

Using Evaluate My School's inclusion evaluation to support strategic development planning *before* you write your Inclusion Strategy

Session 3



Aims

To support you to:

- use the new features in Evaluate My School to **add objectives and actions** to strategically plan developments.
- understand how to **create an effective strategic development plan** that will inform your Inclusion Strategy.
- understand how to **evaluate your progress** towards the development plan and strategy.

Login: <https://oxfordshire.evaluatemyschool.co.uk/>

Pre-Evaluation

OXSIT Training Evaluation



Pre-evaluation – snap the QR code or click on the link to provide feedback via our short online form.

Please **complete questions 1-4 only** and leave the form open to return to at the end of the training.

[OXSIT Training Evaluation – Fill in form](#)

Inclusion evaluation and strategy: Session 3

A reminder – your vision Where do you want to be?

Reflect and imagine:

- What is your vision for inclusion in your school?
 - In 1 year, 3 years?
- How does this vision fit with the vision for the school as a whole?
- How can you make sure this vision a collective one?

Controlling the controllables

It's hard to do too much about...		It's tricky but possible to do something about...	It's within reach to do something about...
Lack of funding/resource		Recruitment and retention	Staff confidence and expertise
Local Authority pressures		Expectations of families	Our offer for pupils
Curriculum, assessment and accountability measures		Accessing external SEND expertise	A culture and mindset of inclusion
Growing needs		Our offer for pupils with complex needs	Our routines and environments

Using your self-evaluation

What did you find out?

What is a strength of your school's provision?

- How do you know?
- What evidence do you have?

What is something that needs to develop or improve?

- How do you know?
- What evidence do you have?
- What is your rationale for this?

Getting started

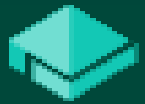
Analysing your self-evaluation

Review the full dashboard before selecting priorities.
What are your strengths and areas for development?



Your dashboard is an evidence base, not a verdict.

Using the dashboard Sunset Primary School demo: Identifying key themes...



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EvaluateMySchool



DEMO Oxfordshire Inclusion Evaluation 2026

DEMO Inclusion Evaluation 2026

- Open your evaluation
- Click 'evaluate'
- Make sure you are on the 'overall' view
- Click 'analyse'
- You can choose different view options...

Need a reminder? Watch this short video: [Evaluate My School Inclusion evaluation 2 what is the self-evaluation telling us | Videos & Movies on Vimeo](#)

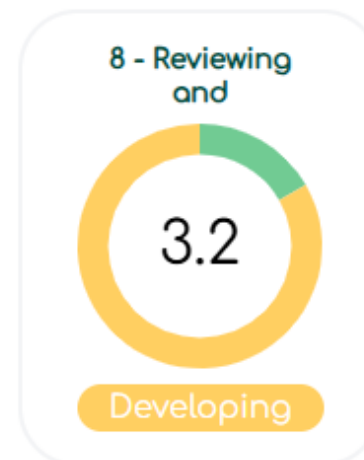
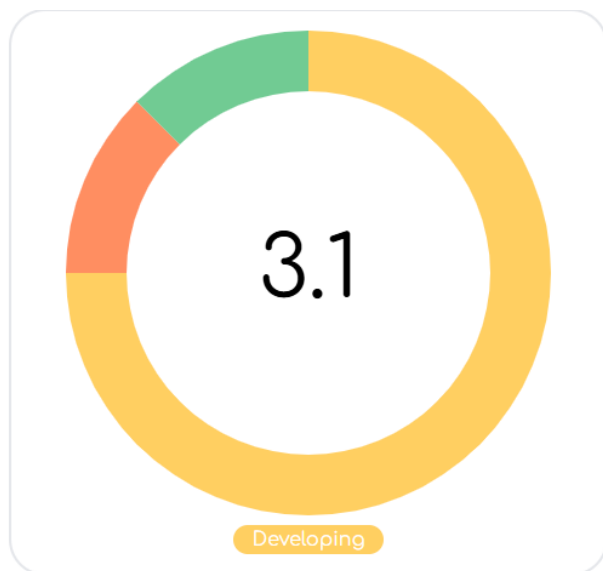
Case Study Activity: Sunset Primary School

Review the full dashboard

What are the strengths and areas for development?

Look for patterns and gaps—not a single “good” or “bad” score.

Case Study: Sunset Primary School



Case Study: Sunset Primary School

- 2.1 Leaders have established a culture in which early identification of learning, attendance, safeguarding, behaviour and wellbeing needs is prioritised and acted on promptly.
- 2.2 Assessment processes draw on a wide range of evidence, including classroom observation, progress, attendance, behaviour and specialist advice where appropriate.
- 2.3 Staff use assessment information to understand barriers to learning and well-being rather than simply describe presenting needs.
- 2.4 A clear graduated response is understood and implemented consistently across the setting.
- 2.5 Support is timely, proportionate and focused on intended outcomes.

3

Developing

3

Developing

2

Emerging

2

Emerging

2

Emerging

Case Study: Sunset Primary School

2.6 Interventions are selected because they address an identified need and are supported by evidence.

2

Emerging

2.7 Leaders routinely evaluate the impact of support and adapt provision when progress is limited or unclear.

2

Emerging

2.8 Specialist advice is sought at the right point and is translated into classroom practice, pastoral support and wider provision, rather than sitting separately from day-to-day practice.

2

Emerging

2.9 Decisions about support are informed by evidence rather than diagnosis alone.

3

Developing

2.10 Early intervention reduces escalation, strengthens participation and improves longer-term outcomes.

3

Developing

Case Study: Sunset Primary School

- 3.1 The curriculum is ambitious, broad and balanced for all learners.
- 3.2 Curriculum design reflects careful consideration of what children and young people need to know, remember and be able to do.
- 3.3 Curriculum sequences are logically planned so learning builds securely over time.
- 3.4 Strong foundations in communication and language, reading, writing and mathematics are prioritised.
- 3.5 Teachers present new learning clearly and check understanding systematically.
- 3.6 Adaptive and responsive teaching is embedded within everyday classroom practice.

3

Developing

3

Developing

3

Developing

3

Developing

3

Developing

2

Emerging

Case Study: Sunset Primary School

3.7 Teachers maintain high expectations while adapting approaches to meet differing needs.

3

Developing

3.8 Teachers and support staff use scaffolding effectively to remove barriers and promote independence.

2

Emerging

3.9 Support staff are deployed purposefully to strengthen participation, learning and independence.

2

Emerging

3.10 Assessment is used effectively to inform teaching and identify when pupils require a different approach.

3

Developing

Case Study Activity: Sunset Primary School



Breakout room activity:

What were the key themes from the Sunset Primary School self-evaluation?

- What do you think they need to **change** or **develop**?
- What would you **prioritise**?

Breakout room feedback...

How did you find doing that activity?

What information would have made it easier to identify strengths and areas for development?

Think now ... what evidence will you gather to support this analysis in your school?

Strategic development planning

Your own self-evaluation

Zoom out... What are the key themes from **your self-evaluation**?

What is a **strength** of your school's inclusion and inclusive provision?

- How do you know?
- What evidence did you have?

What are some things you observed as part of your self-evaluation that you would like to **change or develop**? (Pick 3-4)

- What is your rationale for these?
- Do they relate to themes proposed for the whole school development plan?

Do you need to gather any **more information** to capture a full range of perspectives and data before you plan what to do?

Strategic development planning

Evaluate My School action planning

Statement – the number of the EMS statement you are assigning an action to

Objectives – what are we trying to achieve? (use the objectives bank)

Actions – what steps will you need to take to get there? What do we need to do? What training and development will staff need to have the skill and confidence to deliver the change?

Success criteria – what will it look like if it is working? How will we know it has worked / had impact?

Assigned to – who will do it?

Review at – when will you review this objective? What is your timeframe for steps to affect change?

Monitoring and evidence - how will we find out if it is working? How will you know it has had impact?

Impact (only complete this when you do the review)

Sunset Primary School demo Action Planning



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COUNTY COUNCIL

DEMO Oxfordshire Inclusion Evaluation 2026

DEMO Inclusion Evaluation 2026

Need a reminder – watch this short video: [Evaluate My School Inclusion Evaluation 3 setting objectives | Videos & Movies on Vimeo](#)

SEND Self-Evaluation Reviewing the impact

Impact

- What has been the result?
- Have we achieved what we set out to?
- What is your evidence telling you?
- Where are you seeing positive impact?
- Do you need to change your approach / revisit / embed further for parts of the plan?
- Have you gathered information that captures a full range of perspectives and data about impact?

Complete the self-evaluation cycle

- Update your self-evaluation.
- Where are you now? What progress has been made?
- What will go into your next development plan?

Next time...

Writing your Inclusion Strategy

In-person workshop sessions – book a location to suit you

- Use your Evaluate My School self-evaluation and development plan to inform your Inclusion Strategy
- Understand what makes an effective Inclusion Strategy
- Discuss your priorities with other schools leaders

[Training & Events | Oxfordshire | Education Services](#)

We are here to help



For more information about what OXSIT do please take a look at [Oxfordshire School Inclusion Team \(OXSiT\) | Oxfordshire | Education Services](#)

If your school buys in OXSIT support via our Foundation Package or Consultancy Packages you can access our **online Toolkit** via <https://educationservices.oxfordshire.gov.uk/Page/31056>

Contact OXSiT@Oxfordshire.gov.uk for more information about OXSIT packages and support

Need more help?

Videos of EMS Processes

1. <https://vimeo.com/1217645541/028656fe2e?share=copy&fl=sv&fe=ci>
2. <https://vimeo.com/1217646131/e80ccc106e?share=copy&fl=sv&fe=ci>
3. <https://vimeo.com/1217646733/d49f1c6a39?share=copy&fl=sv&fe=ci>
4. <https://vimeo.com/1217647166/2784dadbd6?share=copy&fl=sv&fe=ci>
5. <https://vimeo.com/1217647746/dd4b476f7b?share=copy&fl=sv&fe=ci>

Questions



Post-Evaluation

OXSIT Training Evaluation



Post-evaluation – go back to the tab with the MS Forms evaluation you started.

Please **complete the remaining questions** and submit the form.

Inclusion evaluation and strategy: Session 3

If you didn't do this at the start, please complete all of the evaluation now

[OXSIT Training Evaluation – Fill in form](#)