

Community Inclusive Trust



"Where learning comes first"

Health Check

Caythorpe Primary School

13th October 2016

Health Check Arrangements:

The Community Inclusive Trust ensures that each school within the trust, or schools with whom they are providing interim leadership support, 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 range of school activities. This report gives the results of the Health Check at Caythorpe School on 13th October 2016 and also gives a summary of progress to date as moderated by the LA representative, the CEO of the Trust and an external moderator for writing. Where the conclusions were drawn from evidence not seen on the day of the health check they are written in *blue italic* script.

The Health Check was overseen by:

Mr Shaun Farrington	Chief Headteacher - Burford Primary School
Miss Claire Buffham	Director of Education – Community Inclusive Trust
Mr Paul Hill	Executive Headteacher – Caythorpe Primary School

As the Community Inclusive Trust has only been supporting Caythorpe Primary School for a short period of time it was felt important that this report reflects both the evidence seen on the day and the external moderation processes completed by the Trust since 1st September.

The following areas give an overview of the conclusions reached:

Overall Effectiveness

The members of the Health Check Team acknowledged that the school had been through a period of huge transition. The new leadership were able to demonstrate that the overall effectiveness of the school was accelerating at pace. This conclusion was drawn from a range of evidence including staff interviews, a tour of the school, at least one observation of each teacher, discussions with pupils, ongoing debate with the leadership team and scrutiny of the range of work and planning within the school.

Leadership and Management

The Health Check reviewers were clear that Leadership and management was a key area for consideration during the day. Prior to the summer break the school community were aware that the Deputy Headteacher and another senior teacher were moving to other schools. This, combined with the new Head of School and Executive Headteacher beginning in September, meant that the team were tasked to ensure that leadership capacity was assured. The team came to the following conclusions:

- The actions taken by leadership show a clarity of purpose.
- The school development plan is well structured.
- The self-evaluation of leadership is accurate.
- Steps are being taken to ensure that staff are able to take up middle leadership roles in order to enhance the rate at which the school can move forwards.
- *Teachers have responded well to the changes made by leadership and this has ensured that goals set are being met.*
- *The leadership have made accurate use of assessment materials and data in order to ensure that the correct actions are taken.*
- *Changes to the performance management system are having a positive impact on the professional development and accountability of staff.*
- *Two members of staff have already visited another school and other members of staff have been invited to do so, or have visits scheduled.*
- *The new leadership has acted quickly to ensure that the school is meeting all of its statutory duties.*

Recommendations:

- Now that baseline assessments have been completed the leadership should clarify the milestones within the School Development Plan such that all staff have a clarity of expectation during each part of the school year. These milestones should set stretching targets for pupil achievement at the expected level by the end of each term.

- Middle Leaders should have bespoke coaching programs (taking into account experience levels and areas for which they are responsible) in order to ensure that progress in their area of responsibility is rapid.

Teaching Learning and Assessment

The health check team visited as many lessons as possible during their visit. Each teacher was observed on at least one occasion. These observations, book scrutinies, external data and the Trusts own use of *internal data, planning scrutiny and external support mean that the Trust has drawn a range of sources together to find the following strengths:*

- *A new assessment system is now in place. This has given all teachers a baseline of achievement for their classes and will ensure that progress can be measured accurately.*
- *The new assessment system can be used to track children in a range of groupings ensuring that the leadership team can monitor trends over time and allocate resources appropriately.*
- *External moderation has already been used to ensure that teacher assessments of writing are accurate.*
- Book scrutinies show that marking is taken seriously. The quality of marking has clearly improved although it remains variable from class to class. Pupils are responding to the marking allowing greater progress although this can be inconsistent.
- Book scrutinies also showed that presentation and standards are of a good level.
- The school performed as follows in the statutory assessments of 2016:
 - In the Foundation Stage 67% of pupils reached a Good Level of Development. This is 2% below the national picture. However the average over the past two years means that the school is performing broadly in line with the national picture.
 - 94% of pupils in Year 1 reached the expected standard in the phonics screening check. This is significantly above the percentage achieved nationally.
 - The standards achieved by pupils in Year 2 for reading writing and maths were in line with those seen nationally at the expected level and significantly above those seen nationally for a greater depth of understanding within writing and mathematics.
 - The results in Year 6 were significantly below the national average, this was more pronounced for pupils who are eligible for pupil premium.

Areas to develop:

- The observations undertaken showed that the quality of teaching and learning within class is variable. This is particularly evident when teachers attempt to ignore low level disruptive behaviour.
- The work undertaken by Teaching Assistants during lessons had a variable impact on learning.

Recommendations:

- Teaching assistants and teachers to receive training to ensure that TAs can have a greater impact on pupil progress.
- To develop clear “Caythorpe School” expectations in specific areas such as marking, child initiated play and behaviour for learning.
- To use performance management system to ensure that teacher performance is monitored and the correct support provided to increase the rates of pupil progression.

Personal Development and Welfare

Throughout the health check children’s behaviour for conduct was good, however when in class children could exhibit low level disruptive behaviours which prevented greater levels of progress. There were no high level behaviour issues. The following strengths were identified:

- Observations of break times showed that children behave well and understand the expectations during non-directed times. Pupils respond well to the systems in place to safeguard their free time (lining up, reporting to teachers etc).

- When asked about bullying (at random) pupils showed no concerns and were able to state that they would be able to talk to an adult if necessary.
- Pupils were aware of the safeguarding procedures in school, again stating that they would talk to an adult in school if they were worried.
- An audit of safeguarding within the school has been undertaken by a senior member of the safeguarding team at the Community Inclusive Trust. This has given a clear plan for future development.
- The SENDCO understands the requirement of the role and has an action plan in place. She understands the need to develop interventions to further the progress of pupils with Special Educational Needs.
- The learning environment was good throughout the school and this contributed towards the good standards of behaviour for conduct seen.

Recommendations:

- To enhance the behaviour for learning within the school by developing the work on school rules already undertaken by the school council.
- To ensure that the school has a library of interventions for pupils who may require additional support. These interventions should be time limited and the impact easily measurable.

Outcomes for pupils

Outcomes for pupils across the school are variable. This is reflected within the statutory assessment results of 2016 and the baseline assessments undertaken in September.

The results from 2016, combined with internal tracking, can now be used in order to ensure that the correct groups of pupils within the school are receiving the support needed in order to rapidly increase their rates of progress.

Recommendations:

- A cycle for assessment has already been put into place within the school. The use of this system is essential in establishing a cycle of improvement where changes are made once the information has been collated from the data.

EYFS

Two observations were undertaken within the Foundation Stage. The quality of phonics teaching and behaviours demonstrated by the pupils during the phonics session was excellent. Pupils are making rapid progress and are becoming readers.

The child initiated learning within the Foundation Stage was appropriately resourced but requires greater direction for pupils. This is particularly in the case during their first half term at school.

Children enter the Foundation Stage broadly in line with the expectations for their age. Over the past two years pupils' achievement on entry to Year 1 has also been broadly in line with that seen nationally.

The outdoor area is well resourced and organised to ensure that it adds value to the pupils' learning. Pupils use these resources appropriately and are able to interact positively during outdoor sessions.

Recommendations:

- Staff should ensure that child initiated times have a structure – for instance, the activities that pupils can access could have targets for the pupils to work on (using the rolling pin to make a circle etc).
- The phonics practice seen within the Foundation Stage should be shared with other teachers.

Throughout the day the members of the Health Check Team were warmly welcomed and would like to extend their thanks to all members of the school community.