

Community Inclusive Trust



Health Check
The Priory School
10/10/2018

Health Check Team
<p>Peter Bell – CEO Community Inclusive Trust</p> <p>Ashley Caress – Deputy Headteacher Ambergate School</p>
Health Check Arrangements
<p>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 Priory School on 10/10/2018.</p> <p>The following areas give an overview of the conclusions reached:</p>
Overall Effectiveness – Outstanding
<p>Each member of the team completing the health check agreed that the school is delivering an outstanding standard of education and care. Outcomes for pupils are excellent and as is their behaviour and wellbeing.</p>
Leadership and Management – Outstanding
<p>Senior leaders have continued to improve pupil outcomes and have a clear vision for next steps and further improvements. The school has a wealth of progress data to hand and now needs to refine the precision with which this is presented.</p>
Teaching and Learning – Outstanding
<p>The health check team carried out six lesson observations, all of which evidenced very strong practice. Work scrutiny further evidenced good practice withing teaching and learning. Some minor inconsistencies in marking and feedback practice were noted.</p>
Personal Development and Welfare – Outstanding
<p>Pupil attitudes to learning were excellent. Pupils were consistently polite, well-mannered and take a pride in their school.</p> <p>Staff and pupil relationships were warm and supportive of one another.</p> <p>There is a culture of safeguarding throughout the school. Pupils know how to seek support and help when required. There is an ethos of “talk to somebody”. Case studies are in place to show the effectiveness of safeguarding and staff understood their responsibilities around safeguarding children.</p> <p>It was evident that leadership had a full understanding of the needs of all the pupils and are aware of the interventions that are being used for each child.</p>

The high attendance levels have been achieved through ensuring that pupils in the school are happy and have vibrant engaging lessons. Strong links are made with families prior to the child arriving in school including facilitating meetings with the transport providers.

Parents are contacted every morning if their child is off, on the third day of absence the school will write to parents and on the 10th consecutive day the LA are notified.

Safe and well checks visits are made when required.

An example was given of a child at 3% who, through the support of the school, is now at 80+%.

Outcomes for Pupils – Outstanding

Key data

Caspa Data shows

Literacy – 97% made expected or above expected progress

Maths – 99% made expected or above expected progress

PSD – 99% made expected or above expected progress

School Target Data shows

Literacy – 75% met or exceeded their target

Maths – 83% met or exceeded their target

PSD – 63% met or exceeded their target

School targets appear lower than CASPA due to the school targets being more stretching and aspirational than the Caspa targets.

Leaders are aware of the pupils who did not make expected progress and all these pupils have interventions in place.

There are proactive intervention programmes in place – data is captured three times a year and this enables leaders to initiate intervention packages for those who are not on track to achieve their targets.

Caspa generates a target, these are used as a starting point for teachers and SLT to discuss appropriate school targets and stretch targets. No Caspa targets have been decreased within this process.

For those pupils who are out of the range of Caspa, similar protocols are employed and the school tracks these pupils separately, these targets are also related to the qualifications these pupils are on track to achieve.

There is limited difference in achievements of the different groups.

The school have had significant success with GCSE's 17-18. There are limited GCSE's on offer at the school, however these are the key GCSE's needed for these pupils to access the next phase of education. If there are specific GCSE's or other qualifications that pupils want to take to support them in their next steps the school have many external connections that they can use to source other accreditations.

Key Strengths

- Outcomes
- Behaviour
- Teaching and Learning

Areas to Develop

- Presenting the school as outstanding
- Work scrutiny