary, minimising the disruptive effects that inevitably accompany any adult intervention.

Of course, the more one does this, the more refined become the judgements, from greater awareness. I would suggest that this principle would pertain across many aspects of life. There are two key ideas. Do you know what you are looking for and do you know what it will look like when you see it? Within this mindset, anomalies will be identified to be investigated in some form.

Learner attitudes.

While there will always be a range of attitudes with which children arrive at a school, deriving from their prior experiences, the preparation, modelling and articulation of expectations, from all the receiving adults working together as a coordinated team, provides the best possibility of children settling into their new environment.

Early years classes seek to provide settings that are similar to nursery or other pre-school group, enabling the children to feel comfortable in their new surroundings, within which they will begin the transition to more formalised periods of learning together.

It is important that positive attitudes are developed and maintained, as the children are then enabled to become more independent and active partners in their learning. Being offered opportunities, exploring, making mistakes and learning from these, across a range of challenges, supports a developing maturity.

Learner attitudes grow through understanding their place within the school, having a sense of belonging that derives from a good understanding of school expectation in terms of personal responsibility, for themselves, for their treatment of others and for their environment, as well as for their approach to their learning.

There are many schemes, some local as in Rights, Respects and Responsibility (Hampshire CC), or the UNICEF scheme, which provide background discussion topics that can be developed through assemblies, circle time or used to support one to one conversation.

Some schools extend these schemes to enable self-reference to adult support. This can often be seen in Primary schools as a form of lunchtime club, with a TA responsible for emotional literacy in charge. I have encountered self-reference opportunities in Secondaries, with different formulations of student support, including restorative counselling conversations.

A broad range of experiences that extend children's understanding of their place in the world, through extending and broadening their minds, opening them to new possibilities is important, especially in areas of deprivation. Deprivation can be in cultural terms, with families not taking children to local areas of interest, libraries, galleries, museums or the local fields or the sea, even if they are close. Parent knowledge may preclude them from interpreting experiences to and with

their children. An example may be an inability to move beyond the word "bird" to identify a blackbird, robin, pigeon, blue tit or wren.

After school clubs can offer areas not covered in the curriculum. This need not be a drain on teacher time, as a local sixth form college can be a source of willing workers able to offer a broad range of opportunities. These extra-curricular opportunities often provide opportunities for informal contacts that support in-lesson relationships.
Opportunities to do things together enhance a contributory, collaborative, collegiate approach to school, embedding formal PSHE into activities.

After a visit to a school, I was able to write the following about learner attitudes.

The children whom I met during the visit were, without exception, courteous, confident and articulate. They were allowed to speak freely and did so openly and honestly. They were a credit to the school. The discussions showed that the children were fully aware of their part in school life, could articulate their expectations and ambitions and knew in great detail how they could find the support that they needed should this occur.

They valued their school, their teachers and TAs, and saw how the school was enabling them to achieve at their best and represented a community that sees learning as the central feature of the establishment. There is a broad range of rewards, encouraging continuous involvement.

There are many layers of support for children's behaviour needs, within the system, which allows intervention and decisions to be taken by both staff and children, being enabled to make "the right choices". This is articulated through the "Going for Green" system, which was well understood.

The children are given responsibilities within the school, which they carry out with care, ensuring that their peers are able to learn effectively or are being supported emotionally. They value all that is available to them and take advantage of the many experiences available, in and out of normal school hours.

Induction and transfer arrangements are very effectively organised, with a significant body of evidence that shows clearly that the majority of children on the special needs register make good levels of progress within the school, specifically in reading and writing. There is a wide range of interventions, ably coordinated, utilising internal staff as well as external expertise. These interventions were highly valued by parents.

Specifics.

- Induction and transition arrangements very secure
- Communication systems in place throughout the school allowing children to articulate their views

- Children feel safe in the school and are regularly asked for their views

- Documentation illustrates the community feel of the school, with clear articulation of

- understanding individual needs, personalised approaches, broad understanding of the school community of individual needs and a strong support network surrounding children throughout their school experience.

Children's progress is tracked thoroughly.

Inclusion; Children and Progress

Inclusion. Children and progress.

Analysis- evidence that data analyses inform teaching and learning at an individual level.

Different learning needs are identified and acted upon.

Variety of teaching and learning approaches evident.

Learning plans are adapted to developing needs.

Learner attainment is regularly tracked

Learning targets are known to learners and staff, supporting progress.

Feedback from teachers, oral and written, and self-evaluation makes a positive contribution to learning.

Evidence of good achievement across a range of identifiable groups.

Evidence of evaluation of outcomes and adapted practices, for all groups.

G.K Chesterton. **The fatal metaphor of progress, which means leaving things behind us, has utterly obscured the real idea of growth, which means leaving things inside us.**

During discussions within schools about children and their learning progress, a couple of diagrams began to develop to capture the essence of the schools. Over time, these became more refined, as new discussions added details and challenged earlier thoughts.

The first diagram, based on a central theme of analyse, plan do, review, record, then sought to link the associated teacher actions that contributed to each cycle.
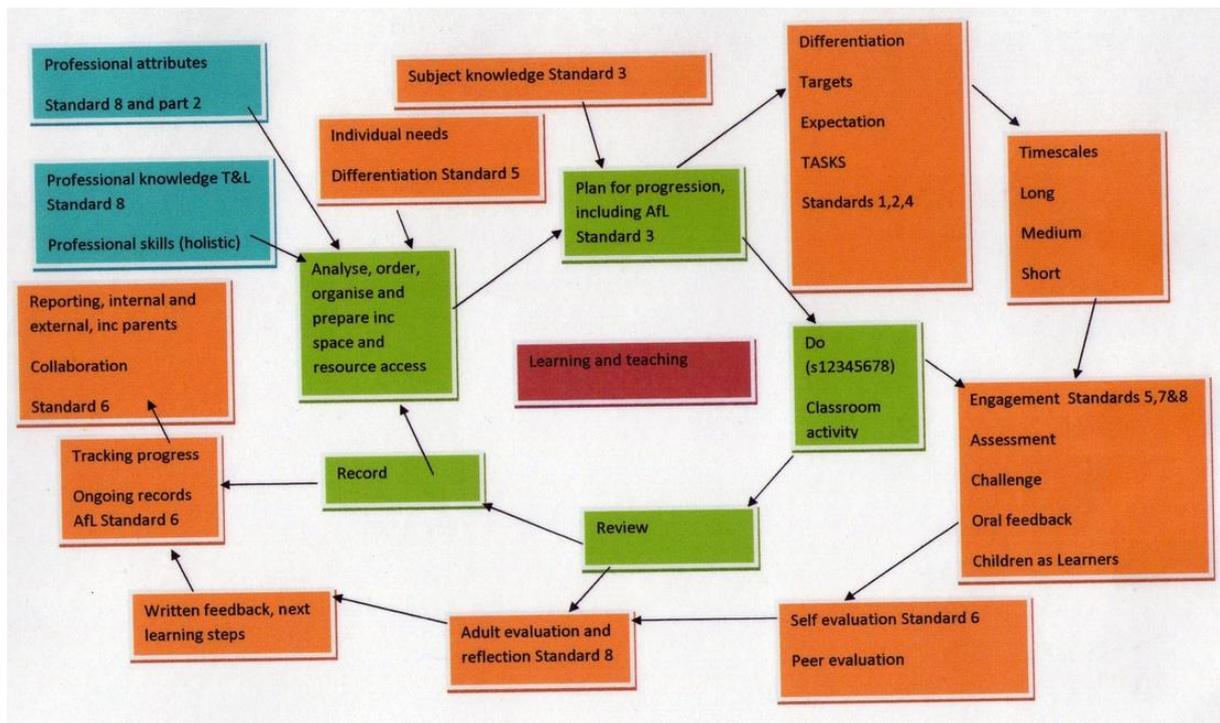
The whole supports the idea of expectation, from well understood baselines, with the intention of creating successive baselines that enable progress to be described.

The teacher/expectation mind-set:- analyse-plan-do-review-record

- expects something specific to change as a result of the carefully matched learning opportunities being offered, (**analysis**)

- supports the teacher in looking at the resulting activities and discerning the nuances of behaviour that suggest ease or difficulty being encountered. (**planning**)

- drives conversations seeking to unpick areas of concern or to understand the fact that they've taken five minutes to complete a task you'd planned for twenty-five. (**doing**)

- creates the baseline from which adjustments to the expectations are made, (**review and adapt**)

- ensures that the learner(s) make(s) progress and provides food for thought at the end of the lesson about next steps. (**record keeping**)
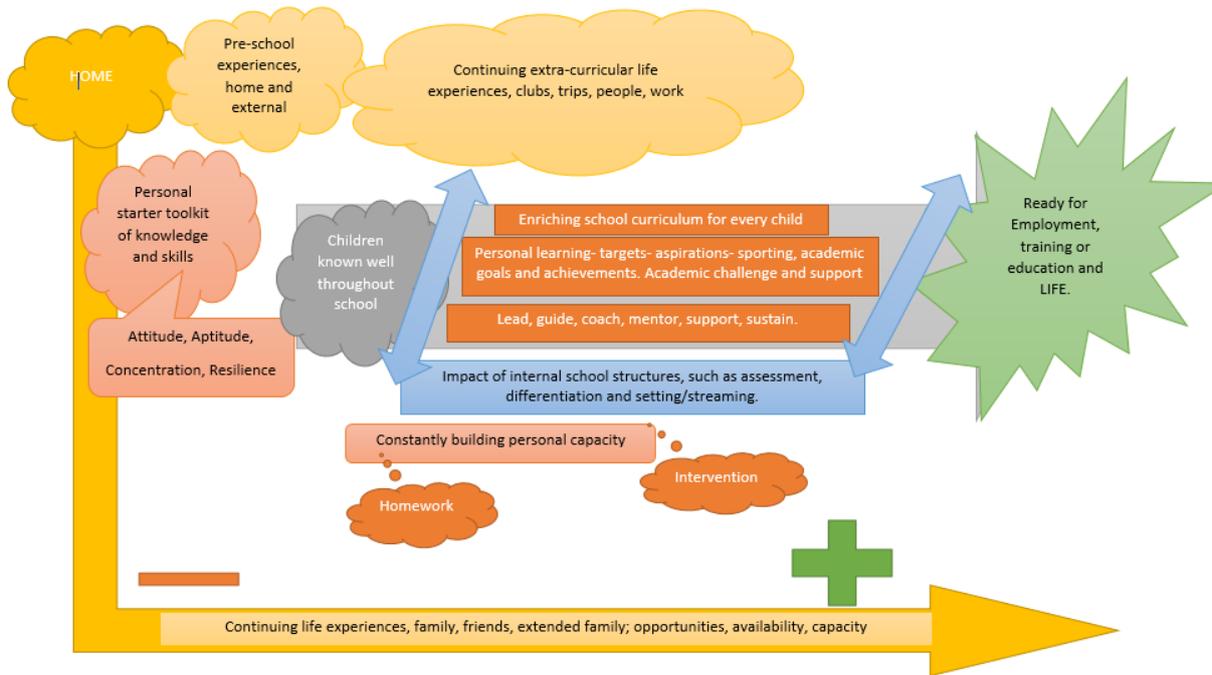
These statements were a common feature of schools displaying high quality inclusive practice.

Progress can be described as enhanced knowledge, but also as enhanced use and application of knowledge and essential associated skills.

Progress in a subject, as determined by a teacher, is likely to be somewhat linear, if only because learning opportunities are created into a timeline, of knowledge transmission and activities and challenges, to seek to embed concepts and facts into a child's psyche.

However, acquisition of knowledge generally, is not linear. Life offers opportunities in a haphazard way. Walk down a street and information is available to you, if you look and take notice. Each learner is a product of their home and school experiences, with each one unique in retention, ordering and the ability to recall information at speed and with a fluency that enables rapid working.

The range of children within a class can vary significantly, but, even within selected classes, such as streams and sets, there is a range to be accommodated, with both subject knowledge and skill needs to be addressed. Knowing the different needs of the children ensures that challenge within tasking can be tailored to their needs, with the need to articulate challenge being greater than the need to show different activities, which can be the fall-back position.

Differentiation and the Teaching Standards.

Know your children well, socially and academically. (AoL.)

Know your material and get it across effectively.

Plan to challenge all learners.

Share expectations. (AfL.)

Engage with learning, observe and think on your feet, oral feedback and guidance. (AfL.)

Adapt to identified need, class, group or individual. (AfL.)

Review outcomes, mark to identified needs. (AoL.)

Clear records and targets to support next learning steps. (AfL)

It is, in reality the need to see children challenged within a lesson that an observer wishes to see. What have the children got to get their teeth into, to think about, to talk about and then to write about? That this will be different for different children seems to me to be self-evident, but then, I taught before the initial National Curriculum, quite often in an Integrated Day, group-based approach, which was then a feature of Primary practice. Group-based tasking was normal.

Rich experiences within which high quality language through mentally challenging projects were developed, across all subjects, each contributing to an enriched output.

Where high quality outcomes were shared with learners through display, or other sharing opportunities, they created a form of quality control and raised the general aspiration, especially as outcomes were developed through well-described processes, which, when elements were tweaked, enabled outcomes to be enhanced.

So, the first word that needs to be evident in the classroom is challenge

and how this is manifest and visible across the range of abilities. It can be embedded in personal challenge or learning targets, which can be the main focus within a broader tasking.

Constructivism- a search for meaning, an understanding of the world

Scaffolding, mental models, wholes and parts, connections

Zone of proximal development-Vygotsky

Making sense of experience

Piaget---Developmental

Register and react
STOP, THINK, TALK

Concrete perceivers-doing, acting, sensing, feeling
Active processors-immediate responses

Retain and recall
Concrete, act and discuss

Review
Check ideas Abstract

Abstract perceivers- analysis, observation, thinking
Reflective processors- thinking and reflecting

Chris Chivers 2014

Using language to explore and explain experience- Bruner
Observation, sensory, experience
Linguistic interpretation, communication
Recording skills
Ordering
Pattern, similarities/ differences
Analysis

Modelling/explaining-----Remembering- Visualisation
Questioning, predicting, hypothesising
Trial, experiment/ test
Comparison, evaluation

Reappraisal
Generalisation, symbolising
Comprehension- Conceptualisation

Picture it

Test it

Reform ideas

Challenge in task design=differentiation
Taking account of
Independence and cooperation

Artefacts / objects/ pictures
To look at/touch=visual/kinaesthetic
To think about= intrapersonal
To listen to and talk about= interpersonal/linguistic/ auditory

Experience
Explore and experiment
Explain

Improvement is the second word that needs to be in common use in the class. If the challenge is correct, then there will be some kind of outcome. Whatever the outcome, it is likely to be capable of improvement, so evaluating this with the individual, group or class through all available means, including technology should enable the children to talk through how they would seek to add even greater value to shared outcomes.

Drafting and redrafting of outcomes, with children learning and being coached to self-edit, against a set of criteria, enables some independent action before the teacher acts as the final arbiter. This element of progress is embedded in a post that looks at **exercise books as personal learning organisers**.

There is a current need to track and evidence children against year based criteria. With each child likely to have significantly different needs at any one time, the idea of the flip out flaps on which to record the current need provides a scaffold for both the teacher and the child, to support discussion, coaching and feedback. The system was developed from the outcomes of the National Writing Project, around 1987, with regular tweaks to address changes over time. It could be a simple adjustment that still holds many benefits.

Organisation of an exercise book to support writing development

and aides memoire to learner and teacher

100 common words dictionary form

Personal SPaG rule reminders

Ideas drafting page. Storyboards. Collecting Images. Spellings. Writing scaffold. Plans. Order and organisation. Space to "try out" words

First draft page.

NB Blank pages with appropriate writing guides beneath

Key words lists.

Personal targets; feed forward marking

The use of display, as in WAGOLL (What A Good One Looks Like) walls can be a valuable asset to discussing improvement. It is a case of constantly putting desired quality in front of children, so that they can build a visual image of expectation and take some charge of their own efforts, evaluating different aspects of the learning process.

Every outcome should become a new baseline if the process of challenge and improving outcomes is embedded in classroom practice. Each successive outcome becomes a descriptor of progression.

Of course the issue then is how to find the right language to describe progress across a subject, so that there is a framework against which to make the judgement. The question is; how far have they travelled and where next?

Clarity, especially in early career decisions require clear frames of reference.

- The two practical teaching standards are (6) assessment and (5) adapting learning. If these are interpreted as "thinking on your feet" and "engaging and making adjustments to expectation and tasking", they become active constituents of lessons, rather than being seen as something that is done after the lesson, as marking and feedback, although that contributes further to development and future progress.

- Learners and their teachers need mental maps of progress, supported by overt descriptors as reminders. Evidence of achievement can be noted and celebrated at the moment, but also as a collation of evidence at summative points, perhaps as formal reports.

- Progress is a fluid concept. Outcomes are reflection points, which can be used to determine advice, feedback, coaching need and the next appropriate steps.

The following demonstrates what can be said about inclusive schools.

The school provides a lively, challenging, stimulating and attractive environment in which each child enjoys working and is actively encouraged to take every opportunity to fully develop their academic, physical, artistic, spiritual and social abilities.

Pupils are set literacy and numeracy targets based on prior and anticipated attainment with a degree of challenge built in as they work to achieve personal, group and the whole class targets. Targets are shared with parents at Parents' Evening and through reports.

Assessment for Learning is used in the school with a range of other assessments, formal and informal used to support Teacher Assessment, to monitor children's achievements throughout the school, to track progress and inform target setting, tracked through APP style documents.

Children identified as needing reinforcement in Literacy or Numeracy or as having SEN are supported through a broad range of well organised interventions as small group work or 1.1 support for those with specific learning difficulties. Children on the SEN Code of Practice have individual plans to target their specific needs.

Results have remained consistently high over a number of years.

The school expresses the view that it is very important that every child achieves to the best of their ability. Academic achievement is a high priority and the main focus. They also believe in giving each child the opportunity to feel successful by encouraging them to develop their unique gifts and talents in sports or the arts. This is seen as boosting their self-esteem and having a positive impact on their motivation to succeed academically.

Specifics:-
· Children are challenged to achieve.
· Motivation is high, engendered by school and home working together.
· Target setting and tracking is embedded, with accurate, helpful information being shared with parents, so that they are able to fully support the learning agenda.
· AfL is embedded in practice as a tool that supports the evidence based approach to the curriculum.

Inclusion; Teaching and Learning

Growth mind-set; in a nutshell.

Growth mind-set might occur when there is sufficient challenge that offers...

Something to think about.

Something to talk about.

Something that allows appropriate levels of decision-making.

Something than enables use and application of a broader range of skill and knowledge, such as measures in maths.

Something to note down, as ongoing aides memoire and instructions.

Something that allows evaluation, at different points and at the end, so that learning is always central and children see themselves as responsible producers.

Something that enables articulation of learning and next steps that are accessible to the learner.

Teachers are appointed to a school, within an established ethos and systems. It is important that these elements are well communicated during induction, so that the new member of staff rapidly can move to be an effective practitioner in the new setting. It is quite likely that significant professional capacities have been explored during the interview process, across a range of the Teacher Standards; largely 8,7,1 and 3, as shown in this diagram.

Personal and professional qualities; self-confidence, team player and leader, pedagogy. Range of skills to deploy.

8) Professionalism.

Totally responsible. Proactive self developer. Communicates very effectively. Deploys staff very effectively. Strong professional relations. Contributes significantly to school life.

1)Expectations.

High enthusiasm. Learners constantly encouraged. Highly conducive learning environment. Consistent high expectations. High mutual respect. Very effective learning promoted.

3) Subject knowledge

In depth;- subject knowledge; planning for stimulating T&L; Pedagogy and understand misconceptions; Proactive personal CPD; Model very good literacy skills; Exploit opportunity to develop literacy. *very strong early read and write/phonics and ** early mathematics= very effective T&L

Good subject knowledge encompassing the learning journeys of each child in the class, so that intervention is tailored to need.

7) Behaviour mgt.

Manage pupil behaviour with ease. Understand and deploy a range of strategies. Consistently high expectations and adaptability to changing or developing circumstance.

Status assured; good relationships evident. Modelled behaviours. Firm/fair application. Follow through.

Many schools, at interview, include an element of teaching. Where this occurs, it is possible to take a view on approaches to planning and organisation and a deeper view on subject knowledge. Detailed knowledge of the learners may be compromised, beyond a few generalisations, but the willingness to identify and address evident issues arising will give an insight into standards 2, 4, 6 and 5. Post-lesson evaluations can deepen the observer insight into the teacher thinking.

While the decision process is as robust as it can be, given the often limited time available, there is a continuous need to provide professional discussion and development opportunities. Developing personal capacity is a life-long need, in subject knowledge and pedagogy, in specific as well as general terms. We talk of mind-set for children as learners. This has to equally apply to teachers.

Plan for challenge across all abilities; lesson dynamics =Expectation

Think on your feet. Look for prompt behaviours, spot and act to need.

2) Progress and outcomes. High level of responsibility for:- Progress and outcomes of learners. Confident judgement and clear rationale in planning. Effective formative assessment. Challenging tasks. Independent learners evident.

Very good progress.

4) Planning.

Show initiative in contribution to planning. Engage with and judge impact of T&L.

Allocate resources, inc TA. Differentiate challenge. Range of T&L strategies evident.

Critically evaluate practice. Imaginative and creative T&L approaches.

6) Assessment

Confidently, accurately and effectively: - assess progress against benchmarks; Use assessment to monitor progress; Check learner understanding; Intervene as necessary; Support individual learner progress.

5) Adapt teaching

Quick and accurate judgement on T&L needs of children.

Proactive differentiation and intervention. Selects appropriate T&L strategies and effectively evaluates impact.

Deal with any barriers to learning effectively. Targeted interventions. Deploy staff effectively.

2) Progress and outcomes. High level of responsibility for:- Progress and outcomes of learners. Confident judgement and clear rationale in planning. Effective formative assessment. Challenging tasks. Independent learners evident.

Very good progress.

Clear frame of reference against which to make judgements = Expectation. What does very good progress look like?

Make in-lesson decisions, for groups, individuals, whole class. Adapt to need.

Check outcomes against expectations; adapt next lessons to suit.

The quality of internal communication is likely to determine some aspects of ongoing development and effectiveness, if decisions taken in staff discussions are to be embedded in practice without significant alteration in personal practice. It is possible to summarise aspects of practice which will have an impact on decisions that infer and confer an inclusive message is given to learners.

The school **Learning and Teaching policy should be clear and unambiguous**, well communicated, well implemented and monitored.

There should be the **flexibility to adapt schemes of work to the needs of the children** in each class, including individual needs. Teachers should be appraised of the **necessary provision for, individual learning needs** and whether this is supported by an Education Health and Care Plan (EHCP), internal monitoring through the SEN register or as an able child. Teachers should be **aware of expected outcomes at year end**, at an individual level.

Lessons will be **well planned and resourced**, have articulated **purpose**, including **learning challenge**, and anticipated expectations within engaging contexts for learning. A range of T&L approaches used. All **resources, including support staff and ICT are used appropriately and effectively to enhance learning.**

Communication within classroom, effective engagement with learning and oral feedback and guidance, self and peer assessment, all support learning. Teacher's **written feedback offers guidance** for future learning.

Lesson outcomes inform future planning. Teacher **records demonstrate monitoring of progress** and identify interventions made.

Reports to parents, when sent, **are detailed, informative and support future learning**.

Teachers as investigators

A significant aspect of teaching, is the ability to investigate anomalies, those moments where the teacher suspects that a child, or a group of children, may not fully understand what is being taught.

This teacher mind-set is supported by an internal schema which develops from the idea that the baseline plans have been based clearly on the prior learning achievements of the children in the class.

Overview plans that have a clear direction allow diversion then a return to the main plan.

Improvisation is a skill that is honed in practice, as teachers spot what they see as possible needs, then intervene to determine the nature of the problem.

This is where high quality questioning supports a scaffolded conversation, enabling the child to externalise what they are thinking and the precise nature of the issue so that the specifics can be addressed, rather than assume global, generic approaches, which do not support progress.

It may be that this process requires a level of modelling, of making explicit what they are thinking, through drawing, diagrams or physical representation, preferably from the child seeking to explain, but some, and especially younger children, may not have the vocabulary to explain their thinking. The teacher may have to unpick step by step, very patiently, where the block exists.

Knowing the **process of how children develop as learners in a subject** is essential teacher knowledge, **complementing subject specific knowledge**.

While the teacher has reached a level of expertise, the children are still learners. What is obvious to the teacher and other adults may not be so for the child. It is often the nuances of subject specific vocabulary that constitute the block, for a number of learners, not just specific groups.

Investigatory skill is such an important aspect of teaching, embedded in the teaching standards (6&5) that it should be the teacher remit to undertake investigation, so that any specific intervention support can be carefully guided. I would go as far as to argue that teachers should regularly be teaching those children in the class with the greatest identifiable need.

Differentiated, or tightly focused, lesson inputs can be a stage in investigation; if a group didn't "get it" yesterday, start with a reprise for that group, with a challenge activity for the rest.

Where Teaching Assistants are guided to undertake activities with children, training should be given to support them in noting children's responses, and any interventions needed, which supports teacher assessment after activity.

Investigation underpins personalisation of approaches. Working with Vauxhall Primary School in London, the head used the term "forensic" underpinning their investigation of children's needs. As a result, tailored approaches were deployed, with the result at year 6, that the school regularly achieved 95% level 4+ outcomes.

The idea of "find out what they don't know and teach them" happens in an investigative, learning centred environment.
Teachers need to think like a detective, be forensic and take carefully planned actions, based on the evidence arising.

Inclusion; Exemplar Primary, Exemplartown

Inclusion in practice- in a nutshell

- An open, honest and humane approach to the needs of the whole school community.
- Very self-aware, through review, quality assurance and good knowledge of school data.
- Actively seek maximum success for each and every learner.
- Focus on the pursuit of excellence in teaching and learning.
- Very well ordered and organised at different levels, with a clearly stated development agenda.
- Enthusiastic, supportive staff progressing the learning agenda.
- Motivated pupils.
- Very good relationships, between colleagues, with parents and among the children.
- Parents, Governors and outside agencies able to provide broader support, but also appropriate challenge.

Exemplar Primary, Exemplartown.
Set within a very built up, deprived area of Exemplartown, Exemplar Primary School is an oasis of calm and purpose which has a significant impact on the lives of the children and families, from two years of age.

I can only hope to capture the essence of the school in this report, based, as it is, on one day in the school.
Exemplar Primary School can rightly see itself as a beacon of excellence in Inclusion working within a broad local group that is working collaboratively to improve opportunities across the area.

The school has a very clear vision, articulated by the head and visible throughout the school, especially within very high quality displays but also through conversation, plans and other visual evidence. The term "Team around the child (TAC)" can be used to summarise the staff approach to the individual needs of the children. The school creates informal, internal TACs to oversee the well-being and educational needs of vulnerable individuals. Parents are fully involved within this process.

The following poem is offered as a summary.
Unity
(author unknown)
I dreamed I stood in a studio and watched two sculptors there,
The clay they used was a young child's mind and they fashioned it with care.
One was a teacher: the tools she used were books and music and art;
One was a parent with a guiding hand and gentle loving heart.
And when at last their work was done, they were proud of what they had wrought.
For the things they had worked into the child could never be sold or bought!
And each agreed she would have failed if she had worked alone.
For behind the parent stood the school and behind the teacher the home!

Care for children and their backgrounds underpins the Exemplar Primary ethos and exemplifies a fully inclusive approach:-

- Seeks maximum academic success for all children

- Is focussed on the pursuit of outstanding teaching and learning

- Is focussed in the interest of relationships for learning

- Understands and cares for each individual

- Is a loving, fun and humane school

- Works with parents and children to raise standards and achieve excellence

I would want to recognise the substantial volume of work undertaken by the Inclusion coordinator, supported fully by staff at all levels, in collating such a wealth of information available before the visit, that was thorough, interesting, informative and gave a rounded view of the school. Many thanks too, to the different people, staff, Governors and parents who came to share their views during the assessment visit. I'd particularly like to thank the children for their welcome. They were a credit to the school.

The school building is bright, well lit, well equipped and well maintained with main teaching areas and separate withdrawal rooms. There are well used connecting corridors. The building is significantly enhanced by very high quality displays showcasing children's activities. The children treat the school with respect, enjoying the facilities on offer. They move around the site sensibly.

The children, parents, Governors and staff were very welcoming, positive and ensured that openness and honesty were significant features of the visit.

The vision of the Head teacher, and the Senior Leadership Team is demonstrated throughout the school, as evidenced through the conversations with the school partners, staff at different levels, parents, Governors and children. The vision is enacted by staff who articulate and model expectations, treating adults and children with equal respect, ensuring that the ethos is enabled to grow. Children respond accordingly, evidenced through the classroom visits at different times of the day. The processes which embed the philosophy are developed, modelled and described to ensure that there is clarity across all staff groups. Aspiration is also tempered by realism; possibilities are generated, then careful choice is made. Action is monitored and evaluated. Exemplar Primary School is a reflective school.

The over-riding impression given by Exemplar Primary School is of a school that has an understanding of what it wants to provide to enhance the learning experience for children. There is an energy and enthusiasm within the school which is clearly visible in the attitudes and behaviour of the children. There is a values-based ethos, based on openness, honesty and humanity, which ensures that the Inclusion agenda is assured. It is enhanced by the Rights, Respects and Responsibilities approach, helping the children to articulate their place in the school.

There is very clear leadership, with a number of key staff working together as the SLT, through which developments are shared, enhanced, tested in practice and reviewed to assess impact. As a result the school benefits from the drive and enthusiasm of a supportive management group, which is communicated through the children. Around these hubs is a group of fully engaged, interested and energetic staff, whose voices are being enabled to be heard, but also valued by decision-makers, who encourage thinking and engagement to ensure that all decisions are based on the most secure information. Within this organisation too, individuals are mentored, supported and developed through structured in-house

and external CPD.

The school policy for teaching and learning can be described as a dynamic continuum, based within clear themes.

There is developing evidence of:-
1) Analysis of evidence leading to quality information being made available to support
2) detailed planning, including the provision of appropriate resources and staffing.
3) Children in the best practise, actively sharing in their learning journey, which is
4) tracked and reviewed at regular intervals with
5) records being collated and disseminated, allowing the process to be cyclic and developmental.

The school is one where continuous development as a result of self-assessment is an essential element of all processes, ably led by senior managers. Systems are being strengthened as a result of testing and adaptation to need. This process is evolutionary.

Children and their learning is at the heart of whole-school development, with significant work being undertaken to ensure that personalised approaches to learning are a reality for vulnerable children, with a differential approach to the aspiration for all learners. Learning is tracked throughout a child's schooling. Systems are in place that will ensure that quality information derived from attainment data will be available to teachers to support target setting.

The children are a credit to the school. They were invariably polite, happy to engage in discussion of their own learning and their experiences through their time at the school, although a few found discussion more of a challenge. They are partners in the running of the school, some being given responsibility through a variety of means.

There is significant evidence of good practice in Inclusion, across all categories of need. Inclusion is evident in every aspect of school life, ensuring that Every Child Matters and, as an extension, that every person associated with the school is also fully valued.

The Governing body is a strong element of the development agenda, ensuring that the school is more able to articulate strong reasoning for improvements and initiatives before committing funding. There are a number of active members, with broad expertise which is made available to benefit the school.

Parents express their pleasure at having their children at the school and endorse the view that the school is open, honest and welcoming, to their children and them as parents.

Kahlil Gibran: Teaching:

Then said a teacher, "Speak to us of Teaching." And he said:
No man can reveal to you aught but that which already lies half asleep in the dawning of our knowledge.
The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.
If he is indeed wise he does not bid you enter the house of wisdom, but rather leads you to the threshold of your own mind.
The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.
The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.
And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.
For the vision of one man lends not its wings to another man.
And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth.

Significant strengths:-

- Open, honest and humane approach to the needs of the whole school community.

- Very self-aware, through review, quality assurance and good knowledge of school data.

- Planning being developed at different levels.

- Enthusiastic, supportive staff progressing the learning agenda.

- Motivated pupils.

- Parents, Governors and outside agencies able to provide broader support, but also appropriate challenge.

- A community where everyone's personal and learning needs matter.

The level of discussion throughout the visit was of a high quality, with staff prepared to engage in discussion and debate. This openness is to be applauded as it allowed trains of questioning and a depth of thinking to emerge, which might support future developments. It is clear that teaching and learning are at the heart of the school thinking.

Area for reflection.

While there was evidence of differential challenge from teachers in lessons especially in English and maths, there was less clear evidence from children that they could articulate what they were seeking to improve in their learning. It would be worth reviewing the detail of differential challenge across the ability range, where there is potential for less clear articulation of expectation, which in turn might lead to slightly reduced performance by significant class members.

Consider the impact of peer to peer learning dynamics as a model of what is possible, especially the impact within setting, where a narrower ability range might limit visualisation of what is really possible, especially for less able learners.
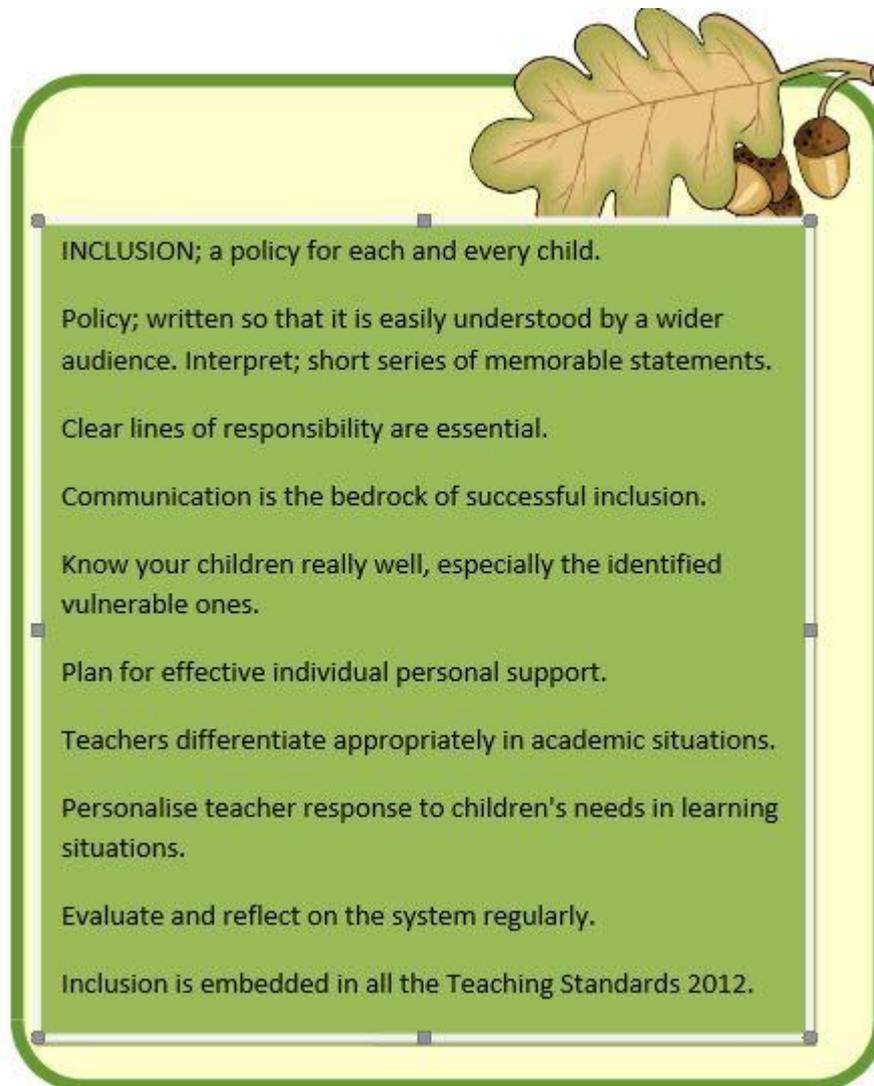
INCLUSION; a policy for each and every child.

Policy; written so that it is easily understood by a wider audience. Interpret; short series of memorable statements.

Clear lines of responsibility are essential.

Communication is the bedrock of successful inclusion.

Know your children really well, especially the identified vulnerable ones.

Plan for effective individual personal support.

Teachers differentiate appropriately in academic situations.

Personalise teacher response to children's needs in learning situations.

Evaluate and reflect on the system regularly.

Inclusion is embedded in all the Teaching Standards 2012.

Inclusion is what we do.