

Can inclusive schools be effective in raising attainment?

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SCHOOL → **Milne's High School, Moray**

FOCUS → **The 2F3 Experience**

Initiatives or projects in place that illustrate how an inclusive school can be effective in raising attainment

- ✓ Effective transition at P7/S1 including parental advice
- ✓ Targeting SFL resources
- ✓ Class conferences to share concerns and successes
- ✓ Peer support... for teachers
- ✓ Effective communication of any concerns
- ✓ Partnership with parents
- ✓ Partnership with other agencies
- ✓ A 'gatekeeper' to have the overview of the project and respond to any and all information relevant to the class
- ✓ Teaching of social skills as part of each lesson
- ✓ Including staff in any decision to be made about the pupils
- ✓ Initial aim was to address confidence and self esteem
- ✓ An induction for new S1 including Anti-Bullying day

How these initiatives are being monitored and evaluated

- ✓ Monitoring was done. Some of the methods mentioned above, but also by
- ✓ Sharing assessment evidence
- ✓ Sharing methods of assessment
- ✓ Observing the young people concerned
- ✓ Asking the parents
- ✓ Asking the young people in 2F3

What are some of the biggest challenges faced by teachers and young people or members of your organisation, in implementing the initiatives or projects?

- ✓ Our own doubts
- ✓ Staff wariness about their ability
- ✓ Parental concerns although these were in the minority
- ✓ The challenge facing us in not creating a ghetto class and thereby negating our aim of raising self esteem
- ✓ In convincing teachers that the support would not disappear
- ✓ In telling other teachers that the support had disappeared

CONTACT INFORMATION

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What has worked well?

- ✓ Teaching social skills
- ✓ No 'stigma'
- ✓ Class cohesion
- ✓ No reluctance to ask for help
- ✓ Low discipline
- ✓ No requests to move
- ✓ 100% homework return
- ✓ Staff enthusiasm & pupil confidence
- ✓ No truants
- ✓ Early identification of problems and 'hot spots' allowed for effective intervention
- ✓ Staff willingness to do it again
- ✓ High turnout of parents at parent evenings
- ✓ Total freedom of choice at the present S2/S3 transition with General level St. grade being offered in a significant range of subjects to a number of pupils

What did not work & lessons learned?

- ✓ That enthusiasm is not contagious
- ✓ Member of staff underestimated the class potential and therefore had lower expectations
- ✓ Of them (low attendance at conferencing)
- ✓ One other S1 class did not attract as much support as perhaps they came to require.
- ✓ The time and effort involved in keeping it all going

Future plans?

- ✓ To repeat in light of the lessons learned
- ✓ That not every grouping will be similar (we know that now with present S1)
- ✓ That success for all cannot be guaranteed

This project has heightened awareness of teaching and learning styles and strategies in this school.

To monitor this group as they now chart their courses through S3/S4

The project has accelerated Behaviour & Discipline policy review and had caused a new approach as a whole school pilot.

Any materials the school is willing to share

Please contact the school directly for information regarding:

- ✓ some of the resources used as information sources for 2F3
- ✓ responses from staff and parents and pupils
- ✓ the case studies which highlight the strategies employed (Outward Bound), Strategies/Teaching Social Skills/ Explanation in plain English with regard to Dyspraxia, Dyslexia and Asperger's Syndrome



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