

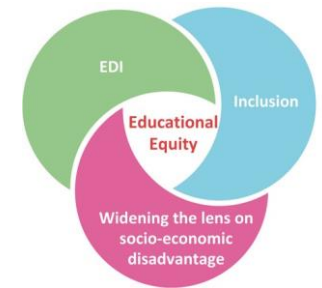
# INCLUSION AND AMBITION THROUGH LOCAL SCHOOL ACCOUNTABILITY



To develop a new Surrey accountability framework that incentivises schools to be ambitious and inclusive and captures the real story of the school placing rigorous and robust self-evaluation as a key driver for continuous improvement and professional aspiration.

Achieving this through;

- the use of the Surrey Inclusion Self-Evaluation Framework, producing a guide and Surrey case studies, for schools and MATs to support them to:
  - *evaluate their own school with a focus on inclusion and ambition*
  - *work with groups of schools or MATs with a focus on inclusion and ambition*
  - *identify how they can secure further improvement*
- drawing all our work/projects on Education Equity under one cohesive banner
- the majority of schools in Surrey using the framework by the end of 2024.



# YEAR 1 ; WHAT DID WE DO AND WHAT HAVE WE LEARNT?

## Phase 1 : June 2022 to March 2023

- School-led pilot work - 26 schools across 2 groups
  - overarching focus around SEND and Disadvantage for each pilot area
  - developed collaborative relationships and conducting exploratory visits
  - refined and tested Accountability Frameworks rooted in self-evaluation and peer review
  - Narrowed the lens on self-evaluation and aligned the work to educational equity

## Pilot Reflection & Reset for Yr 2

- Consideration for capacity and momentum, scale in Surrey, focus on self evaluation for rigour of process and practice, recognising MAT landscape implications, ensuring doability and avoiding confusion

## What went well

- Engagement and trust and ownership by the pilot groups
- Substantial CPD learning
- A fundamental focus around self-evaluation and the centrality of honest robust self-evaluation to accountability and SI
- Our framework needs to sustain and promote continuous school improvement that serves the whole school and every child.
- Linkage and synergy to other SAfE programmes (SCII project) with this work as a key component



# A RESET AND A REFOCUS: SELF-EVALUATION

## Rationale

- Honest and robust self-evaluation is the back-bone of a great school and a crucial aspect of lateral accountability
- Self-evaluation can at its worse become a '*summary for Ofsted*' or 'self-inspection' and can move away from an honest conversation that is asking:
  - How well are we doing?
  - How do we know?
  - What do we need to do next to secure further improvement?
- Given that most school self-evaluations focus on the Ofsted criteria they often lose the focus on inclusion – we want to put this back
- We have already developed a 'Surrey Inclusion Framework' (accessed via Evaluate My School online tool) which is being used by about 120 schools as part of our Continuing Improvement in Inclusion project.
- This framework was also used as the starting point of our informal peer-review.
- The learning that our groups have done will underpin the next stage
- Underpinning all our work in SAfE is Educational Equity



EvaluateMySchool



# YEAR 2 ; WHAT ARE WE DOING NOW AND WHAT IS OUR PLAN?

## Phase 2 : April 2023 to April 2024

- **Phase 2; April 23 to March 24**
- School-led pilot work - 18 schools across 2 groups
- extending and evaluating the use of the Surrey Inclusion Self-Evaluation Framework
- creating a guide for schools and MATs to support them using the Framework:
- developing case studies from our pilot groups on how they are using the Framework
- engaging the majority of Surrey schools by the end of 2024.

## What is our plan?

- **Beyond the pilot**
- Continued engagement from pilot schools
- The majority of schools will be using the Surrey Inclusion Framework as a self-evaluation tool
- A published guide on robust self-evaluation that grows
- We will have a number of case studies on how the Surrey Inclusion Framework can be used to drive school improvement
- Framing of inclusive and ambitious work as part of the Educational Equity priority

