



SELF ASSESSMENT TOOLKIT

Abstract

This toolkit is designed to support schools and further education and skills providers in taking forward their work on self-assessment into the area of equality and diversity.

Equality and Diversity UK

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About the toolkit

Ofsted has introduced changes to inspections from September 2015, with a new Common Inspection Framework (CIF) for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education and skills providers. Equality and diversity is not a stand-alone judgment for the purposes of Ofsted inspections but is threaded through the inspection framework and remains a crucial component of the evaluation and assessment of CIF criteria.

Equality and diversity features in the four judgment areas (leadership and management; quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for children and learners) as well as in key legislative and regulatory requirements such as the Equality Act and safeguarding. This means that equality and diversity must be considered throughout the length and breadth of teaching and learning provision.

Ofsted is looking at the extent to which equality and diversity is embedded in: the curriculum, the teaching and learning resources and materials, and the extent to which different groups of children and learners are able to achieve and attain their full potential. Therefore, the quality of equality and diversity understanding, awareness and promotion within the teaching and learning environment not only makes an important contribution to each of the four grades available for each judgment area but also to the grade for the overall judgment.

This Equality, Diversity and Inclusion (EDI) Self-assessment Toolkit has been produced to support staff to improve EDI considerations in the self-assessment process, which in turn forms an important part of the evidence submitted in the inspection process. The toolkit is primarily aimed at schools and further education and skills providers but other service providers in different settings will be able to benefit from the information, advice and guidance in the toolkit.

Ofsted publishes the CIF and related sector handbooks which set out how schools, colleges and other providers are assessed and evaluated across the range of judgment areas, the overall judgment and in relation to compliance with legislative requirements. A list of key Ofsted and other useful publications is provided at the end of the toolkit for your information. It is good practice to refer to these documents to ensure you understand in detail what inspectors are looking for in their assessment and evaluation.

Toolkit aims

This toolkit is designed to support schools and further education and skills providers in taking forward their work on self-assessment into the area of equality and diversity.

Self-assessment is central to quality improvement, and equality and diversity are central to the achievement of several key performance objectives including tackling poor performance, raising standards and skills, and providing services that are closer to children, learners and employers.

The toolkit aims to support staff by providing practical advice and guidance on carrying out robust and comprehensive self-assessment in relation to equality, diversity and inclusion (EDI) activities. It includes a series of checklists relating EDI activities to each of the key judgment areas to get you started. The toolkit will help you to maintain high standards of safeguarding for children and learners with different protected characteristics and other disadvantaged groups and in preparing for Ofsted inspections.

What's in the toolkit?

The toolkit contains two parts:

Part One: Overview

The first part of the toolkit provides an overview of the main considerations providers need to be aware of for effective self-assessment of EDI in all that they do.

It contains sections on:

- **equality legislation** and the **public sector equality duty**, and the importance of compliance
- the main aspects of Ofsted inspections of **spiritual, moral, social and cultural development**
- **promoting British values** and the **Prevent duty**, and their relevance to EDI
- **EDI self-assessment**, summarising the **features of effective self-assessment** and **self-assessment reports and inspection**, including the importance of reliable **data and evidence** and **what should the EDI self-assessment report cover** along with practical tips **writing the EDI self-assessment report and action plan**

Part Two: Checklists

This part contains checklists to help you consider how EDI is threaded through each of the main four Ofsted judgment areas in the setting where you work:

- **leadership and management**
- **quality of teaching, learning and assessment**
- **personal development, behaviour and welfare**
- **outcomes for children and learners**

Each checklist lists a range of good EDI practice activities and for each encourages you to consider:

- how well you carry out the activity
- evidence of your strengths in carrying out the activity
- evidence of any weaknesses (areas for improvement) in carrying out the activity
- what the impact of this activity is on learners
- what actions you need to take to sustain your strengths and address the areas requiring improvement.

Using these checklists in this way will help you to assess your performance in the rigorous and robust way expected of you by Ofsted inspectors.

The lists of good EDI practice questions in the checklists are not exhaustive: they provide a starting point. Providers can adapt and customise them for more tailored approaches to their provision. However, the lists are designed to give a comprehensive general overall consideration of the main EDI practices Ofsted will be looking for, as well as what outstanding continual improvement and development might look like.