

Community Inclusive Trust



“Where learning comes first”

Health Check

The Garth School

27/09/2018

Health Check Team
<p>Claire Buffham – Director of Education CIT</p> <p>Ashley Caress – Assistant Head Teacher; 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 Garth School on 27/09/2018.</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 continues to provide an outstanding level of provision.</p>
Leadership and Management – Outstanding
<p>The Leadership Team is a strength of the school.</p> <p>The communication across the school is good and there is a real sense from the staff that they are there to support each other and that they are all ‘in it together’ and work well as a team.</p> <p>Members of the SLT are curriculum co-ordinators for Maths and Literacy, Language and Communication. Examples were shared, highlighting new initiatives that have already been implemented by the subject co-ordinators and they have also been evaluated.</p>
Teaching and Learning – Outstanding
<p>Six lessons were seen across the school. One of these lessons was not observed long enough to grade, but it was felt that had they been in longer, this lesson would have been outstanding. Of the other five lessons, four were graded as good with outstanding features and one outstanding.</p> <p>Planning was clear and activities were well-pitched to pupils, taking into account individual need and ability and bespoke learning intentions and next steps for learning. Planning clearly shows the intent and implementation of lessons.</p> <p>Resourcing was strong, incorporating a variety of learning styles.</p> <p>The school have a comprehensive delivery format for their curriculum, underpinned by a Formal, Semi-Formal and Informal approach.</p> <p>There is an emphasis on ensuring pupils have the correct skill for their next stage in school, including developing behaviours for learning. Skills are also developed to ensure</p>

pupils can access their community as independently as possible.

Within the 6th form, much work is done with pupils accessing a variety of providers so that an informed, pupil centered, decision can be made about where they will be best placed post The Garth School. This is done collaboratively with pupils, staff parents/carers, social care and providers. The impact of this work is the successful placements of all pupils.

Personal Development and Welfare – Outstanding

The number of physical interventions year on year continues to decrease.

An on-going Behaviour Report established by the Head of School highlights that low lying behaviours are not an issue within the school - which is relevant to the types of pupils the school caters for.

The behaviour observed during the health check day was impeccable. The one minor incident observed was dealt with appropriately and effectively.

A case study is in place illustrating the successful support put into place for a particularly challenging pupil who was at high risk of not having a successful placement within the school. He is now accessing a bespoke curriculum which is fully meeting his needs and preparing him for the future.

Processes are in place to support staff with pupils that they highlight as having behavioural needs with the Head of School spending time in classes to observe behaviours and then supporting the class teacher (if necessary) to write comprehensive behavior management plans. These are shared with parents/carers and reviewed and amended appropriately to reflect progress.

Outcomes for Pupils – Outstanding

The data shows that the progress of pupils is outstanding at The Garth School.

	Made Progress from Starting Point	Achieved CASPA Guided Target	Achieved Stretch Target
English	93%	89%	57%
Maths	100%	92%	60%
PSD	95%	83%	42%

	MAPP 1	MAPP 2	MAPP 3	MAPP 4
July 2018	89%	89%	100%	75%

Key Strengths

Leadership

Behaviour

Ethos and attitude of all staff and pupils

Areas to Develop

Makaton signing needs to be consistent

Articulation of the three I's

Consistency within Evidence Folders

Careers documentation