



# LA SCHOOL HEALTH CHECK

**School/Academy: St. Thomas' C.E Primary school, Blackburn**

**Date: 3-2-2016**

**Present: School Leadership Team**

PRE INSPECTION		Red	Orange	Green
<b>SECTION A</b>				
1. Has the Inspection framework been shared with staff/governors?	Yes- SLT have the greater insight. Subject leaders are self-evaluating at present. Governors are becoming more aware of the framework.			Green
2. Does your website meet statutory requirement? Is it easily navigable and fully functional? Have you audited it?	Yes! Audited- complete.			Green
3. Have you done a Raise online/inspection Data Dashboard analysis of strengths and weaknesses of your school including EY?	Focus Educational have analysed data- to be presented to Governors. Each Nov., data presentation given to Govns. Rising Stars is being used and is proving useful.			Green

	Strong data understanding within the SLT which is shared with staff. Anxiety is prevalent around assessment without levels at present.			
Have you shared with staff/governors?	Yes.			
Do you know the weaknesses and strengths?	Governors will have current attainment projections shared this term.			
Have the areas for development been included on the SIP? Can you identify what you are doing to address these? (prepare a script)	These have been fed into the SIP.			
4. Parent View Do you use this as a self-evaluation tool?	Not at present- but school will continue to encourage parental use.			
If not how do you access information from the parents?	Internal analysis carried out.			
How do you analyse the responses?	Shared with SLT/Governors. (eg response to traffic complaints). Facebook page is very positive (organised by company- Blippit).			
What impact has it had?	Issues are discussed (eg homework)			
5. Pupil Questionnaire and Staff Questionnaire Do you use this as a self-evaluation tool?	Yes- school to consider using the OFSTED pupils and staff questionnaires ahead of inspection.			
If not how do you access information from the pupils?	N/A- Pupil Voice used.			
How do you analyse the responses?	Analysed and shared.			

What impact has it had?	Respond quickly- much personal interaction. A very personal approach is taken to dealing with issues raised by any stakeholders- often verbal.			
<b>PRE-INSPECTION PHONE CALL</b>				
<b>SECTION B</b>				
1. Progress since last inspection?	School has been to other schools to watch outstanding practice. Phonics is looking more positive for 2016. It was an obvious focus for school. Many actions taken to improve this area. Action Plan in place.			
2. SEF (not statutory). Have you got one? When was it last reviewed? Do you have a 'snapshot' view of this?	Yes. Reviewed last week.			
3. Does your SIP reflect SEF, Raise online & Inspection Dashboard?	Yes.			
4. Do you have up to date timetables available?	Yes- ready to be sent.			
5. Do you have up to date staffing information (staff handbook).	Internal Consistencies- also a sheet for short-term staff.			
6. Single Central Record- Does it meet statutory requirement? Has this been checked and signed off?	Not kept as a paper copy. Advised to sign that Chair has checked it (coincide with full Governors' Meetings).			
7. Safeguarding – Is your policy currently compliant with LSCB? (November '15)	Checked by school.			

<p>8. Have your got a safeguarding training record?</p> <ul style="list-style-type: none"> <li>▪ Prevent</li> <li>▪ FGM (Female genital mutilation)</li> <li>▪ CSE – Child Sexual Exploitation</li> <li>▪ Level 1</li> <li>▪ Designated Head – Level 2</li> <li>▪ Safer Recruitment</li> <li>▪ Working together to safeguard children</li> <li>▪ First Aid Level 1</li> <li>▪ Education Visits</li> <li>▪ Governor training record (Prevent)</li> <li>▪ E-Safety</li> </ul>					<p>Record kept of training- meticulous. E-Safety- ADE is taking E-Safety lessons across school.</p> <p><b>Check Safer Recruitment for HT.</b></p>			
<p>Do you have any Looked After Children?</p>					<p>2</p>			
<p>Have you got appropriate supporting documentation eg PEP?</p>					<p>In place. Exemplary PEPs in place.</p>			
<p><b>ALL OF THE ABOVE DOCUMENTATION NEEDS TO BE KEPT CONFIDENTIAL AND SECURE.</b></p>								
<p><b>INSPECTION</b></p>								
<p><b>OUTCOMES FOR CHILDREN</b></p>					<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>1. What is your current school data including FS telling you? Attainment/progress (within context)</p> <ul style="list-style-type: none"> <li>▪ Fully functioning tracking system in place?</li> <li>▪ How are you closing the gaps of the vulnerable, including the impact of intervention?</li> </ul>					<p>Over past three years the picture is good. Positive picture for 2016. FFT data shows excellent progress.</p>			

<ul style="list-style-type: none"> <li>What other standardised assessments are you using?</li> </ul>					School has moved to Target Tracker- not SIMS. Happier with this. Transition being managed from SIMS to new system. To be done as a SIG group. Detailed tracking of disadvantaged/ PEPs etc. undertaken.			
<b>T &amp; L/ASSESEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Teaching is good with some outstanding practitioners.			
<b>WORK SCRUTINY</b>								
<p>Work scrutiny has become a key element during inspection to measure attainment, progress and quality of teaching.</p> <p>1. Do you have a current marking &amp; feedback policy? Is this reflected consistently across school in and /or cohorts/year groups pupils' work/</p>					Monitored. Policy in place. Folder re. monitoring to be set up on computer for inspectors to easily access. Standards are closely monitored.			
<p>2. Have you got sufficient evidence of work scrutiny across school that has had an impact on improvement?</p>					In place but more required.			
<b>LESSON OBSERVATIONS</b>								
<p>1. Do you have evidence of monitoring?</p>					Yes.			
<p>2. Has the school made an overall judgement of the quality of teaching and learning?</p>					Yes- good.			
<p>3. Where it is not good or better, what is the school doing about this?</p>					N/A			
<b>LEADERSHIP &amp; MANAGEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Not outstanding at present due to achievement.			

1. Are leaders at all levels Ofsted ready?							
2. How are your Middle leaders supporting improvement across the school?							
3. Are your subject leaders knowledgeable about standards in their own area?							
4. Is there whole school monitoring schedule?							
5. Are your governors 'Ofsted Ready'? <ul style="list-style-type: none"> <li>▪ Do they have ambition for pupils?</li> <li>▪ Do they have an understanding of your data?</li> <li>▪ Do they hold senior leaders to account?(prepare an example of this)</li> <li>▪ Have school ensured that they have all Statutory policies in place?</li> </ul>							
6. How do governors Monitor? <ul style="list-style-type: none"> <li>▪ What are the headlines?</li> <li>▪ What is the school is about this?</li> <li>▪ What is the quality of Teaching &amp; Learning?</li> <li>▪ How do Governors monitor the quality of T &amp; L?</li> </ul>							
<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>			

There is a separate judgment of behaviour and personal development. The lower of the two will determine the judgement.	This is a strength of the school.			
Has the school updated the Behaviour Policy in the light of the new Behaviour and Discipline guidance?	Amended in the light of the policy.			
<b>ATTENDANCE</b>				
1. Is there an ongoing detailed analysis?	Case studies to be provided. Yes- analysis is ongoing. EWO visits once a term.			
2. If there is an issue, how is this being addressed?	Parents are sent a letter- then they are spoken to. Tends to resolve any situations. Walking Bus helps to address issues.			
3. Are you considering:- <ul style="list-style-type: none"> <li>▪ The attendance of low attainers?</li> <li>▪ Referrals?</li> <li>▪ Exclusions?</li> </ul> (Useful to have case studies if there are issues)	Yes. Case studies will be available as appropriate.			
4. Do you have a behaviour strategy for children with complex social/behavioural needs?	Parents are consulted if complex issues. Educated off-site as necessary. To be added to the Behaviour Policy.			
5. Do you use external agencies to support these children? What is the impact? (Case studies)	Yes- case study prepared as necessary.			
<b>WELLBEING</b>				

1. Do you have evidence of SMSC, British Values, PSHE, E-Safety across the curriculum? Are these embedded across the curriculum?					Yes- confident within this area. Follow the 'Jigsaw' curriculum.			
2. Do all pupils understand how to keep safe (case studies eg LAC)?					E-Safety displays in each classroom. Family Wise etc.			
<b>EARLY YEARS</b>								
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Good with outstanding features. Early Years audit to be arranged.			
1. What baseline assessment are you using?					NFER.			
2. What is the data telling you?					Children enter school below national. Leave FS just below nat. Very good progress. Lower PPG than deprivation figures would suggest.			
3. Do you have an action plan for EYFS?					Action plan- focus on phonics and outdoor provision.			
4. Is your monitoring focussing on:- <ul style="list-style-type: none"> <li>▪ A balance between child initiated and planned Teaching &amp; Learning?</li> <li>▪ Communication and modelling language being key aspects?</li> <li>▪ Challenge in continuous provision?</li> <li>▪ Outdoor provision available at all times?</li> </ul>					Yes- new targeting system, modelled activities, focus on gaps in learning.			
5. How do they assess and plan the next steps in their learning? (Learning Journals)					I Pad system used. APP called Orbit. BwD booklets are used to show up gaps.			
6. How do they record the children's attainment and progress? (Tracking)					Yes.			

7. How is EYPPG being spent? What impact is this having on the vulnerable learners? (application to Nursery pupils also)	Big expenditure on TA L3- focus on language and lang. acquisition. Social skills groups. Language support is bought in.			
8. How are parents involved in their child's assessment?	Good relationship- facility for parents to access the Orbit is being planned for.			

**Please sign:** Signed by CL and SC, 3-2-2016

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REVIEW DATE:** \_\_\_\_\_