

## Ideas for Whole School Evaluation

The Highland Children's Forum as part of the online toolbox for the involvement of children and young people in personal planning, service evaluation and policy making, was keen to develop tools for schools to use in self. The Forum has worked in 2 schools to carry out whole school evaluations.

### Recommendations for whole school evaluation as part of self-evaluation and development planning:

1. Agree in advance who has responsibility for each stage in particular how recommendations will be taken forward and how information will be fed back to participants.
2. Identify priority issues for consultation from both the external pressures on developmental planning (HMIE etc.) and views shared by pupils, senior management, guidance and other staff and parents about current issues in the school.
3. Involve young people in the design of any consultation process (perhaps through ready made groups of young people such as pupil councils, sixth year pupils, House Captains and office bearers, additional support groups such as XL club).
4. Value any consultation process as an opportunity to deliver the Curriculum for Excellence in terms of developing young people as effective contributors and responsible citizens. Young people will grow in understanding of participation and the reflective process of plan-do-review which is beneficial for personal as well as service development.
5. Actively seek out the views of stakeholders across the school community, children and young people, parents, teaching and non-teaching staff; the engaged and the disengaged, the able and the less able, the articulate and the less articulate.
6. To involve whole classes or groups, there are many consultation games and activities which can be used to make consultation interesting and meaningful. The Forum toolbox has many tools and links to other websites with further ideas. ([www.highlandchildrensforum.org/tools-for-involvement.asp](http://www.highlandchildrensforum.org/tools-for-involvement.asp)).
7. To invite responses across the school community population, consider interactive and digital opportunities to contribute via a website or online questionnaire/guestbook/blog/social networking site or in hard copy comments/suggestion boxes, notice boards. Peer consultation could be considered.
8. Involve willing staff members, senior pupils and parents in helping to analyse the information, develop recommendations and design a format to feed this back to the whole school population. A useful learning opportunity.
9. Consider carefully the recommendations from the consultation and wherever possible build achievable objectives to meet these in to the school development plan.

10. Feedback the report and development plan; encourage ongoing evaluation and review from all interested stakeholders.
11. Formally seek to involve willing stakeholders including children/young people in measuring the impact of participation; whether outcomes have been achieved in the desired timescale.

To ensure involvement of all the stakeholders in the school some tried and tested ideas include:

	98	97	96	95	94	93	92	91
81								
			85	86	87	88	89	90
80								
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60								
41								
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21								
20								
1								

- Assembly announcements to all pupils
- Email notice to all staff
- Newsletter article for all parents and others
- Engagement with guidance team, senior management and staff members to agree the methods to be used and to agree to take on board what young people said
- Early engagement with young people accessing support for learning to involve them in the planning and design of the consultation
- Involving young people in designing a questionnaire to be shared with all pupils through registration, all staff through internal mail, all parents through school bag drop
- Participation is an important part of being effective contributors and responsible citizens. PSE classes can offer consultation games and activities
- Young people accessing support for learning able to choose to be seen individually or in small groups, by someone other than support staff if preferred.
- Senior pupils, pupil councils or other groups might enjoy a focus group discussion, especially if it involved a free lunch or time out of class
- Young people who had been or were at risk of exclusion or school refusal should be individually invited to take part with someone of their choice
- Use of Mind Maps to gather the ideas of a group around themes
- Use of story telling, e.g. children could draw a stick person (or even an alien), give them a name and age. This imaginary person is going to come to the school, what can you tell them about it?
- Use of brightly coloured Post Its of various shapes for young people to comment in class, at registration, on a notice board, e.g. speech bubble for ideas, hearts for feelings, arrows for actions, stars for achievements

**Activities:**

- Snakes and Ladders
- Post-It tales
- Story telling
- Can of worms
- Mind Mapping