

Health Check Review



As members of C.I.T our purpose is “To put learners first every time”, this requires us to maintain the highest standards of education and care for all children and young adults within the C.I.T family.

The Health Check process puts into place a procedure that assesses the needs of potential partners. It also facilitates ongoing support to all professionals, within C.I.T to ensure excellence is a realistic goal within their practice.

It is the role of the Director of Education to lead this process and collate the information gathered. This formulates evidence trails, with regular meetings held before and during the Health Check, to produce a detailed report at the end of the process.

The key of a successful and purposeful Health Check is **High Challenge and High Support**, and as such, the process is rigorous but is also a coaching process for those involved.

PROTOCOLS	
Overview	<ul style="list-style-type: none">• All academies within C.I.T will participate in an annual Health Check.• Health Checks are to be undertaken by Headteachers, Heads of School, Director of Education, supported by the CEO and where appropriate, external advisors.• There is an expectation that all school leaders within C.I.T will support the Health Check process, within their own substantive organisation and other C.I.T settings.• The Health Check process is facilitated by the Director of Education.
Protocols for Reviewers	<p>Reviewers should:</p> <ul style="list-style-type: none">• Respect the school’s context and culture.• Review with integrity, courtesy and respect for staff and children/young people.• Discuss issues honestly and clearly.• Be positive and supportive.• Be challenging and rigorous.• Base decisions on clear evidence.• Maintain confidentiality about review decisions, unless permission is given to share practice.• Be punctual.

Health Check Review



<p>Academy Protocols for Receiving a Health Check</p>	<p>What makes a good visit:</p> <ul style="list-style-type: none"> • Have evidence ready • Ensure staff are briefed • Complete self-review and share it with reviewers • Have suitable space for reviewers to work • Ensure all relevant staff are onsite
<p>Reviewer Protocols - What to do before the review</p>	<p>Familiarise yourself with the school you are reviewing using information in the public domain:</p> <ul style="list-style-type: none"> ▪ Visit school website (looking at policies, how recent is the information?) ▪ Read the Ofsted Report ▪ Data Dashboard ▪ LA Reports ▪ Local Offer ▪ Previous Health Checks
<p>Data and Self-Review</p>	<ul style="list-style-type: none"> ▪ Request any pre-data and reports ▪ Raise on-line to be standard data before Health Check and SEN Review ▪ SEF ▪ Internal school tracking documents ▪ Calendar of events during the Health Check days



Data and Information	<p>Review the data and self-review submitted by school:</p> <ul style="list-style-type: none"> • Raise on-line • Data Dashboard • SEF • Foundation stage data (EYFS) • School data / review • Teaching Profile • Attendance/exclusions – latest term • Behaviour Reports • Past reports • Pre-populate the C.I.T reviewer report form (Health Check or SEND) based on the pre-reading and evidence gathering (begin to ask how do I know this is true?) • Evaluate the school’s interpretation of data. This will include attainment and progress for the previous academic year for each year group and for all groups of pupils, how this compares with a 3-year overview, narrowing the gaps, etc. • Review the SEF to evaluate if the school’s judgements for achievement, teaching, behaviour and safety, and leadership and management, were consistent with the achievement information. • Prepare key and subsidiary questions and areas for investigation for the review.
	<p>Pre Meeting</p> <p>Either meet or ring the main contact – either the Executive Head or Site Lead to discuss any areas they would like you to focus on.</p>
What to do during the review	<p>Setting the Scene</p> <ul style="list-style-type: none"> • Introduce yourself to reception. • Be professional. Reviewers are representing C.I.T and are there to perform a role. • Ensure the visit can go ahead as planned and visit lead is available. Re-schedule if something has happened in school/Ofsted call, etc. • Re-assure school that the visit / review is supportive. • Meet the school lead and re-check agenda - amend if necessary. • Begin collecting evidence from outset of visit – What is the quality of the buildings? How is reception managed? Were you welcomed by staff?
	<p>What should be included in the review:</p> <ul style="list-style-type: none"> • Discuss any specific issues raised from the pre-review data and information. • Issues raised by the school • Key issues from previous Health Checks/Ofsted reports. • Review any data/information based in school, eg SEN register. • Undertake tour/learning walk of the school that includes a) what the school wishes to show



	<p>You, and b) what you have identified as important for the review. Note how is school presented, learning environment, behaviour for learning.</p> <ul style="list-style-type: none"> • Ask questions to collect evidence and understand context and culture. • Meet with specific staff as appropriate – middle leaders, SENCO, school business manager, etc. • Pupil voice - meet with children/young people (*thanking them for their contribution) • Carry out any planned observation of activities. • Sampling of pupil books focusing on progress, marking, differentiation and impact of feedback. • Request further documentation/evidence – giving time for school to find this. <p>Review tips:</p> <ul style="list-style-type: none"> • Reviews should evolve based on the findings during the pre-reading and visit. • Build in some fluidity to follow up on areas for development or of good practice. • The visit should reflect the data. Where data does not match there, should be follow-up conversation. • Discuss this with the school lead 'I would like to follow up further here....' • Ask questions during activities to deepen understanding and collection of robust evidence. • Use learning walk/tour to make general observations on lesson practice. <p>At the End</p> <ul style="list-style-type: none"> • Provide verbal summary of key findings explaining that details and evidence will be clarified in a written report (so there are no surprises). • Schools contribute further during this discussion also – it is a professional dialogue. • Agree what will happen and the timeline for the report.
<p>What to do after the review</p>	<p>Report Process</p> <ul style="list-style-type: none"> • Reports are completed and a draft sent to CEO to allow the draft to be shared Headteacher/Head of School within 15 working days • The Director of Education will collate all information and findings of the Health Check and will write a report. This will include an action plan for the school. • Completed reports are signed off and commented on by the receiving Headteacher.
<p>Quality Assurance</p>	<ul style="list-style-type: none"> • Reports then go to the C.I.T Leadership for moderation, quality assurance and identification of shared issues. • Support will be discussed and offered proactively to address identified needs. • The outcomes of reviews will be collated to identify common training and development needs. • After the Health Check, the Headteacher/Head of School will complete a questionnaire, asking for feedback on the quality of the experience and report.

Health Check Review



Post Health Check	
	<ul style="list-style-type: none">• A staff survey will be given to all staff at the end of the Health Check. The head of site will be responsible for collating these and passing them on to the Director of Education.• The Director of Education will arrange any support packages or training needed.• Areas of excellence will be celebrated and further opportunities for key staff explored.