

Health Check



[Woodlands Academy]

[14th March 2019]

Health Check Team
Stela Plamenova – Headteacher, Sandon School
Emily Walker – Director, LEARN Teaching School
Health Check Arrangements
The Community Inclusive Trust ensures that each school within the Trust has a Health Check on an annual basis. Health Checks form 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 Woodlands Academy on 14 th March 2019.
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 is performing at an Outstanding standard.
Teaching and Learning – Outstanding
The Health Check team carried out learning walks and undertook an extensive book scrutiny.
The behaviour of pupils is well managed, allowing for a positive and calm learning environment. Pupils engage well with their learning and show resilience when approaching tasks. Questioning is used to support learning; ensuring pupils could show understanding of the wider subject area, and cross-curricular links. Support Staff engage with pupils, and encourage them to be independent learners. Peer support was also evident within the lessons, through pupils offering support without prompts, showing caring supportive attitudes towards each other.
Personal Development and Welfare – Outstanding
The School Council meet regularly, and Pupil Questionnaires ensure pupil voice is gathered. The results of these are provided to the Senior Leadership Team.
Attendance of pupils’ is monitored by the Home Liaison Officer/ DSL, there is a clear structure in place to support and monitor the attendance of pupils, including initial action plan meetings and where necessary, Fixed Penalty Notices. As a result, attendance is improving and case studies support this.
Outcomes for Pupils – Outstanding
The tracking of pupils’ progress, in all subjects, enables Leaders and Teachers to look at the barriers for learning, and implement the best intervention. These interventions are bespoke according to the needs of the individual pupil, and include both academic and pastoral interventions if appropriate. The Tracking document is then shared with

relevant staff to ensure that pupils are monitored effectively.

Key Strengths

- Understanding of behaviour management which ensures that the environment is calm and conducive to learning.
- Variety of bespoke Interventions (academic & pastoral) and detailed tracking systems in place.
- The high standard of academic achievements of pupils.

Areas to Develop

- To develop the vision and ethos of therapeutic, well-being provision that is available to support SEMH pupils.