

Community Inclusive Trust



“Where learning comes first”

Health Check

The Garth School

13/06/2017

Health Check Team

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Health Check Arrangements

The Community Inclusive Trust ensures that each school within the trust has a Health Check on an annual basis. The Health Check forms the basis on which the school's trajectory is measured and is used to assess a full range of school activities. This report gives the results of the Health Check at The Garth School on 13/06/2017.

The following areas give an overview of the conclusions reached:

Overall Effectiveness – Outstanding

Each member of the team completing the health check agreed that the school continues to provide an outstanding level of provision.

Leadership and Management – Outstanding

Leaders have a fantastic knowledge of all the pupils in school.

Staff are very clear around target setting, the tracking, moderation and interventions as well as understanding what pupil premium is used and how support is distributed. So, the information disseminated from leaders is clear and understood by all staff.

There is a real strong philosophy and vision that is led by the senior leadership team and the head of school is very clear about the direction of travel for the school.

The communication across the school is good and there is a real sense from the staff that they are there to support each other and that they are all in it together and work well as a team

DSLs have a very good understanding of policies and procedures. 5 Year training plan is in place. There is a running record of all training delivered which includes PREVENT. Any staff who do not attend training are identified and DSL's ensure they receive the missed training in a timely manner. A running record of all contact with customer services is kept.

It was noted that the Head of School has an outstanding knowledge of pupils which contributes significantly to the effectiveness of the safeguarding within the school.

Governor training is also in place for safeguarding.

Teaching and Learning – Outstanding

A range of lessons were seen across the school. Communication needs are clearly supported across the school in all lessons with very personalised approaches.

Teaching assistants know the pupils well and know their individual targets so that support is very targeted and appropriate for the individual. However, support staff are sometimes over used which could lead to a barrier for independence.

Staff pupil relationships are very strong.

Good use of a variety of cues – visual, auditory and tactile.

Very good use of the whole environment both indoor and outdoor.

Good use of resources.

Students record their own work through symbols, ipads, photos. Also saw an example of peer assessment.

A very calm, purposeful, positive atmosphere.

Behaviour for learning is very positive across the school.

Personal Development and Welfare – Outstanding

All students are greeted by staff and taken to class. Staff show a good understanding of individual needs. It was very calm and well managed with good communication with taxis.

Play time behavior- Good routines and consistent expectations of behaviour to ensure smooth transitions from playground into the hall/classrooms. The focus is on understanding individual needs to facilitate positive behaviour outcomes.

Class Behaviour- Classes are well organised and managed. Clear routines and expectations are in place. Positive behaviour is modelled by staff. Pupils are given responsibility for their own behaviour management with support from staff.

A new behaviour policy is in place which has had a significant reduction on physical interventions, looking at why behaviours are happening and planning approaches to support pupils to self-regulate their behaviour.

Outcomes for Pupils – Outstanding

Clear use of data to ensure positive outcomes. Data analysis is used effectively to target and drive interventions. A range of approaches are used including PIVATs, Caspa, MAPPs and communication tracker. Really good outcomes last year with 97.5% making expected progress in literacy and language, 95% making expected progress in Maths, 94

% making expected progress in Science, 98% in PSD.

Moderation in place both within the school and externally to support the professional discussions and ensuring staff are really clear with expectations.

All students achieve external accreditations at various levels including OCR and AQA

Many local links have been made. Local partnerships are key to the post 16 group who access taster sessions with all the local providers. These sessions help feed into the transition EHC plans to ensure that students move on to the appropriate post school provision.

Key Strengths

- **Leadership**
- **vision and ethos of the school**
- **Dedication of the staff**
- **Teaching and Learning**

Areas to Develop

- **Develop consistent lesson planning format**