COST OF THE SCHOOL DAY AND SELF-EVALUATION: HOW GOOD IS OUR SCHOOL FOR CHILDREN AND FAMILIES ON LOW INCOMES?

Cost of the School Day consultation with children, parents and staff can be used to help practitioners and school leaders understand how well they are addressing the impact of poverty on children's wellbeing, learning and achievement.

How good is our school (fourth edition) quality indicators and challenge questions can help schools to explore how children from low income households are served in terms of:

- equal access to the curriculum and resources for learning

- an inclusive school culture and ethos where discrimination is challenged

- staff and learner awareness of poverty

- participation of children and families on low incomes in the life of the school

- support to be safe, healthy, achieving, nurtured, active, respected, responsible and included.

Quality indicator	Level 5 illustration / features of highly effective practice	Challenge questions: 'for children and families on low incomes…'
1.5 Management of resources to promote equity	"… Staff have a shared understanding of what impacts on child poverty and make effective use of current available data on levels of child poverty, applying this to ensure equity…"	■ How well do we work collegiately with pupils, parents and partners to inform appropriate resourcing decisions? ■ How effectively do we use our resources to meet the learning needs of all and ensure equity?
2.1 Safeguarding and child protection	"… The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination… We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school…"	■ How effectively are incidents related to equalities acted upon to prevent future occurrences?
2.2 Curriculum	"… We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning…"	■ To what extent does our curriculum promote equity and raise attainment for all children and young people?
2.4 Personalised support	"… Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty… The school works with key partners to remove barriers to learning and provide an inclusive learning environment."	■ How well does our curriculum planning meet the needs of different groups of learners? ■ To what extent is our school an inclusive learning environment?

2.5 Family learning	"Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children… Our staff has an informed understanding of local demographics that informs more targeted support when appropriate…" "There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement."	■ How effectively do we use current available data about levels of poverty in our community to help us target interventions? ■ How are we actively promoting equality, fairness and diversity?
2.7 Partnerships	"… The school consistently involves parents and carers in shaping policy and services to improve impacts. All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner…"	■ How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement? ■ Is our Parent Council representative of all the parents and carers in the school and their social, economic and cultural backgrounds? If not, what are we doing to address this?
3.1 Ensuring wellbeing, equality and inclusion	"… Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included... Our learners benefit from the high-quality education which we provide for all children and young people… We ensure children and young people are active participants in discussions and decisions which may affect their lives…" "… All learners are included, engaged and involved in the life of the school. … We understand, value and celebrate diversity and challenge discrimination… We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs…"	■ How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? ■ How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? ■ How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? ■ How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty? ■ Have we successfully established an inclusive learning environment? How do we know? ■ How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?
3.2 Raising attainment and achievement	"… We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people…."	■ How well are we removing barriers to learning and ensuring equity for all?