

# Involving the uninvolved learners

"Pupils at risk of underachieving"

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### Analysis of Country Posters

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# SICI

The Standing International  
Conference of Inspectorates  
Better Inspection, Better Learning





# Analysis of Country Posters

In the table of country presentations (pg 3) the results are presented of the country posters about the theme: *'Involving the uninvolved learners and the role of the inspectorates concerned'*.

All SICI-members were requested to present their current practice with regard to students at risk, addressing the following questions:

1. How is the issue of 'pupils at risk of underachieving' included in the frameworks used by the inspectorate of your country?
2. How is the issue treated? And which norms does the inspectorate use to judge whether or not schools perform up to standards with respect to this issue?
- 3\* In case the inspectorate encounters an unacceptable situation with respect to pupils at risk of underachieving, which type of action is it expected to take?
- 4 In which ways does the inspectorate report at system level (annual report, for example) about pupils at risk of underachieving.

Summarizing: In Europe we see practices where no special focus groups are discriminated for students at risk. The focus of these countries is on heterogeneity, or the well being and results of all students (Flanders, Rheinland Pfalz, Hessen, Northern Ireland, Saxony, Scotland, Northern Ireland and the Netherlands).

In some of these countries we see a mix as in Bulgaria, Denmark, Northern Ireland and The Netherlands. In the Netherlands, for example, achievement data are used to decide if students are at risk (possibly caused by an insufficient quality of education). But at the same time, also specific focus groups, based on disabilities are distinguished. This means that inspectorates using standardized tests are able to investigate if low quality schools 'produce' or contribute to the underperformance of students. And of course, at the same time, if high quality schools contribute to the success of high performing students.

Countries with ample key performance data at their disposal, like England, Northern Island, Wales and The Netherlands can compare the achievements between focus groups. For example: are students of a specific focus groups more at risk (or have special advantages) at one school than at another school? Also comparisons between mainstream education and special educational facilities for specific groups of students are possible.

Another tendency is that countries, which do not have standardized data available on student outcomes, tend to be more focused on the organizational setting (facilities for special needs education) of the students at risk.

Less than half of the countries mention the availability of inspectorate reports at system level: Flanders, Scotland, England, Hessen, Northern Ireland, Saxony and the Netherlands.

In most countries the following focus groups are distinguished:

- Psychological (behavioral) and physical disabilities
- Early school leavers/ drop outs
- School attendance
- Gifted Children
- Children with (bi, multi) lingual problems/ immigrant students
- Socio-economic disadvantaged
- Gender ( Boys !)
- Students with low achievements

\*) Question 3 was hardly addressed to in the posters, this is the reason why this question is not included in the table. In almost all posters however, there was a reference to the focus group. This is why in the first column, underneath the name of the country, the focus groups are mentioned.

**Table of country presentations**

<b>Country+ Focus groups</b>	<b>Included in the framework</b>	<b>Norms to meet the standards</b>	<b>Report at system level</b>
<b>Bulgary</b>  Policy aims to integrate SEN students in mainstream schools  <i>Focus groups:</i> - early school leavers - children with special educational needs	- Additional education through national projects - National Plan: With care for each student (PE, SE)	Just norms to involve students in the projects such as: low achievements.  No implementation yet at national level.  A description format to describe the reasons for school drop out and measures taken by the school to prevent this , is available.	Not yet implemented
<b>Denmark</b>  <i>Focus groups:</i> - students with lingual, behavioral or other problems - drop-outs - talented students	Not clear if included in the framework of the inspectorate  Early warning system of all children age 3. ( not clear if this system is included in the framework of the inspectorate	Official target with respect to drop-outs: 95% of a youth cohort shall pass the final exam in upper SE.  All institutions with VE must have an action plan to increase completion rates, including: mentors, guidance, parental involvement, written work support	No information available
<b>Flanders</b>  <i>Focus groups:</i> Focus on the talents of each individual student	- Curriculum/pupil guidance - individual education plan - GOK-Policy: Policy on Equal Educational Opportunities - Special settings: home education and K-services (educational settings in psychiatric hospitals)	No specific norms are provided in the information	- Annual report of the State of Education : Flemish Parliament - Separate report on specific tasks and investigations

<b>Italy</b>  <i>Focus groups:</i> Policy is focused on - all handicapped children with severe as well as secondary disabilities and learning problems - drop-outs - immigrant students	No role for the inspectorate yet. Investigations are carried out by the school principals. Role of the inspectorate changes however from a more administrative and technical focus, to a more supportive and advisory focus.	No norms, but New National Guidelines (2010). These guidelines stress the importance of flexible teaching strategies, appropriate class size, cooperative support, parental and Community participation	Not clear if investigations of the principals are communicated beyond school level.
<b>NRW</b>  <i>Focus groups:</i> - children needing special assistance - gifted students	Students at risk are included in the inspectorate framework Under the heading of Learning and teaching lessons of the Quality framework of the inspectorate : Individual assistance and support	No norms provided . Individual assistance is focused on: - strategies for assisting, promoting and mentoring learning processes analyzing the school's provision of assistance with a view to ensuring adaptability of knowledge and specifically preparing transitions. - documentation and evaluation of individual assistance measures, internal review of their efficiency and ongoing development and improvement of the schools strategies for the provision of individual assistance.	No information available
<b>Rheinland Pfalz</b>  <i>Focus groups:</i> No special groups are mentioned: focus is on all children	School act from 2004 demands individual forms of learning for all children.	UN charter 2009 (article 24): With this article the Bundesländer will check their laws in order to develop concepts towards a more inclusive education system	No information available

<b>Scotland</b>  <i>Focus groups:</i> <ul style="list-style-type: none"> <li>- Underachieving students</li> <li>- meeting the needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>- Every inspection starts with the results of the school's self evaluation</li> <li>- Evaluation of how well local education authorities address underachievement</li> </ul> <p>Thematic reviews</p>	<p>Progress of attainment and missing out.</p> <p>Each of the five indicators of the framework: How good is our school is relevant:</p> <ul style="list-style-type: none"> <li>- improvements in performance</li> <li>- learners experiences</li> <li>- the curriculum,</li> <li>- meeting learning needs</li> <li>- improvements through self evaluation.</li> </ul> <p>No further norms are described.</p>	<p>Underachievement has been an important theme in the</p> <ul style="list-style-type: none"> <li>- 'Improving Scottish Education state of the Nation reports.</li> <li>- 'Count us in' and other related reports.</li> <li>- Education Scotland is starting a thematic task on : Getting it Right for Every Child.</li> </ul>
<b>Kanton Zürich</b>  <i>Focus groups:</i> <ul style="list-style-type: none"> <li>- socio-economically disadvantaged</li> <li>- German as a second language</li> <li>- boys</li> <li>- gifted children</li> </ul>	<p>No information about an inspection framework available.</p> <p>Equal Opportunities for the Disabled Act (SR 151.3)</p>	<p>No norms provided : basic assumption: integration of special needs students settles better conditions than special need classes.</p>	<p>Evaluation about the effects of integration of students at risk in mainstream classes (Moser, URS et al.2011)</p>
<b>Wales</b>  <i>Focus groups:</i> <ul style="list-style-type: none"> <li>- poor attendance</li> <li>- poor levels of achievement</li> <li>- poor life chances</li> </ul>	<p>Inspection is directed towards: standards and quality of education:</p> <ul style="list-style-type: none"> <li>- how far education meets the needs of pupils</li> <li>- the quality of leadership and management</li> <li>- the spiritual, moral, social and cultural development of pupils and</li> <li>- the wellbeing of pupils</li> </ul>	<p>No norms provided.</p>	<p>Research:</p> <ul style="list-style-type: none"> <li>- Supporting more able and talented pupils in primary schools (July 2011)</li> <li>Tackling poverty and disadvantage in schools ( July 2011)</li> <li>- Education of gypsy traveler pupils (June 2011)</li> <li>- Tackling child poverty and disadvantage in schools (2010)</li> <li>- Local authority support of migrant workers (Oct. 2009)</li> </ul>
<b>Czech Republic</b>  <i>Focus groups:</i> <ul style="list-style-type: none"> <li>- foreigners</li> <li>- learning disabilities</li> <li>- students repeating classes</li> </ul>	<p>Included in the Inspection framework through:</p> <p>4 practices:</p> <ul style="list-style-type: none"> <li>- monitoring of school climate</li> <li>- interviews with head teachers, teachers, students</li> </ul>	<p>No norms provided, but criteria: involvement of students at risk are included in 12 main Evaluation Criteria e.g.:</p> <ul style="list-style-type: none"> <li>- equal</li> </ul>	<p>No information, other than information from the data base of the Czech Inspectorate</p>

	<ul style="list-style-type: none"> <li>- monitoring of the educational advisor support to students</li> <li>- monitoring of the school partnership with advisory centers</li> </ul>	<p>opportunities in Education</p> <ul style="list-style-type: none"> <li>- material conditions</li> <li>- effective organization of education</li> <li>- effective support of personality development of children, pupils and students</li> <li>- partnership</li> <li>- systematic evaluation of individual and group results of children, pupils and students</li> </ul>	
<p><b>England</b></p> <p><i>Focus groups:</i></p> <ul style="list-style-type: none"> <li>- students with special education needs</li> <li>- boys and girls</li> <li>- groups of pupils whose prior attainment may be different from that of other groups;</li> <li>- students that are more academically able</li> <li>- pupils for whom English is an additional Language</li> <li>- minority ethnic pupils and</li> <li>- pupils who are persistently absent.</li> </ul>	<p>New framework will focus on groups underachieving, including: disabled students (as defined by the Equality Act 2010);</p>	<ul style="list-style-type: none"> <li>- Under achievement of specific groups of learners</li> <li>- contextual value added charts and</li> <li>- value added charts</li> </ul>	<p>Several survey reports. Mentioned are:</p> <p>Post-16 progression for learners with learning difficulties</p> <p>2) Supporting Children with challenging behavior through use of nurture groups</p> <p>3) Alternative provision (ie non-school)</p> <p>4) All inclusive approach to attendance and punctuality</p> <p>5) Tackling poor numeracy in young people and adults</p>
<p><b>Hessen</b></p> <p><i>Focus groups:</i></p> <p>The inspectorate focuses on how schools meet the issue of heterogeneity in general (since no data on students achievements are available for the Inspectorate of Hessen)</p>	<p>Included in the frameworks for both external and internal evaluation</p>	<p>No norms provided</p> <p>Criteria:</p> <ul style="list-style-type: none"> <li>- school provide a variety of counseling</li> <li>- students with special needs are timely identified</li> <li>- teachers adjust teaching/learning strategies</li> <li>- schools offer special support to students with special needs</li> </ul>	<p>Annual Inspectorate report</p>

<b>Northern Ireland</b>  Focus groups: Focused on improvement for all learners Inspection of Pupils at risk rely on key performance data: - attendance - standardized pupil testing - performance in external examinations - pupils not-in education employment/training -retention and - success rates of students	Inspection approach is reflected in two frameworks: - together towards improvement (schools sector) - improving quality: raising standards (further education and ve sector)	Norms are related to key performance date	- School, college or organization inspection report - Themed evaluations and disseminations of the sector - Biennial report of main findings- Chief Inspector's Report - Policy advice and briefings to government departments and committees
<b>Serbia</b>  <i>Focus groups:</i> in the sense that data are collected about these groups - students with a low participation rate - drop outs - early school leavers	Standards for work quality of educational institutions (2010) MoES&IEQE: Belfgrade  (Domain 4 of the Quality framework: support for pupils)	No norms provided	- Kovaca-Cerovic T., Financing inclusive education in Serbis, Conference for Children with Disabilities, Moscow, 27-29 September 2011 - Nolic G., LukicM. and Jankovic. V. (2010) Pupils with developmental disabilities and difficulties in educational institutions in the Republic of Serbia. Belgrade: Institute for Improvement of Education
<b>Saxony</b>  <i>Focus groups: focus on</i> - achievements of all students - students with physical or psychological impairments - gender - social/cultural background	During schoolvisits information is collected through: - questionnaires - observations - statistical data - interviews and discussions	A procedure for determining the support needs is provided	Assessment of values based on school data from school inspections

<b>Slovak Republic</b>  Focus groups: - students with mental and physical disabilities - talented/gifted students - lower social-economic background	The State School Inspectorate follows the following indicators regarding SEN students - fulfillment of the law and standards - the level of management - conditions for education and education provision in special schools, special classes etc. - individual integration of SEN students in mainstream schools	No norms provided	No information provided
<b>The Netherlands</b>  <i>Focus groups:</i> - all students: achievement - visually handicapped - speech and auditive disorders - mentally handicapped - behavioral and psychological problems	- Key performance data on achievement - Indicator for Special needs provision and guidance	Norms are based on achievement in relation with the disabilities/special qualities of the students	-Inspectorate of Education (2010) The State of Education in the Netherlands (2009-2010) IHVO: Utrecht (annual report, English summary available) 2) Ministry of Education, Culture and Science (2010)Key figures 2005-2010. Den Haag OCW - Thijs. A., Leeuwen, B. Van and Zandbergen, M. (2008). Inclusive education in The Netherlands, Enschede/Den Haag: SLO/OCW