**Gypsy, Roma & Traveller (GRT) Self-evaluation Tool**

Please tick one of the following columns to gain a better understanding of how your school is currently supporting GRT pupils. There is no point scoring. This is merely a support tool to identify strengths and areas for development.

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| **Self-evaluation** | **Well established** | **Developing** | **Not yet in place** |
| 1. The headteacher provides an active lead on raising the attainment of GRT pupils, as part of a commitment to the development of an inclusive ethos.
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| 1. The school development plan has clear objectives and strategies for raising the attainment of GRT pupils including newly arrived pupils.
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| 1. The school’s staff have received training related to the achievement of GRT pupils and typical barriers they face.
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| 1. There is a designated teacher tracking and supporting the achievement of GRT pupils at school.
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| 1. The SLT challenge stereotypical 'scripts' regarding GRT pupils in education both from parents and staff.
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| 1. The school actively recruits governors and school staff representative of wider community groups including GRT groups.
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| 1. Underachieving GRT pupils are targeted for support at key enrichment activities such as breakfast, homework and revision clubs and their attendance is monitored.
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| 1. The school actively engages GRT pupils by involving them in all aspects of school life and seeking their views in a variety of ways.
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| 1. There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents / carers.
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| 1. The senior leadership team (SLT) has developed a strategic approach to the management of mobility and distance learning.
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| 1. The school is aware of the particular challenges regarding transfer and transition for GRT pupils and works closely with other schools, settings and parents to support pupils who may be at risk.
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| 1. Racist incidents are reported, monitored and managed effectively. Racism awareness and respect is taught within the curriculum.
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| 1. Classroom and corridor displays positively reflect the languages, experiences and heritage of GRT pupils.
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| **2. Using data to target groups and track progress** |
| **Self-evaluation** | **Well established** | **Developing** | **Not yet in place** |
| 1. The school has robust systems for collecting contextual data for GRT pupils such as previous schooling, first language (L1), accommodation.
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| 1. The school rigorously monitors bullying and discrimination against GRT pupils from children and adults and has strategies to tackle this.
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| 1. The school analyses attainment and achievement data by ethnicity including different groups of GRT to ensure an accurate picture of progress and attainment across all years.
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| 1. The leadership team analyses the attainment data to identify trends in relation to subjects, key stages, year groups or classes and ensures that targeted action is taken as a result.
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| 1. High expectations are set for the attainment of GRT pupils and progress is rigorously monitored.
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| 1. The school is aware of the key issues regarding the under­ ascription of GRT groups to Gypsy, Roma and Traveller of Irish heritage categories and strategies are in place to improve the accuracy of self-ascription.
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| 1. The school has an accurate overview of its GRT pupil profile that includes school census and non-school census groups, accommodation, mobility patterns and first languages.
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| 1. The school monitors the attendance and exclusions of GRT pupils.
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| **3. Developing learning and teaching** |
| **Self-evaluation** | **Well established** | **Developing** | **Not yet in place** |
| 1. GRT pupils are made to feel welcome in their classrooms and are 'visible' when lessons are being planned.
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| 1. Teachers use a range of strategies to engage, motivate and accelerate the progress of GRT pupils, including the use of distance learning (using ICT).
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| 1. The curriculum provides opportunities for GRT pupils to discuss issues of identity and ethnicity.
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| 1. The curriculum provides opportunities for addressing issues of stereotyping and racist bullying.
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| 1. For pupils arriving outside the normal admission times, assessment is quick, accurate and effective.
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| 1. Robust assessment information is used to identify gaps in learning, set appropriate individual targets and plan appropriate interventions where necessary, e.g. literacy and numeracy.
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| 1. A range of support and intervention programmes are used to accelerate the progress of GRT pupils and the impact of these interventions is reviewed regularly.
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| 1. Teachers have high expectations of GRT pupils and ensure they are engaged in active learning, with enhanced opportunities for speaking and listening and with effective models of spoken and written language.
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| 1. The GRT pupils’ own interests, learning styles and skills are valued and used to develop a personalised learning experience. Staff consult with pupils about what helps them to learn effectively.
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| **4. Effective partnership with parents and community** |
| **Self-evaluation** | **Well established** | **Developing** | **Not yet in place** |
| 1. The school creates opportunities to ensure that GRT parents / carers are aware of their children’s progress and creates opportunities to support their involvement in their children’s learning.
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| 1. The school actively seeks the views of GRT parents / carers and can provide examples of actions taken based on their responses.
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| 1. Effective strategies are in place for communicating and sharing information about school policies and procedures with GRT parent / carers.
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| 1. Career and vocational guidance is available to GRT pupils and parents / carers.
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Adapted from '*Moving forward together: Raising Gypsy, Roma and Traveller achievement*', National Strategies 2009