

Sutton Secondary Teaching School Alliance Review Report

Name of School	Carew Academy
School Address	Church Road, Wallington. SM6 7NH
Telephone Number	020 8647 8349
Head teacher	Robert Watkins
Date of last Ofsted Inspection	3-4 June 2015
Grade of Last Ofsted Inspection	Good

School Context

- Carew Academy is larger than the average special school. The number of pupils on roll has increased significantly since the previous Ofsted inspection in 2015. 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 a statement of special educational needs or an education, health and care plan (EHC). There are far more boys than girls on roll.
- Just over half of pupils are White British. The remainder represent a wide range of ethnic backgrounds.
- The school receives pupil premium funding for nearly sixty per cent of its pupils.
- A sixth form has been established since the previous Ofsted inspection and the number of students on roll is increasing year on year.

Quality of Education

Needs Development		Major Strength
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Leaders have high expectations and want all pupils to do well. Teachers have thought hard about what pupils need to know. All pupils have access to a wide and relevant curriculum. In recent years, the number of courses leading to nationally recognised accreditation has been increased significantly. The personalised curriculum, along with pupils' enthusiasm for learning, leads to pupils achieving incredibly strong outcomes. In 2019, all pupils in Year 11 achieved a minimum of six qualifications, including disadvantaged pupils.

A three path-way curriculum model has been developed and this enables all pupils to have access to courses which are aligned to their needs. Comprehensive guidance systems ensure that the right pupils are on the right courses.

Subject leaders ensure that teachers know what they need to teach and when they need to teach it. Subject and phase leaders use their expertise well to support and guide their colleagues. This helps to ensure that pupils benefit from strong teaching.

Teachers make sure that pupils acquire a good knowledge base and understand the subjects they learn. They sequence lessons carefully and use thoughtful ways to recap and review knowledge. Some teachers provide pupils with a visual sequence at the beginning of the lesson of what they are going to learn. This is helping pupils to know and remember more and to understand how their learning progresses. Most pupils talk confidently about what they are learning. For example, in a science lesson, pupils accurately drew on earlier teaching to describe their findings from an investigation. Occasionally, teachers do not get the pitch right and the content of the lesson does not challenge pupils sufficiently. This results in the pace of learning slowing.

Teachers ensure that pupils are able to revisit the knowledge that is the most useful. This means that pupils can remember important content and apply it to new learning. Teachers understand that topics need to be revisited and reinforced to ensure concepts are embedded.

While many teachers make connections between the content from different subject areas, some do not make these connections explicit enough and opportunities are missed to reinforce aspects of literacy and numeracy.

The extensive and effective use of Classroom Monitor to monitor and identify any gaps in learning enables teachers to modify their practice. Subject leaders and teachers use assessment well to make informed changes to the curriculum.

Subject leaders have looked closely at what pupils have struggled with in the past and identified the reasons why. For example, in mathematics, a focus on getting the basics right is improving pupils' mathematical accuracy. This is a key part of curriculum content planning in nearly all subjects. Subject leaders are happy to change the sequence in which a unit of work is delivered so that pupils gain the fundamental building blocks of a subject before moving on.

In the sixth form, the quality of art and photography produced by students is of an exceptional standard. More and more pupils are taking part in competitive sport against other schools with a good deal of success. Pupils have the opportunity to participate in performances at the Royal Festival Hall. Leaders have recently extended the lunch break so that pupils have further opportunities to participate in extra-curricular activities.

Behaviour and Attitudes

Needs
Development



Major
Strength

Leaders' high expectations for pupils' behaviour and work are evident throughout the school. Pupils are respectful and keen to learn. Standards rarely slip, and if they do, pupils say that adults act quickly and effectively. As a result, pupils learn how to make more positive choices about their behaviour in the future. Pupils are very accepting of difference and diversity, so there is little bullying or name-calling. Bullying is rare.

Pupils' behaviour during lessons is very good. Because subject leaders make the curriculum fun and relevant for pupils, learning activities motivate pupils to do well. During lessons, pupils show the highest respect for their teachers. They listen politely to their teacher and the responses from their peers. Pupils can work without distraction. During lessons, pupils can focus well on what is being taught.

Personal Development

Needs
Development



Major
Strength

Pupils' personal development is exceptional. Pupils know that they matter and that they will have purposeful teaching, unstinting support and high expectations to help them to learn and achieve very well. They speak positively about not giving up when they find something challenging and say that their talents are recognised and celebrated. Pupils are enthusiastic about their learning and say that they love attending Carew. This is evident in the high attendance figures.

The curriculum topics covered help pupils to keep themselves safe. Traveling to and from school in a safe manner is a fundamental skill that pupils learn. Visits to shops help pupils to understand the concept of buying and paying for goods. For example, pupils are encouraged to visit a health club in order to continue with fitness for life and also to learn how to access membership.

Those pupils who have transferred from other schools settle in well.

Respectful relationships and high levels of engagement and independence make a significant contribution to strong learning across the school. As a result, pupils value and display an enthusiasm for learning. Pupils' books and worksheets exemplify the pride they take in the completion of their work.

For example, students in the sixth form produce work of a high standard in art and photography and are able to talk with passion and authority about their work.

Pupils relish opportunities to contribute to the life of the school, for example as members of the school council. School council members are proud of their responsibilities.

Students in the sixth form get precisely the right support to help them get ready for when they leave the school. Close attention is paid to their specific needs, both academic and personal. Leaders track and keep in touch with students both post-16 and post-18 and continue to encourage and support students

even when they have left Carew. The careers guidance that students receive is first-rate. In 2019, the NEETs figure was zero which is very impressive.

Pupils enjoy the increasing number of extra-curricular activities on offer. Many students are able to access and gain success with the Duke of Edinburgh Award. A far wider range of inter-school sport is now available and participation rates are increasing. Visits to Jamie's Farm provide pupils with opportunities to experience real life learning.

Leadership and Management

Still
Developing



Major
Strength

The headteacher, supported by staff, has worked tirelessly to improve the school. The reflective leadership of the headteacher has created a cohesive senior team. Leaders at all levels drive forward the shared vision for improvement to create an inclusive, rich learning environment for all. Pupils carry through the vision by showing respect for staff and each other.

The rich curriculum, delivered through a path-way model, reflects the high aspirations for all pupils. Leaders are successful in accessing a wide range of agencies to support and develop pupils' knowledge and understanding of life beyond school. The recently introduced World Studies component of the curriculum is helping to broaden the curriculum even further and is enabling the school to mirror the Ebacc as far as is possible. Pupils enjoy wide-ranging, fun activities and experiences that broaden their learning and gives them a greater understanding of how modern Britain operates.

Staff value the training they receive. A sharp focus on sharing good practise is enabling non-specialist teachers to develop their pedagogy and command of the subjects they teach. Leaders pride themselves on growing many of their own teachers and support staff. Staff retention is high as is staff morale. Teachers agree that leaders are appreciative of their needs and consider their workload and well-being fully.

Subject leaders are determined that pupils will enjoy learning and achieve well. They have a detailed knowledge of pupils' needs and use this well to shape their subject's curriculum provision.

The vast majority of subject leaders have a comprehensive understanding of their subject and are able to articulate how the subject sits within the whole curriculum and how the subject contributes to the path-way model.

Leaders use pupils' EHC plans very effectively to plan pupils' learning. Subject leaders ensure that curriculum content is individualised to meet pupils EHC plans.

Subject leaders have an accurate picture of the subject's strengths and weaknesses, because they draw upon a range of information. They regularly check the quality of teaching and whether the curriculum is delivered consistently for different groups of pupils. High quality subject improvement plans reflect leaders' well-judged balance of challenge and support.

The school is a Mental Health Trailblazer and is a promotional school in preparation for the changes to the national PSHE national guidelines.