

Joint Inspection of Services for Children and Young People Aberdeen City Community Planning Partnership Area

A WHOLE SCHOOL APPROACH TO USING THE SHANARRI WHEEL AS A SELF-EVALUATION TOOL

What was the identified issue?

All agencies involved with children and young people must play their part in making sure that young people are healthy, achieving, nurtured, active, respected, responsible, included and above all safe. The Shanarri Wheel is used to cover all 8 of these wellbeing indicators and is widely used across all agencies in Aberdeen as part of the Getting It Right for Every Child (GIRFEC) approach.

Hanover Street Primary through using an action research approach has developed a colour coded Shanarri Wheel to measure the 8 wellbeing indicators using a five point scale. The Shanarri Wheel is a self-evaluation tool for use with children at an individual, classroom and whole school level. It has been designed to be simple to use and understand. It is a solution focused approach which encourages collaborative working between individuals and practitioners.

How Have Services Worked Together?

Quality Indicators 1.1, 2.1, 3.1, 5.2, 5.3, 5.4, 6.3

Conducting a whole school survey to measure the 8 wellbeing indicators at individual, classroom and whole school level was identified as a key priority area within the School Improvement Plan for the session 2014-2015. A key aim was to promote inter-agency collaboration to ensure that ideas were being continuously exchanged in order to promote a holistic approach to measuring and improving wellbeing indicators for pupils within the school.

All staff at Hanover were trained in the use of the 8 wellbeing indicators and they agreed definitions for assessing and tracking progress at an individual, classroom and whole school level. The purpose of using the colour coded Shanarri Wheel was to enable individual children, classes and the whole school to recognise where they were, where they would like to be and what steps they needed to take to get there. This has encouraged a more pro-active and reflective approach.

Using the colour coded Shanarri Wheel has provided really good visual representation for each child as it demonstrates very effectively how well the child feels they are doing. The use of the Wheel as a self-evaluation tool has made it easier for staff carrying out single agency and multi-agency assessments as they are now far more familiar with the terminology and definitions

What are the benefits for children/young people and families?

Quality Indicators 1.1, 2.1, 2.2, 5.2, 5.3, 5.4, 6.3, 6.4

All children were involved in the whole school survey and scored themselves against the 8 Shanarri wellbeing indicators. Their scores were colour coded and recorded on individual Shanarri Wheels and used for pupils to set individual targets for improvement as well as being used as a baseline position. The wheel is also used in planning and supporting individuals who are involved in single or multi-agency assessments. Shanarri Wheels for each child are kept in their individual files. The completed wheel in the file can help outline a change from the period of initial assessment to review.

Scores have also been collated anonymously to provide classroom and whole school Shanarri colour coded wheels which are visually displayed throughout the school to highlight success and demonstrate where changes and improvements are to be made.

Parents have been invited to complete questionnaires on the 8 wellbeing indicators and to score how well they feel the school is doing. Following the results of the whole school survey and parental questionnaires, parents, pupils and staff will all be given the opportunity to be involved in working parties which will be involved in improving outcomes for the 8 wellbeing indicators.

Can improvement be evidenced?

Quality Indicators 1.1, 2.1, 5.2, 5.3, 5.4, 6.3, 6.4

The use of the colour coded Shanarri Wheel as a self-evaluation tool is still in the initial stages. This whole school approach to measuring the wellbeing indicators is based on an empowering model that enables the school to take steps to intervene through preventative approaches at organisational, classroom and individual level. Individual wheels will continue to be used to set and review individual targets for pupils which will be closely monitored and tracked throughout the school. It is intended to support and enhance professional judgement. Eventually pupils' progress will be tracked throughout their primary school career to record evidence of sustained progress, positive changes and areas for improvement which require more focus and support.

The information gathered for the classroom will be reviewed on a termly basis to assess any curriculum based strategies that have been implemented. Whole school information will be reviewed periodically through working groups with pupils, staff and parents and also on an annual basis to highlight effective intervention and to target any further identified school improvements.

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