BME Achievement Self-Evaluation Tool

BME Achievement SEF

Standards for best practice in improving achievement of underperforming groups.

Date of Evaluation

Name of School

Address

Name and role of person completing evaluation

Names of designated leads for BME (SLT and Governor)

Telephone Contact for Person Completing evaluation

Email Contact for Person Completing Audit

Instructions
On each tab are questions relating to best practice for raising BME achievement
In the score column, click for a drop-down list of the scores (0= not met/2= partially/4= met) and select the one which you believe matches the measures you have in place .
In the evidence column, explain why you have chosen this score.
If you have identified any areas for improvement, describe what will be done in the Areas for Action column and indicate the timescales in the Timescales column.
The scores you enter will automatically update onto this cover sheet.

75% Or More, Largely Met	50-75% Partially Met	0-50% Not Met

Overall Scores	Maximum	Your Score	Your % Score
A. Leadership and School Culture	60		
B. Tracking + Intervention	60		
C. Pupil Personal Development + Behaviour	44		
D. Curriculum + Participation	40		
E. Parental Engagement	32		
TOTAL	236		

A. Leadership and School Culture	Minimum standard	Score	Evidence	Areas for action	Timescale for action
1. Leadership and School Culture	1. 1 There is a named senior leader and lead governor with responsibility for BME pupils. The SLT member leads the completion of the audit with relevant stakeholders. The lead governor samples the evidence, ensuring the audit is reviewed annually and disseminated appropriately.				
	1.2 There is a school commitment to eradicating attainment gaps for BME pupils against national and school averages and other school groups. This includes promoting the highest outcomes for those BME with the highest prior attainment.				
	1.3 Leaders take action to identify BME pupils at risk of underachievement on entry, through communication with previous schools and use of the Vulnerable to Underachievement checklist.				
	1.4 Leaders are aware of over-representation of BME in national and local SEND figures. They are proactive in ensuring accuracy of identification and revewing the impact of SEND labels on teacher expectations.				
	1.5 Leaders work to develop an 'attachment aware' culture so that staff are sufficiently trained to recognise and support a pupil who needs this input. Leaders monitor the extent to which staff are able to speak in a way that is attachment aware.				
	1.6 Leaders share BME achievement data with staff (incl where numbers are very small) and monitor staff actions to promote achievement and narrowing of attainment gaps.				
	1.7 Monitoring systems include some focused scrutiny on BME (incl where numbers are very small), e.g. work scrutiny, pupil interviews.				
	1.8 The school takes action to ensure BME representation on staff /GB/ parent associations, e.g. for BME representation on an interview panel, use staff from another school where needed.				
	1.9 Leaders are transparent with pupils about the need for ethnic diversity on school bodies and proactive in ensuring representation. Ideally pupils will self-select but if not, they are targeted.				
	1.10 There is a culture of positive discrimination and intervention for BME pupils where behaviour is very poor, i.e. it is seen as a symptom and trigger for positive intervention rather than a trigger for exclusion (though internal exclusion may be an intervention to prevent permanent exclusion)				

A. Leadership and School Culture	Minimum standard	Score	Evidence	Areas for action	Timescale for action
	1.11 There is ongoing monitoring and action to support and challenge staff for any low expectations, e.g. that may emerge as a result of poor behaviour.				
	1.12 Reducing exclusion from school is a core priority and there is a whole school approach taken to support groups with disproportional rates of exclusion. Practices are scrutinised for discriminatory outcomes: -The school effectively targets students at risk of exclusion with appropriate interventions which take account of individual needs. -Governors take an active role in monitoring exclusions which includes scrutinising data by ethnicity and other indicators. -The effectiveness of interventions are monitored and reported regularly. Adjustments are made accordingly				
	1.13 There is ongoing staff training and learning from other schools that are bucking national or local BME trends, e.g. positive discrimination strategies; cultural contexts (don't change expectations but ensure understanding from the right perspective); attachment theory; de-escalation and reconciliation; vulnerable to underachievement indicators; Haringey Youth Justice case studies.	2			
	1.14. Staff induction procedures and documentation include a 'raising BME achievement' focus and are updated in line with developments in practice.				
	1.15 School equalities policy is routinely updated to take account of developing best practice.				

Score Key:

4 - Met
2 - Partially Met
0 - Not Met

B. Tracking and Intervention	Minimum standard	Score	Evidence	Areas for action	Timescale for action
2. Target setting and progress tracking	2.1 SLT use all previous phase achievement outcomes to set targets for BME pupils (to narrow any emerging or widening attainment gaps). Outstanding progress is expected where gaps exist - this is known by staff.				
	2.2 There is detailed analysis of achievement data to spot patterns/ trends in performance that can inform action planning. Where pupil numbers are very small, analysis is across classes/ year trends.				
	2.3 Achievement tracking and intervention systems include a focus on ensuring the highest attainment levels for BME with high prior attainment.				
	2.4 Leaders routinely make use of Haringey's 'Vulnerable to Underachievement Checklist' to ensure early intervention and drive improvement.				
	2.5 BME monitoring and tracking systems are broad and cover all of: attendance/ rewards/ detentions or demerits/ class participation/ extra-curricular participation incl in school performances/ setting arrangements/ access arrangements/ option choices + destinations (sec)/ parental engagement				
	2.6 Student attainment and behaviour data is correlated by ethnicity and SEND to identify subject specific intervention planning.				
	2.7 Secondary: leaders are proactive in preventing NEETs and Unknowns and have rigorous systems for tracking destinations and pathways.				
3. Transition	3.1 Leaders have oversight of completion of Haringey's Early Transfer Form (which now includes a focus on BME) and ensure appropriate stakeholder engagement/ dissemination.				
	3.2 Leaders have oversight of primary to secondary transition meetings to ensure appropriate pastoral support or catch-up interventions for BME pupil (especially reading) are in place. There is a common understanding by leaders that the first 6 weeks in a new school are critical and sufficient early intervention can reduce/prevent exclusions.				
	3.3 There is ongoing contact with feeder/receiver schools where appropriate for BME pupils vulnerable to underachievement or widening attainment gaps. Extent of vulnerability is determined by Haringey's Vulnerable to Underachievement Checklist.				
	3.4 Exit interviews/ discussions are held with pupils most vulnerable to underachievement to support transition and to inform improvement planning.				

3.5 Leaders have oversight of internal transition meetings between phases: these are to put in place catch-up interventions for BME pupils that did not meet the previous phase expected attainment standard. Curricular gaps are quickly identified.				
3.6 There is regular evaluation of the impact of interventions to narrow BME attainment gaps and changes are made where progress isn't enhanced.				
3.7 Reference tools and best practice research reports (BME specific and non-specific) are used to inform intervention programmes and ensure good use of Pupil Premium.				
3.8 Leaders use LA data to identify and learn from other Haringey schools that have effective practice for BME pupils.				

Score Key:

4 - Met
2 - Partially Met
0 - Not Met

C. Pupil Personal Development	Minimum standard	Score	Evidence	Areas for action	Timescale for action
4. Positive discrimination: identifying and using pupils' skills and talents and providing leadership opportunities	4.1 Leaders are proactive in finding out the interests, skills and talents of underperforming or disengaged BME pupils and setting up motivational or learning opportunities , e.g. workplace trips or visitors/entrepreneurial ops, e.g. Dragon's Den approaches/ competitions/ performances/ mentoring by ex-pupils, staff, governors, parents.				
	4.2 Leaders maintain contact with former BME pupils and invite them back as speakers/ mentors. Best practice is personalised mentoring to pupils' specific skills or interests.				
5. Supporting pupils' emotional development and resilience	5.1 Leaders and staff recognise that poor emotional and behavioural responses are a symptom of wider issues and act to support pupils e.g.by teaching self-management techniques: how to disagree in a constructive way/ how to de-escalate/ impact of tone, voice, language in different contexts/ language for reflection and reconciliation/ language of success; 'can do'/ managing overwhelming emotions				
	5.2 Leaders recognise that 'one size does not fit all' and go the extra mile, where needed, to personalise approaches for BME pupils.				
	5.3 Leaders ensure that mentors are good role models who focus on the aspirational and pathway visioning; support resilience, confidence and growth mindsests; and who model appropriate behaviours and interactions.				
	5.4 The school supports pupils in 'pathway visioning' in all year groups, through the curriculum and extra-curricular approaches and activities.				
	The SLT lead identifies a staff advocate for any BME pupils causing concern: a 'champion/ mentor' for that pupil who takes an interest in their welfare and achievement.				

6. Developing Growth Mindsets and academic resilience	6.1 There is ongoing teaching of Growth Mindset style approaches and modelling GM language, both verbal and written, e.g. in display materials.				
	6.2 Leaders monitor the extent to which growth mindsets are being demonstrated, by leaders, pupils and staff and work proactively to embed GM across the school. Monitoring includes a focus on BME pupils.				
	6.3 The curriculum across all year groups includes explicit teaching of academic resilience/ showing what it looks like.				
	6.4 The school culture is to reward effort and progress rather than attainment in order to promote growth mindsets.				

Score Key:

4 - Met
2 - Partially Met
0 - Not Met

D. Curriculum and Participation	Minimum standard	Score	Evidence	Areas for action	Timescale for action
7. Curriculum (See also growth mindsets in Pupil Personal Development section)	7.1 Leaders are proactive in developing a context-real curriculum (across all year groups) which has strong links to the world of work (trips/ visiting speakers)and which seeks to support pupils in 'pathway visioning'				
	7.2 Leaders and staff are aware of the huge impact on school outcomes of speech and language skills in Early Years. Action is taken to provide sufficient support for pupils (including speech and language therapists) and ongoing training for staff to ensure expertise in modelling and encouraging talk.				
	7.3 For the hardest to reach BME pupils who are at risk of exclusion, an alternative curriculum is considered where possible e.g. alternative afternoon activity/ workplace trips/ 1-1 academic support.				
	7.4 Leaders are proactive in tracking and improving target pupils' extra-curriculuar participation				
	7.5 There is a system for marking targeted pupils' work first and ensuring feedback is motivating and clear about next steps.				
8. Reading/ Early Reading	8.1 School has systems for rapid identification of, and interventions for, struggling BME readers, including in-year admissions.				
	8.2 Systems are in place to monitor that BME struggling readers have someone to read with at home (and that they are being supported).				
	8.3 Where the above isn't the case, 1-1 reading support is in place for BME pupils reading well below age expectations and small group support for pupils with reasonable reading skills.				
	8.4) There are ongoing workshops and video material for parents on how best to support their child/ward's reading (and the impact of reading skills on achievement outcomes). b) Data is used to target parents, and views are sought on their confidence levels and how approaches might be improved.				
	8.5 Leaders are proactive in developing a reading culture and love of reading in school, e.g. through visiting BME authors or poets, sharing staff and BME pupil reading experiences, exciting reading events e.g. staff or pupils role-playing a scene from a book in assembly.				

Score Key:

4 - Met
2 - Partially Met
0 - Not Met

E Parental Engagement	Minimum standard	Score	Evidence	Areas for action	Timescale for action
9. Parental Engagement	9.1 Leaders meet with BME parents (as a group or individually) to share underperformance data (where relevant), communicate high expectations and agree approaches. There are ongoing efforts to encourage parents, where needed, to share the the same high expectations and discussions are solution rather than problem-focused.				
	9.2 Leaders seek to engage targeted parents routinely, not just through parents evenings. Discussions with parents are solution, not problem-focused and leaders invite their opinions				
	9.3 Leaders develop, model and monitor a school culture of maintaining and presenting positive regard for BME parents where there are significant concerns and/or challenging events.				
	9.4 The BME lead monitors and follows up non-attendance of BME parents at school events/parents evenings. b) They develop systems for encouraging engagement, e.g. an appointment system at parents' evening allows better targeting of non-engagers prior to the event. c) They ensure privacy systems are in place where issues are to be discussed and longer appointments where needed.				
	9.5 Action is in place to ensure ongoing staff engagement with targeted parents, e.g. a log which requires teachers to hold one conversation per term.				
	9.6 Training is provided to targeted parents in trauma/ attachment theory/ emotional awareness and resilience.				
	9.7 There are workshops for targeted parents on how to support their child's learning/ growth mindset approaches/ supporting reading.				
	9.8 The school routinely uses parents and governors for careers/ pathway visioning, inviting them in to speak about their work. There are personalised opportunities where needed as well as year group or class.				

Score Key:

4 - Met
2 - Partially Met
0 - Not Met