

Community Inclusive Trust



Health Check

Ambergate Sports College

05.02.20

Health Check Team
<p>Daran Bland – Director of Governance & Operations, CIT Fran Crowther – Headteacher, St Francis School Claire Moore – Headteacher, The Garth School Nicola Todd – Assistant Headteacher, Greenfields Academy</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.</p> <p>This report gives the results of the Health Check at Ambergate Sports College on 05.02.2020</p> <p>The following areas give an overview of the conclusions reached:</p>
Overall Effectiveness – Outstanding
<p>Each member of the Health Check team agreed that the school is Outstanding</p>
Leadership and Management
<p>The leadership team are a key strength of the school. There is a strong coherence and a drive to improve further.</p> <p>There was an overwhelmingly positive response from staff in regards to the support they receive.</p>
Teaching and Learning – Outstanding
<p>There were 8 lesson observations completed, all of which were judged as good or better. The teaching team are consistent in differentiation to ensure personalised learning takes place in line with individual needs.</p> <p>Books seen were well marked and up to date. Books are neat and well presented with pupils evidently taking pride in their work. The marking scheme was followed with consistency. Work seen in books was well sequenced and built upon prior learning.</p>
Personal Development and Welfare
<p>The school environment is inspiring! Displays are excellent, providing both information on the broad offer available to pupils and a celebration of achievement and progress. The school has a weekly celebratory assembly where awards are presented for a range of different purposes. These are displayed both in school and online.</p> <p>The school has a Head Boy, Head Girl and School Council established and they are able to meet and make suggestions on behalf of each class. This information is displayed along with minutes of the meetings.</p> <p>There was an overwhelming feeling that the school is well-ordered, friendly and calm. This was observed throughout the day.</p>

Pupil behaviours and attitudes to school were observed to be highly positive.

Pupils started the school day in a very positive manner. Routines are well-established, leading to a calm and purposeful start to the day.

Behaviour in classes was very good and relationships are respectful.

Outcomes for Pupils

There is clear evidence of a shared vision that underpins the schools approach to the design, implementation and review of the curriculum offer.

The school tracks and assesses progress using a combination of Missions, BSquared and a GCSE tracking and assessment system. All pupils are set individual, tailored targets at the start of the year. This is further informed by benchmarking against CASPA generated expectations.

The school uses NGRT assessment twice a year to measure progress in reading. This assessment provides a reading age for every pupil.

Data presented shows the following percentage of pupils that are on track to achieve their end of year targets:

English – 89%

Maths – 90%

PSHE – 88%

For all pupils not on track, there is a clear intervention process in place.

School leaders regularly review and refine the offer to ensure the very best provision.

Key Strengths

- The leadership team, there coherence and drive to improve further.
- The curriculum, it's breadth and opportunities for enrichment
- The provision for reading and the clear sense of direction to improve it further.
- General behaviour across the school.

Areas to Develop

- Review the level of work challenge being given to pupils.
- To develop a wider variety of teaching styles with opportunities for pupil led learning.