

Community Inclusive Trust



Health Check

The John Fielding School

8th November 2018

Health Check Team

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Allison Redfern – Assistant Headteacher, Ambergate School

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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 John Fielding School on 8th November 2018.

The following areas give an overview of the conclusions reached:

Overall Effectiveness – Good

Each member of the team completing the Health Check agreed that the school is performing at a good standard.

Leadership and Management – Good with capacity to drive the school to Outstanding

Leadership is very strong and has the capacity to develop the school at pace. All are clear about the priorities for development and are enthusiastic to make the changes needed.

Systems and processes are in place are rigorous, accurate and there is confidence through moderation. These systems allow learning to move on at greater pace.

The Head of School has clear vision for the school and drives this at pace supported by the senior leaders, monitoring the impact of changes made.

Middle leaders are new to responsibility. They are obviously very capable, but now need to support their transition from managing their area to being able to explain why they do something, how they monitor the impact, and this is how we know we are successful in this area.

Teaching and Learning – Good

The Health Check team carried out lesson observations and undertook a work scrutiny.

During the health check 8 lessons were seen, 7 being joint observations with SLT. SLT and reviewers' judgements were the same. Gradings were as follows-
2 Outstanding

5 Good

1 Requires Improvement

Teaching assistants were aware of the learning intentions for the pupils they were working with.

The succession planning within the school is great – the school has a clear effective apprenticeship system, leading to permanent jobs. There are examples of staff being supported to gain QTS. Staff feel supported within their career development.

Work clearly shows the starting point of the pupil enabling progress to be seen within work. Evidence supports assessment with clear photographic evidence and written feedback given. Work clearly links to the assessment criteria

Leaders regularly scrutinise the evidence on tapestry (every half term), giving feedback to staff.

Work is externally moderated with other similar schools.

Personal Development and Welfare – Good

There is a clear, robust system for picking up any pupil who has attendance concerns. The school has held multi agency meetings where necessary. The school supports pupils back into school well. They ensure that the correct, well considered, decisions are made for the individual pupils.

Case studies are done on all pupils who may cause concern. It is clear that the way the school works with parents/carers is breaking down barriers.

All staff engage with pupils during play times to ensure behaviour is positive and pupils develop their social behaviours.

Physical interventions have reduced from last year.

Pupils feel happy and safe in school and know who to go to if they have a problem.

Those on the school council enjoy their role. They have well-structured meetings which they feed back to the rest of the school

Outcomes for Pupils – Requires Improvement

Assessment is a solid model. It is clear where each pupil fits and the rationale behind the assessment for the different types of groups. The system is also easy to interpret and is clear to all (including non-SEN specialists)

English – 95% met or exceeded targets

Maths – 83% met or exceeded targets

PSED – 88% met or exceeded targets

MAPPs – 78% met or exceeded targets

Key Strengths

- Feel of the school, calm, **purposeful** and happy environment
- Distance travelled in respect to systems and processes in place in short time
- Head of School and his vision, drive and impact
- Behaviour

Areas to Develop

- Training for middle leaders and **Governors** so matching ability of other leaders
- Consistency in the implementation of the vision and ethos and curriculum intent