

Sutton Secondary Teaching School Alliance

Review Report

Name of School	Carew Academy
School Address	Church Road, Wallington. SM6 7NH
Telephone Number	020 8647 8349
Principal	Robert Watkins
Date of last Ofsted Inspection	3-4 June 2015
Grade of Last Ofsted Inspection	Good with Outstanding for Behaviour and Safety

School Context

- Carew Academy is larger than the average special school. The number of pupils on roll is increasing year on year. The academy caters for pupils who have a range of additional learning needs, some of which may be complex or severe, including autism. All pupils have an education, health and care plan.
- Just over half of pupils are White British. The remainder represent a wide range of ethnic backgrounds.
- The school receives pupil premium funding for almost half of its students.
- A new Principal took up his post in September 2016. Most members of the senior leadership team are new to their role within the last two years.
- A sixth form has been established since the previous Ofsted inspection. Sixth form students are now taught on the school site.

Achievement of Students

Needs
Development



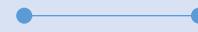
Major
Strength

'What Went Wells'

- When pupils join the school, the levels at which they are working are typically very much lower than those expected for their age. This is also the case for those pupils who join the school in other years. Pupils' literacy and numeracy levels are well below average on entry. Although overall attainment is still lower than average by the end of Year 11, many pupils have made strong and sustained progress from their individual starting points. Many overcome severe barriers to their learning.
- There is no variance upon outcomes for pupils in receipt of pupil premium.
- Significant numbers of pupils in Years 8 and 9 gain AQA Unit Award Accreditation to demonstrate the progress they are making.
- There has been a sustained improvement in pupil outcomes in English and mathematics over the past three years. In 2018, every Year 11 pupil achieved a minimum of an Entry Level Qualification in English and mathematics.
- In 2018, pupils achieved 45 Level 1 Passes in a range of subjects which represents a significant increase on previous years. In addition, for the first time, students achieved Photography GCSEs, the Silver Arts Award and the Silver Duke of Edinburgh Award.
- In Year 13, all students achieved the BTEC Entry Level Qualification.
- Pupils are well prepared for the next stage in their education, training or employment.
- Personalised learning and the teaching of lifeskills consistently promotes the growth of confidence and independence at Carew Academy.
- Post-18 transitions are managed very effectively. All students went into further education or employment. One hundred per cent of students passed the BTEC Work Skills Accreditation.
- Work experience/vocational education prepares students for future careers, the work experience offer is broad and well embedded.

Learning and Teaching

Needs
Development



Major
Strength

'What Went Wells'

- Supportive and trusting relationships underpin teaching, learning and assessment. As pupils progress through the school, they see themselves as learners and expect to engage in and take responsibility for their learning. They know that teachers 'go above and beyond' in order to support them as learners and that they matter as individuals. They enjoy working collaboratively and are eager to discuss and seek the opinions and ideas of their peers. They openly 'high-five' one another when celebrating success. Older students talk openly about being resilient when things go wrong.
- Teaching assistants are a valuable asset to the school. They are well deployed and work very well with the teachers to support and develop pupils' learning. On many occasions, it was difficult to differentiate between the teacher and other adults, such was the level of planning and seamless support.
- Established routines and well-managed transitions mean that pupils feel safe. When pupils become anxious, staff are adept at calming them down and quickly re-engaging them in learning. Morning tutor time is used well to remind pupils of their schedule for the day.
- Teachers have high expectations of behaviour and, in the vast majority of cases, pupils have excellent attitudes to their learning. Consequently, pupils settle down to work without fuss and stick to their tasks, so that lessons are conducted in a calm manner.
- The planning of activities is personalised to the needs of each pupil. Teachers are now adept and providing multiple learning objectives and activities for the lesson. Learning is exciting and, above all, fun at this school.
- Thoughtful, carefully planned questioning is used effectively to push pupils to think more deeply in order to engage and challenge. The best teaching asks pupils to explain what they are doing. Pupils are given opportunities to lead and assess their own learning and are very keen to do so, ably supported by their teachers' secure and well planned modelling and scaffolding strategies. The development of pupils' 'feelings' towards praising others is a key part of peer assessment.
- Pupils' work is marked well, for example, in English, where teachers' comments enable pupils to understand the next steps in their learning. Teachers use an agreed whole-school system.
- Teachers in the sixth form have strong subject and specialist knowledge and convey their enthusiasm for their subjects well. This motivates students and encourages good group dynamics. Students appreciate and respond well to their teachers' expectations of a high level of maturity and responsible attitude towards their studies.

'Even Better Ifs'

- Teachers were more agile with their in-class assessment for learning and adapted activities accordingly to push pupils that little bit further.
- Teachers always closed the feedback loop by ensuring that the 'next steps for learning' comments are followed up by pupils.

School Improvement Strategies

Needs

Development



Major

Strength

'What Went Wells'

- The Principal's clear vision for the school is known and shared by everyone. Staff strongly support the school's vision, having worked alongside senior leaders to develop the vision for Carew Academy. Staff work closely with leaders to promote this vision across the school community. The 'ABC' mantra and the AEIOU of Teaching are becoming well-embedded and are central to the school's drive for improvement.
- Staff hold the school's senior leaders in very high regard. Staff retention rates are high. They speak positively about the support they receive. Staff feel valued for the contribution they make towards the school's effectiveness. Staff well-being is given a high priority by senior leaders.
- Leaders treat all pupils as individuals, and do not regard pupils' background or complex needs as a barrier to how well they can achieve.
- Overall attendance figures are now well above the national average for special needs schools and for all schools nationally despite a relatively large number of pupils with medical issues. This is because Carew Academy is valued by parents. The Ofsted Parent View online survey paints a very positive picture of the school.
- The number of pupils on roll is increasing year on year and Carew Academy is seen as the school of choice by many parents.
- Good progress has been made towards addressing the EBIs identified in the previous review report.
- Effective action has been taken to enhance the school's senior leadership capacity. The leadership structure and leaders' roles are now defined more clearly.
- The school's evaluation of its own effectiveness is well considered and accurate, based on ongoing monitoring, evaluation and review procedures. Self-evaluation is accurate and school development plans demonstrate how leaders are addressing the areas that require improvement.
- The school rightly prides itself on its unique provision but it is also outward-looking and

collaborates very effectively with other schools. Work with the Forum of Five and the Surrey Learning Partnership has successfully ensured that that staff have the chance to develop their practice. The Principal provides outreach support to schools both within and outside the Trust.

- The school is excellent at supporting pupils' diverse needs and, as a result, the significant barriers to learning that all pupils have, are minimised. The curriculum has been thoughtfully designed so that it has maximum flexibility built into it and is personalised for each and every pupil. It is imaginatively enhanced by many visits and activities away from the classroom. Educational visits help to develop pupils' independence.
- Teaching is managed well. Teaching is routinely monitored for its impact on pupils' progress. There are a number of forums for sharing best practice and for continuing professional development. There is now a greater emphasis on coaching and modelling best practice.
- The provision for 16-19 study has improved rapidly. Students are developing key employability and life skills.

'Even Better Ifs'

- The assessment system is able to triangulate and support the strong progress observed in lessons and provide evidence of pupils' progress against a set of Carew-based benchmarks.
- Middle leaders continue to develop their leadership pedagogy.

Area of Excellence

Still Developing		Major Strength
<ul style="list-style-type: none">• The curriculum is exceptionally well organised and is highly personalised to meet the complex needs of individual learners. It is imaginatively enhanced by many visits and activities away from the classroom. Educational visits help develop pupils' independence.• The school is divided into three phases. Within each phase there are three curriculum pathways.• Pupils on the Skills for Life pathway focus on increasing their independence throughout their time at Carew Academy, with lessons focusing on literacy, numeracy, personal care, travel training, personal safety and independent living.• Pupils on the Skills for Work pathway focus on obtaining the skills they need to be successful in securing either paid or voluntary work in the future, with a focus on literacy, numeracy and work skills including personal safety and relationships education.• Pupils on the Skills for Further Education pathway focus on achieving accreditation outcomes which will provide them access to courses in Further Education colleges when they leave Carew. This includes preparing for GCSE and Functional Skills exams.• Placement on a particular pathway is not fixed and pupils may change pathway as they move through the school based on their progress in discussion with parents/carers.• All pupils follow a programme of study based on the National Curriculum, but adapted to suit their individual needs and to help meet the outcomes of their Education, Health and Care Plan.• Within the curriculum, lifeskills lessons include sex education, hygiene, travel training, budgeting, shopping, household and basic self-help skills.• Because of the personalised curriculum, pupils' attitudes to learning are positive, and pupils attend regularly.• The growing sixth form is now well established. Retention rates in the sixth form are high.• The school is now looking to expand the breadth of accreditation for post-16 students.		