

How Are We Doing? Self-Evaluation Summary 2019 - 2020

Date of last update: 22nd November 2019

Carew Academy is a Special School for students aged 7 – 19, with 250 students - we know our students, staff and families well. We pride ourselves on our commitment to well-being for all members of the school community. Healthy, happy staff (as demonstrated by our Staff Survey) ensures that our students thrive in the best possible environment for learning (as demonstrated by our Parent and Student Surveys). The impact of our commitment to staff well-being is evidenced through exceptional staff retention, ensuring that Carew Academy is a school where the impact of leadership and management actions drives forward sustainable improvement.

Our curriculum is ‘engaging, inspiring and challenging’ – it is designed to cater for the interests and abilities of all our students. In the Lower School (KS2 and Year 7) students enjoy a varied enrichment programme that builds confidence and the opportunity for social development. As students move through into the Middle School (Year 8 and 9) and Upper School (Year 10 and 11), they begin to choose options subjects that further equip them with the skills they need to be successful on their pathway, which will be one of either: Skills for Further Education, Skills for Work or Skills for Life.

High quality teaching through our AEIOU (Active Support, Effective Challenge, Informative Display, Objectives Differentiated, Useful Feedback) of Teaching Essentials means appropriate challenge, effective support and embedding therapy within the classroom enables our students to make good or better than good progress from their wide range of starting points. Our effective, embedded and well-distributed performance management process encourages all our staff to be reflective and learn from each other to continually improve their practice.

Our students are happy, safe and proud to celebrate their achievements at school.

Our Vision:

“To work with students, families and the community to provide a caring and collaborative environment that engages, inspires and challenges. To ensure everyone is valued and respected to achieve personal success”

As a school we live by our Motto:

“Let’s show what we can do”

and we focus our efforts on our ABC of Success: Attend school every day (engage); Behave positively towards each other (inspire); and Challenge yourself to achieve (challenge).

We are proud of our school and of the achievements our students make; all of our students go on to Further Education, Training or Employment and we have a calm, caring and continuously improving school.

Welcome to Carew Academy - let’s show you what we can do!

SCHOOL OVERVIEW

- *Carew Academy caters for boys and girls aged between 7 and 18 who have a range of complex learning needs. All pupils have an education, health and care (EHC) plan. Around 40% of pupils have a formal diagnosis of ASD, over 60% of pupils have an identified Speech, Language and Communication need. 78% of students are boys. Some pupils have had a very disrupted previous education and have not attended school for significant periods of time.*
- *Currently, there are 250 pupils on roll, with 35 pupils in key stage 2, 113 at key stage 3, 66 at key stage 4 and 36 in the sixth form. The school is divided into Lower School (Years 3 – 7), Middle School (Years 8 – 9), Upper School (Years 10 – 11) and Sixth Form (Years 12 – 13). A small number of students are taught out of their year group.*
- *There is low student mobility; during 2018 - 2019 - 3 students moved out of area and 2 dual roll students returned to their main school.*
- *Overall school attendance is above the national average - currently at 95.9% KS2 and 96.0% Secondary: the overall attendance last year was 95.2%. Persistent absence is low and monitored closely.*
- *The school had no permanent exclusions and no fixed term exclusions (excluding Sixth Form) in 2018-2019. There were three post-16 Fixed Term exclusions. There have been no Fixed Term Exclusions so far this year.*
- *A high number of pupils have previously been or are currently involved with the local Child and Adolescent Mental Health Services (CAMHS) because of their social, emotional and mental health needs. Students access a wide range of therapeutic support at school including Music Therapy, Drama Therapy, Canine Therapy and ELSA. The school is part of the Mental Health Trailblazer project and a pilot school for the new RSE curriculum.*
- *Around 60% of pupils are White British, with the remainder being from minority ethnic backgrounds, 10% of students have a first language that is not English.*
- *Around 55% of the students (137) are supported by pupil premium funding, which is an above-average proportion. There are 9 CLA students. There are 13 post CLA students.*
- *Carew Academy joined Orchard Hill College Academy Trust (OHCAT) in 2013; the Trust consists of 14 special schools located in Hubs across London, Surrey and West Sussex.*
- *Sixth form provision opened in September 2015.*
- *Off-site training is made available for pupils to extend their learning experiences. The school offers the following activities:*
 - *Various Vocational Courses at Nightingale Community Academy, Beechcroft Road, London SW17 7DF (Part of OHCAT)*
 - *Hair and Beauty at Road to Success (Part of Sutton and District Training), 8-12 Rosehill Court Parade, Morden, Surrey, SM4 6JS*
 - *Plastering and Bricklaying at SILC Training Centre, Unit 14a, Eagle Trading Estate, Willow Lane, Mitcham, CR4 4UY*
 - *Computer Programming at The Digital School, Quadrant House, Sutton, SM2 5AS (Part of Orchard Hill College)*
 - *Supported Learning at Carshalton College, Nightingale Road, Carshalton, Surrey, SM5 2EJ*
 - *Sport at Sporting Chances, Phoenix Centre, Mollison Drive, Wallington, SM6 9NZ*
 - *GCSE PE at Carshalton Boys Sports College, Winchcombe Road, Carshalton, Surrey, SM5 1RW*
 - *Swimming at Waddon Leisure Centre, Purley Way, Croydon, CR0 4RG*
 - *Swimming at Purley Leisure Centre, 50 High Street, Purley, CR8 2AA*
 - *Caving and Climbing at Craggy Island 2, Oaks Sports Centre, Woodmansterne Road, Carshalton, SM5 4AN*
 - *Horse Riding at Diamond Riding Centre, Woodmansterne Road, Carshalton, SM5 4DT.*
 - *In addition, a wide variety of regular work experience placements for our Sixth Form students.*

- *The school was last inspected in July 2015, when it was judged to be Good with an Outstanding judgement for Behaviour and Safety.*
- *The head teacher took up his post in September 2016.*
- *The school aims to provide ‘consistently high support and challenge, to enable pupils to maximise their talents and abilities and achieve their ambitions.’*
- *The school has achieved Rights Respecting School Silver, Stonewall Champions, Investing in Children, School Games Mark Gold, STARs Bronze and Eco Schools Bronze and is compliant with the Gatsby Benchmarks.*
- *Staff retention at the school is high; the school is heavily investing in personalised CPD for colleagues including promoting routes into teaching through Assessment Only and the Diploma in Education.*

PROGRESS AGAINST PREVIOUS INSPECTION

Areas to improve	Progress
Staff are members of class teams but are not always well briefed about their role in supporting pupils’ learning.	A stable and committed staff team has ensured that our staff know their students well. All staff have read students’ EHCPs in order to support effective learning. The School Development plan continues to focus on embedding short term targets for each student, so that all staff can provide effective support. This is evidenced in the 2018 Sutton Alliance Review.
The school’s marking policy is not applied consistently, and so pupils do not routinely know how to improve.	The School’s Marking and Feedback Policy is embedded across the school and used by all staff. Feedback is used to plan next steps in learning and to help students improve their work through “Purple Pen”. This is evidenced through SLT learning walks and work scrutiny.
Some staff use too restricted a range of questions, and so pupils do not always have the opportunity to demonstrate the depth of their learning.	Questioning has been a focus of staff CPD, external reviews and SLT discussions. We have helped refine questioning by asking if the question is to “Check” or to “Stretch”, which has allowed staff to plan for questions that deepen students’ understanding. We have used Bloom’s Taxonomy to help staff develop differentiated lesson objectives and scaffold their questioning appropriately. The next steps are for staff to be able to ‘take advantage’ of learning opportunities and not stick too rigidly to the plan.
The teaching of phonics (the sounds letters make) is uneven, and so not all subjects contribute fully to developing pupils’ reading skills.	The introduction of Accelerated Reader across the school has had a significant impact on students’ enjoyment of reading. The teaching of phonics at KS2 is particularly strong. The Sutton Alliance Review noted strong teaching of phonics, and students read widely across the school as evidenced through lesson drop ins. The promotion of phonics across all subjects is supported.

SCHOOL IMPROVEMENT PRIORITIES

The School Development Plan for 2019-2020 has been developed through collaboration with all members of the school community. It comprises 5 areas: Community, Achievement, Reputation, Employability and Wellbeing. The School Development plan is underpinned by Phase and Subject Development Plans, including for the Sixth Form provision. Please see our SMART SDP for further details, including financial implications and success criteria.

	Whole School Focus:	Detail	SLT Lead	Measures	Review
C	To strengthen our community outreach ensuring our students develop their Cultural Capital, including by achieving Rights Respecting School Gold Accreditation and Learning Outside the Classroom Bronze Accreditation. PERSONAL DEVELOPMENT	At SLT level to promote engagement with our local church, park, heritage, residents and charities, ensuring that our students develop their sense of community.	Lucy Davey Jon Davey	Record of Cultural Capital events	Half termly review of activities
A	To embed effective short term EHCP targets for each student across the curriculum and ensure students are aware of their own targets and how to progress. QUALITY OF EDUCATION	To set 3 targets per student based on pathway (SfE minimum 2 academic, SfL minimum 2 RISE). To focus on one child each week, annotating work based on their specific targets. To feedback once a term on progress against the target as appropriate to the subject.	Natalie Taylor Helen Morris	Target Tracker	Termly collection of data Parent meetings
R	To develop our alumni network of former students to increase opportunities for work experience and employment, and to support our careers education programme. QUALITY OF EDUCATION (SIXTH FORM PROVISION)	At SLT level to make contact with former students to arrange a networking event during the spring term. Build on this network to create opportunities for work experience and external speakers. Throughout the school develop the concept of alumni support by having older students as mentors.	Mike Wood Rob Watkins	Spring Term Alumni Event / Student Leadership	Half yearly review
E	To embed careers education throughout the school in line with the Gatsby Benchmarks, in particular by developing students' interview skills. PERSONAL DEVELOPMENT (SIXTH FORM PROVISION)	Hold a Careers Week in March, alongside Work Experience placements and careers interviews. Subjects and phases to focus on questioning through 'Check and Stretch' to help students develop their interview techniques. Careers to be a particular focus of Skills for FE Pathway Assemblies.	Louise Cooper Ruth Duggan Allison Grainger	Careers Week and WEX Feedback	10 days per year of specific careers, advice and guidance support
W	To further demonstrate our commitment to student and staff wellbeing, in particular by valuing staff as professionals responsible for the own professional learning. LEADERSHIP AND MANAGEMENT	To use the Staff Development Lead to ensure staff receive the bespoke training they need, to offer Triad Training to our strongest teachers and close SLT Line Management and Support for our trainee teachers. The use of effective Line Management meetings to shape the CPD offer and regular "Shout Outs" to staff so they know their strengths. Continued focus for students on a Trauma aware school, therapeutic support and use of praise.	Joe Shepherd Lucy Davey	CPD Offer / Staff Survey / Student Survey / Parent Survey	Weekly TES schedule and review at SLT Meetings

Carew Academy – Self Evaluation

Overall Effectiveness

The conclusion of the 2019 Carew Academy Self-Evaluation is that we are an '**OUTSTANDING**' school.

The School has designed a curriculum that is split into three pathways, designed to prepare students for their experiences in later life.

Our Skills for Further Education (SfFE) pathway is focused on students acquiring the knowledge and skills designed for further studies in their areas of talent, alongside a broad and balanced curriculum throughout the school. Our particular focus for these students as they move into the Sixth Form is to focus on the Creative Arts, the Performing Arts or Sport. In addition, for this cohort of students we particularly want to focus on developing their Resilience and Emotional Development, as many of these students have had particularly disrupted previous education. (*Evidence: Student Outcomes Data and Destinations Data*)

Our Skills for Work (SfW) pathway is focused on students' preparation for the world of work, whether that be voluntary or paid. These students build towards work experience placements in the Sixth Form. Whilst our students can demonstrate these skills in the safety of school, we want them to be confident when they go to external interviews and be able to "show what they can do". Therefore, one of our key areas for development this year is to embed careers education throughout the school, with a particular focus on interview skills for students. In addition, we want to develop our alumni network – this will help to increase our students' opportunities for Work Experience and employment. (*Evidence: Gatsby Benchmarks Evaluation*)

- **SDP Employability:** To embed careers education throughout the school in line with the Gatsby Benchmarks, in particular by developing students' interview skills. LC/RD/AG
- **SDP Reputation:** To develop our alumni network of former students to increase opportunities for work experience and employment, and to support our careers education programme. MW/RW.

Our Skills for Life (SfL) Pathway is focused on students developing their Resilience, Independence, Social Development, and Emotional Development - our RISE Targets - to prepare them for the most independent future they can lead. There is a focus on therapeutic intervention, alongside literacy and numeracy, and all students have dedicated Life Skills lessons.

Whilst class teachers have a secure and in-depth knowledge of their students, it is more difficult to have a comprehensive understanding of students' EHCP Outcomes as they move to other subjects around the school. A particular focus for us this year is to develop and embed effective short term EHCP Targets across the curriculum, so these are used more effectively by all teachers to support students' progress. (*Evidence: EHCP Target Tracker*)

- **SDP Achievement:** To embed effective short term EHCP targets for each student across the curriculum and ensure students are aware of their own targets and how to progress. NT/HM

The curriculum has strong coverage of most of the National Curriculum programme of study. Where this is not the case, we are limited in some circumstances by the nature of our current building: in others, we have justified our curriculum choices. For example, we have taken the decision not to

introduce Languages until the Sixth Form. This is to ensure we can devote curriculum time to develop students' independence and social skills through our RSE lessons, Life Skills lessons and Enrichment, in line with their EHCP Outcomes and Targets. We offer the concepts of Design Technology through Food Studies. This is taught as widely as possible (given only one Food Studies room) and priority is given to Skills for Life students. Our Free School bid has included provision for additional teaching space for Food Studies and Design Technology to expand this area of the curriculum. *(Evidence: Carew National Curriculum Coverage, Curriculum Maps and Schemes of Work)*

A particular strength of the curriculum is our Enrichment Programme for Lower School students (Years 3 – 7 across SfFE and SfW Pathways), which gives students a broad curriculum alongside an academic core. Students then move on to study two options subjects in the Middle School (Years 8 and 9) and Upper School (Years 10 and 11). We have taken the decision to offer two subjects as this gives our cohort of students sufficient curriculum time to allow for 'over learning' of the key knowledge and skills they need to be successful. *(Evidence: Enrichment and Options List, Student Outcomes Data)*

Students on our SfL Pathway have a rotation of subjects to ensure their curriculum remains broad throughout the school; this allows dedicated time for life skills such as travel training and additional support for Speech and Language. Therapy is embedded into lessons as much as possible from committed team of OT and SALT Therapists. *(Evidence: Skills for Life Rotation, EHCP Target Tracker)*

Some students in the Upper School and Sixth Form attend off-site provision (listed above) to supplement their education and develop particular skills. This has impacted on outcomes with students achieving qualifications in Hair and Beauty, and Construction; students have then gone on to study these subjects at College. There is highly effective monitoring of off-site provision through our Student Support team and regular visits to off-site provision by school staff. *(Evidence: Off-Site Provision Reports)*

In our Sixth Form our Pathways model continues, with options for students to specialise in the Creative Arts, the Performing Arts or Sport. Students complete BTEC courses in Skills for Work or Skills for Independence in line with their pathway. We are very proud to have achieved our first AS result for Art, with A-Levels in Art and Photography being completed this year, demonstrating our high ambition for ALL pupils. *(Evidence: BTEC Tracker, Student Outcomes Data).*

Our school is a learning community; we have exceptional staff retention because we promote the wellbeing of all members of the school community. *(Evidence: Staff Survey).* We grow our own staff and people stay with us because there are varied opportunities for career development and because they feel well-supported.

We are mindful that we have a high number of trainee teachers (25%), either studying for the Diploma in Education (followed by QTLS) or through the Assessment Only route into teaching. These staff all know the school well, having completed a minimum of two years' work with us before beginning their qualification. Due to this, one of our areas for development is to ensure our CPD is bespoke for all staff, focusing on the areas of development they need. This ensures we stretch our more experienced staff through coaching (Triads), whilst supporting colleagues new to teaching with close SLT Line Management and support. *(Evidence: TES Schedule)*

- **SDP Wellbeing:** To further demonstrate our commitment to student and staff wellbeing, in particular by valuing staff as professionals responsible for the own professional learning. JS/LD

The school has 100% of parents recommending the school on Parent View. We are heavily oversubscribed with a waiting list operating for all year groups. (*Evidence: Admissions Spreadsheet, Parent View Responses*). We work in close partnership with external agencies and have strong links with local businesses. Carew creates a safe environment within school, in which we prepare our students to leave us as independent, resilient young adults who are ready for life after school. Therefore we want to develop the experiences students have outside of the school gates, through Educational Visits, Community Outreach and Real Life Learning. This will contribute to our work as a Rights Respecting School, we hope to achieve Gold Accreditation over the next year, to develop our students' Cultural Capital and promote equality across the school.

- **SDP Community:** To strengthen our community outreach ensuring our students develop their Cultural Capital, including by achieving Rights Respecting School Gold Accreditation and Learning Outside the Classroom Bronze Accreditation. JD/LD

In Summary:

1. The school is a learning community which understands the value of each member and embraces and celebrates the differences within our community through our Rights Respecting School – Silver Award Achieved.
2. A strong, vibrant, and challenging senior leadership team know the school well, have developed a positive culture of learning and have a strategic vision for driving the school forward – Sutton Alliance Review, Survey Data, Outcomes for Pupils.
3. A bespoke curriculum offer meets the aptitudes and interests of all our learners, including close partnerships with external providers where the quality of provision is closely monitored – Skills for Life, Work and Further Education Pathways Information.
4. The school has a shared vision - which was developed by staff, students and governors - underpinned by clear values that embrace diversity, rule of law and democracy – engage, inspire and challenge. For students this is simplified to the ABC of Success (Attend, Behave, Challenge).
5. There are robust safeguarding procedures in place and Keeping Children Safe in Education 2019 is seen embedded in practice across the school – Safeguarding Audits demonstrate this.
6. Students are well prepared for life beyond Carew and 100% of our students go into further education, training or employment – destinations data.
7. Teaching and learning is of high quality and staff take professional responsibility for their own development, regularly observing each other to share good practice throughout the school – Teaching Evaluation Schedule Data and Line Management Meetings.
8. There is a focus on getting the basics right through our AEIOU of Teaching Essentials – Active support, Effective challenge, Informative display, Outcomes differentiated and Useful marking and feedback – Sutton Alliance Review 2018/Teaching and Learning Health Check 2019.
9. The growing Sixth Form is preparing students well for the next stage of their education or for employment through our personalised pathways – introduction of new curriculum offer including A-levels - Defined pathways from September 2019.
10. Relationships in the school are positive, students are proud of and recognised for their achievements and work together to create a positive culture for learning – Survey Data and School Culture Data. Merit and Attendance Data.

Quality of Education: OUTSTANDING

Descriptor	Rating	Impact	Evidence
OUTSTANDING CRITERIA			
<p>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent</p>		<p>"The rich curriculum, delivered through a pathway 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."</p>	<p>Health Check Visit 1 – Autumn 2019</p>
<p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		<p>"The curriculum is broad and flexible and gives young people a range of opportunities to take responsibility for their learning and behaviour and to make choices on the basis of reflection and sound reasons. Preparing pupils for the next stage of their lives after Carew is given a high priority to enable them to be as independent as possible. Young people experience activities that are widely differentiated according to their needs and attainment and designed to be of value to them in their lives after school." We acknowledge that a strong curriculum gives our students the best possible preparation for future employment. Employment opportunities are always challenging for students with additional needs and so one of our key areas for development with the curriculum this year is: <i>To develop our alumni network of former students to increase opportunities for work experience and employment, and to support our careers education programme.</i></p>	<p>Health Check Visit 2 – Autumn 2019</p>
<p>Pupils' work across the curriculum is consistently of a high quality</p>		<p>"Through teachers' friendly encouragement less confident young people feel comfortable in being able to speak with their peers receive helpful and constructive feedback from staff. Adults work hard to ensure that pupils are focused and enjoy their learning. Good quality resources are readily to hand and pupils are familiar with the well-established classroom routines. Pupils know they can ask for help and find the materials they need to carry on with their tasks. They work collaboratively and individually as they develop their ability to complete activities without direct adult supervision."</p>	<p>Health Check Visit 2 – Autumn 2019</p>

<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>		<p>“The personalized 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.”</p>	<p>Health Check Visit 1 – Autumn 2019</p>
INTENT			
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>		<p>Curriculum in three pathways: Skills for Further Education, Skills for Work, Skills for Life. Curriculum broadly covers National Curriculum (except MFL and limited DT) Wide range of subject areas: STEM, English and Literacy, Science, Humanities, Creative Arts, Performing Arts, RSE, Computing, Physical Education, Food Studies, Outdoor Learning and Enrichment, Skills for Life. Cultural Capital is embedded throughout the curriculum both inside and outside the classroom through the enrichment programme, school events, the RSE curriculum and Theme Days and Educational Visits.</p>	<p>National Curriculum Coverage TLR and Leadership Structure</p>
<p>The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		<p>Curriculum is well connected and clearly sequenced from Year 3 – 11, evidenced through Schemes of Work and Curriculum Maps, with opportunities for overlearning and recapping knowledge and skills. Strong focus on employability and careers. Curriculum supports students achieving EHCP Outcomes.</p>	<p>Schemes of Work Subject Development Plans Line Management of TLR Post Holders</p>
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p>		<p>Schemes of work are in place across the school and have been developed in accordance with the pathway model to develop students’ knowledge and skills. (In Skills for Life Rotation and Performance Lessons, the outcomes are student-led and the lessons are designed to be experiential). “Senior and middle leaders have a real passion for ensuring that the curriculum meets pupils’ needs and appeals to their interests and enthusiasms”. – Health Check 2, Oct 19” We have established Lead Teachers for ASD to ensure practice across the school is informed by a high level of expertise. Short term EHCP targets developed to support student progress. Therapy embedded across the curriculum from SaLT and OT.</p>	<p>Health Check 2 Schemes of Work Subject Development Plans</p>
<p>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school’s aim is to have the EBacc at the heart of its curriculum, in line with the DfE’s ambition, and good progress has been made towards this ambition.</p>		<p>The National Curriculum is followed with some exceptions. Lower School have a broad range of Enrichment subjects which lead into Option choices in the Middle and Upper School. The school mirrors the EBacc as far as possible with all students leaving with: English, Maths, Science, Computing, RSE and an Arts/DofE qualification. Humanities and World Studies have been introduced this year.</p>	<p>National Curriculum Coverage Year 11 Outcomes Enrichment Offer Option Choices Curriculum Overview</p>

IMPLEMENTATION			
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		Effective Line Management structures. Staff “drop in” sessions. Stable staff with high staff retention and low absence. Staff develop both subject knowledge and SEN specific knowledge through CPD. Unqualified staff are line managed closely by SLT or TLR post holders.	TES and Line Management Training Schedule
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches		Teachers use a range of approaches to engage, inspire and challenge students. The marking policy allows progress to be evidenced and next steps to be identified. Teachers use Classroom Monitor, Practical Markbooks and Upper School Tracker to ensure teaching is responsive to student needs.	Learning Walk Feedback Marking Policy Practical Markbooks Upper School Tracker Classroom Monitor Baseline Data
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas		Many students have significant problems with memory and recall of knowledge. Teachers use a variety of strategies including a spiral curriculum and real life learning to try and embed content. Knowledge is revisited regularly through different contexts.	Schemes of Work
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils		Teachers make use of Classroom Monitor, Practical Markbooks and the Upper School Tracker to assess pupils and inform teaching. We recognise that as a Specialist Provision it is important to track progress more broadly than in just the academic subjects. We have introduced short term EHCP targets to support measuring progress against EHCP long term outcomes. However, we recognise that last year this information was only known by Tutors and not across the school. Therefore, one of our key areas for development this year is to: <i>To embed effective short term EHCP targets for each student across the curriculum and ensure students are aware of their own targets and how to progress.</i>	Classroom Monitor Practical Markbooks Upper School Tracker EHCP Target Tracker
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		“Good quality resources are readily to hand and pupils are familiar with the well-established classroom routines.” – Oct 19. Lessons are supported by Theme Days such as Colour Day, Famous Person in History Day, Number Day, Careers Day, Enterprise Day, Mental Health Day. Weekly work experience placements are arranged for Sixth Form Students. Off-site provision is available for Mechanics, Construction, Catering, Hair and Beauty, Digital Media, Animal Care. Staff have access to shared resources across the school and online resources such as Twinkl and Phonics Play.	Learning Walks Feedback Schemes of Work
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge		Classroom Monitor and Practical Markbooks are used to support staff in planning effectively for the needs of each student. Progress Tracker allows identification of needs of the students and where intervention is required.	Baseline Data Classroom Monitor Progress Tracker Teacher Evaluation Schedule

		AEIOU of Teaching Essentials ensures that all staff have the same principles ensuring 100% of at least good teaching according to the Teachers Evaluation Schedule.	
Reading is prioritised to allow pupils to access the full curriculum offer		Accelerated reader is used to promote reading across the school. Reading age is completed yearly to provide a baseline.	Accelerated Reader Reading Ages
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read		Accelerated Reader (AR) ensures that pupils' fluency and confidence in reading is accurately tracked. Assessments ensure that each book is appropriate to pupils' comprehension. Tests ensure that pupils only move up a level once they are ready. AR has had a significant impact on pupils' enjoyment of reading. The teaching of phonics is strong and literacy is promoted across the curriculum.	Accelerated Reader
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning		Given the nature of our cohort, phonics is used to support decoding across the school. A variety of approaches to communication are used including Zones of Regulation, PECS and Sign-a-long to support students with their communication needs. Staff have been given whole school CPD on Zones of Regulation. Specific staff have completed PECS and Sign-a-long training.	Phonics Zones of Regulation
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		Teachers are reminded to model good practice in their communications with students. Lots of work is conducted with students on the difference between formal and informal language. Feedback from learning walks is used to inform line management discussions if issues arise.	Learning Walks
IMPACT			
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		All students left Year 11 with a qualification in: English, Maths, Science, Computing, RSE and an Arts Subject or D of E. All students entered for GCSEs achieved a grade. A2 levels introduced in Art and Photography. Increasing number of accreditations on offer to students, we now offer 31 different accreditations. <u>In Year 11, some of our key successes included:</u> A Grade 4 in GCSE Maths (our best Maths grade ever)! A Grade 5 in GCSE Biology (our best Science grade ever)! Grades 6, 5 and 4 in GCSE Art. Grades 4, 3 and 3 in GCSE Photography. Six passes at Level 1 Functional Skills English. <u>Year 3 – 11 Progress overview:</u> Outstanding: 43% Good: 49% Requires Improvement: 7% Cause for Concern: 1% <u>Progress 8 Comparison</u> Carew Academy -1.71, Garratt Park School -1.77, The Park -1.63, Bensham Manor -1.61	Year 11 Outcome Data Progress Tracker RW KPI Review

<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>		<p>2019 - 100% of students had an agreed destination and 100% of students were still attending at October 2019.</p> <p>Year 11 Leavers:</p> <ul style="list-style-type: none"> • 21 – Carew Academy Sixth Form • 4 – Carshalton College • 1 – Nescot • 1 – Cheam PEP • 1 – Merton College <p>Year 13 Leavers:</p> <ul style="list-style-type: none"> • 1 – Carew Year 14 • 1 – Carew Apprenticeship • 2 – Carshalton College • 4 – Nescot • 2 – Orchard Hill College <p>Year 12/13 Pathways developed in Sport and the Arts to cater to the interests and aspirations of our students, alongside vocational offers in Catering, Animal Management, Mechanics, Construction, Digital Media and Hair and Beauty. Destinations for students are tracked termly on the progress tracker to identify any students at risk early.</p>	<p>Destination Data Destination Follow Up Sixth Form Curriculum Progress Tracker</p>
<p>Pupils' work across the curriculum is of good quality</p>		<p>Regular work scrutiny takes place to quality assure students folders. Pupils take pride in their work. "Pupils' books and worksheets exemplify the pride they take in the completion of their work" – Oct 19.</p>	<p>Work Scrutiny</p>
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age</p>		<p>Literacy and numeracy are promoted across the curriculum. Work experience and life skills lessons offer the opportunity for students to contextualise their learning. A literacy and numeracy tip of the week is shared with staff. Whole school numeracy events promote numeracy in real life settings. Reading is promoted through Accelerated Reader.</p>	<p>Accelerated Reader Numeracy Activities Maths SoW English SoW</p>

Behaviour and Attitudes: OUTSTANDING

Descriptor	Rating	Impact	Evidence
OUTSTANDING CRITERIA			
Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.		“Relationships between the pupils and between pupils and adults in the academy are strong and based upon mutual respect.”	Health Check Visit 2 – Autumn 2019
Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.		“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.”	Health Check Visit 1 – Autumn 2019
Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.		“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.”	Health Check Visit 1 – Autumn 2019
GOOD CRITERIA			
The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.		‘Choice’ behaviour system. Low numbers of Medium and High level incidents. (Summer 2: Low 119, Medium 4, High 2 incidents, 1343 positive merits). Effective systems for dealing with low level disruption. Emotional coaching and Trauma training for staff. Dedicated Student Support Team.	Behaviour Data
Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread		90% of students and 98% of parents reported no bullying or bullying is dealt with effectively. School has achieved RRS Silver and is a Stonewall Champions. 2018/2019: no reported homophobic incidents. 2018/2019: 2 reported racist incidents. E-safety and Anti Bullying week are a focus of the school calendar.	Student Survey Parent Survey
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.		2018/2019: 95.2% significantly above SEN national average. No exclusions of Year 3 – Year 11 students, despite many with significant past challenges.	Attendance Data Case Studies
Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively - do so, are resilient to setbacks and take pride in their achievements.		Learning walks (internal and external) demonstrate positive attitudes. Praise is well used – 1343 merits Summer 2. 2018/2019: 97% of students say they produce a good amount of work every day.	Behaviour Data External Reviews Student Survey

Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.		2018/2019: 95.2% attendance, weekly attendance e-mail to all Tutors. Dedicated Family Lead works to support PA students who are closely monitored. Punctuality reliant on school transport.	Attendance Report
Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort		3 FTE in 2018/2019 all in Sixth Form. No FTE in 2019/2020. No PEX. Limited use of Internal Exclusions as required, average of 1 student per week.	Exclusions Data Dashboard
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe		2018/2019: 97% of students report feeling safe.	Student Survey

Personal Development: OUTSTANDING

Descriptor	Rating	Impact	Evidence
OUTSTANDING CRITERIA			
The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.		“Preparing pupils for the next stage of their lives after Carew is given a high priority to enable them to be as independent as possible. Young people experience activities that are widely differentiated according to their needs and attainment and designed to be of value to them in their lives after school.”	Health Check Visit 2 – Autumn 2019
There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work		“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.”	Health Check Visit 1 – Autumn 2019
The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer.		“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.”	Health Check Visit 1 – Autumn 2019
The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others		The school has worked hard to develop students character and this is evidenced through: Rights Respecting School Silver Award, Investing in Children Award, Stonewall Champion Members, Mental Health Trailblazer Project, RSE Pilot School The school undertakes extensive outreach work with local primary, secondary and special schools. Staff completed Trauma and Emotional Coaching training	External Recognition Outreach Record

GOOD CRITERIA			
<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality</p>		<p>Lunchtime extended to offer additional capacity for appropriate extra-curricular activities. Every teacher offers a "club". Wide promotion of opportunities to extend the curriculum. Educational Visits programme to develop pupils, both day trips and overnight residential visits.</p> <p>Sixth Form students use their talents to run clubs e.g. boxing club.</p> <p>The school is beginning to track the large amount of SMSC development more effectively across the school, we will be using SMSC Grid Maker and staff will be completing this at the end of the Autumn Term. We acknowledge that one of the key areas for development for our pupils' is their resilience in unfamiliar settings. Whilst our pupils are confident in school, their broader development would be strengthened by more opportunities out of school. Therefore, one of our areas for development this year is to:</p> <p><i>"To strengthen our community outreach ensuring our students develop their Cultural Capital, including by achieving Rights Respecting School Gold Accreditation and Learning Outside the Classroom Bronze Accreditation."</i></p>	<p>Clubs Timetable SMSC Tracker (New) Educational Visits Log</p>
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>		<p>Pupils have excellent attendance 95.2%, and many students who have previously experienced Trauma are well supported. Primary Attendance: 94.9%, Secondary Attendance: 95.6%, Sixth Form: 93.3%</p> <p>Staff have completed Trauma training. EHCP targets focus on "RISE": Resilience, Independence, Social Development, and Emotional Development, as appropriate to each individual pupil.</p> <p>Enrichment in the Lower School helps to develop students' resilience when they first arrive and helps them identify their talents.</p> <p>A range of therapies is available to support pupils: Music, Drama, Canine, ELSA, Drawing and Talking, Lego.</p> <p>Student Ambassadors help to develop confidence and character. We have Community, Achievement, Reputation, Employability and Wellbeing Ambassadors.</p> <p>Effective Challenge and Independence is one of our AEIOU of Teaching Essentials.</p>	<p>EHCP Target Tracker</p>
<p>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships</p>		<p>The school has achieved Games Mark Gold and Investing in Children Accreditations.</p> <p>The school is part of the Mental Health Trailblazer project and an RSE Pilot School.</p> <p>RSE teaching is a particular strength of the curriculum. We are an RSE Pilot School, part of the Mental Health Trailblazer Project, Stonewall Certified and have a focus on e-safety and anti-bullying.</p> <p>The school actively promotes Mental Wealth for all members of the school community including staff.</p>	<p>Games Mark Gold Investing in Children Assembly Log</p>

		<p>Healthy lifestyles are promoted through Food Studies, Physical Education, RSE and Science.</p> <p>Assemblies focus on aspects of healthy living and healthy relationships.</p> <p>The Student Support Team provide continuous support to students throughout the day.</p>	
<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>		<p>Wide range of extra-curricular activities (from animal care to uni hoc) and sports fixtures across a broad range of sports; GCSE in PE. A-level Art and Photography. Enrichment programme for Lower School gives students a taste of a wide range of activities, which means they can identify their talents. Over 50% of students participate in at least one lunchtime club.</p> <p>Personalised support for students e.g. Photography with KR, Cross Country with KL, High Jump with JN.</p>	<p>Clubs Lists</p> <p>Sports Fixtures</p> <p>Educational Visits</p>
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect</p>		<p>The school has achieved RRSA Silver Award and is working towards Gold. RSE curriculum has a key focus on tolerance and respect. We are Stonewall Champion Members and have achieved Investing in Children Accreditation. RSE focuses on democracy and law in the Scheme of Work.</p> <p>Assemblies focus on preparing for life in modern Britain.</p>	<p>RRSA</p> <p>RSE Scheme of Work</p> <p>Stonewall Champions</p> <p>Assembly Programme</p>
<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>		<p>The school has a diverse and tolerant community. This is evident on visiting the school. Students celebrate their differences and are proud of what makes them special. There are few incidents of bullying, which are always dealt with quickly. There have been no recorded homophobic incidents over the last year and only two recorded racist incidents. Assemblies, and the RSE and humanities curricula promote different cultures and religions.</p> <p>97% of students feel they are encouraged to help and respect others.</p>	<p>Assembly Programme</p> <p>Behaviour Incidents</p> <p>Student Feedback</p>
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated</p>		<p>Students report feeling safe in school and valued by members of the school community.</p> <p>97% of students report they feel safe in school.</p> <p>We make anti-bullying week a focus of our curriculum and whilst not all our students could articulate what protected characteristics are, we see evidence of students themselves challenging any racism or homophobia.</p>	<p>Student Feedback</p>
<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way</p>		<p>Lessons offer the opportunities for discussion and debate. Students are involved in numerous charity events; Duke of Edinburgh encourages volunteering. Promotion of the importance of careers across the school.</p>	<p>Gatsby Benchmark</p> <p>Charity Fundraising</p> <p>Duke of Edinburgh</p> <p>Volunteering</p>
<p>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance.</p>		<p>100% Gatsby compliant. 100% of students go on to Education, Training or Employment.</p> <p>Careers Week. Independent Careers interviews take place for Years 10 - 13.</p> <p>All students complete at least one Work Experience placement. Sixth Form SfW students have long term placements. Whilst we recognise that we have met the Gatsby Benchmarks, we know that in real world situations our students are still</p>	<p>Gatsby Benchmark</p> <p>Document</p> <p>Careers Week Info</p> <p>Work Experience Info</p>

The school provides good quality, meaningful opportunities for pupils to encounter the world of work.		not confident when applying for jobs without school input. Therefore, one of our areas for development is: <i>To embed careers education throughout the school in line with the Gatsby Benchmarks, in particular by developing students' interview skills.</i>	
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Leadership and Management: OUTSTANDING

Descriptor	Rating	Impact	Evidence
OUTSTANDING CRITERIA			
Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.		<p>“Staff value the training they receive. A sharp focus on sharing good practice 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”.</p> <p>The key to develop staff over time is a high level of staff retention which has been achieved, only one teacher left at the end of last year (due to retirement). Consistent staffing brings about improvements in teaching over time. Our Teacher Evaluation Schedule and line management structure, training schedule and drop in support allows staff effective support to develop. However, we appreciate that one of the best ways to retain staff is to operate with staff professional responsibility for their development. Therefore, we are keen to ensure staff feel valued for the skills they already bring to Carew, as such one of our development areas for this year is to:</p> <p><i>To further demonstrate our commitment to student and staff wellbeing, in particular by valuing staff as professionals responsible for the own professional learning.</i></p>	Health Check Visit 1 – Autumn 2019 TES Schedule Training Schedule LM Structure Drop In Schedule
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.		“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.”	Health Check Visit 1 – Autumn 2019
Staff consistently report high levels of support for well-being issues.		96% of staff strongly agree or agree that leaders do all they can to ensure the school has a motivated, respected and effective teaching staff. “Hope it’s okay to say thank you for your support of staff wellbeing. I woke this morning feeling 100% certain that my move to Carew was the best and right thing to do, grateful for the comparison to this time last year and the sense then of lack of care of wellbeing in my previous school.” TA Sept 2019. This is evidenced from other staff through our annual staff survey.	Staff Survey – Spring 2019

GOOD CRITERIA			
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.		"The head teacher, supported by staff, has worked tirelessly to improve the school. The reflective leadership of the head teacher 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."	Health Check Visit 1 – Autumn 2019
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.		High quality line management meetings focus on development of staff through a coaching approach. Increased bespoke CPD opportunities, including drop-in sessions in subject areas and pathways to improve on the AEIOU of Teaching and develop subject knowledge.	Line Management CPD Schedule
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off rolling.		No students were taken off roll. Leavers are carefully tracked by our Family Lead worker. Inclusion of all members of the school community is actively promoted.	Leavers Data
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose		Pupil and parent surveys take place regularly. Parents are fully involved in the life of the school through various events including Coffee Mornings, Information Events, Workshops and Annual Reviews. Close partnerships with local employers have been used for work experience placements. Close partnerships exist with various Local Authorities, CAMHS and Social Care to support all aspects of students' EHCPs. Outreach is offered and available to other schools to support students who may be at risk of exclusion.	Parent Survey Data Pupil Survey Data Work Experience Links
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.		Evidenced by staff survey Well Being Wednesday Marking Mondays Feel Good Fridays SLT Open door policy SLT Highly visible High staff retention	Staff Survey
Leaders protect staff from bullying and harassment.		Evidenced by staff survey	Staff Survey
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.		Minutes of Governors' meetings show challenging questioning of Senior Leadership. Governors invited to school events and productions and to Portfolio Days. Governors attend OHCAT training and take part in Quality Assurance visits.	LGB minutes
Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.		Members of the LGB all have annual Safeguarding training delivered by the DSL. Termly Safeguarding Governor portfolio visits & Executive Safeguarding Lead visits. All staff have completed Prevent Training Annually on Educare.	Governor portfolios

<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>		<p>Regular training of staff in Safeguarding, including all mandatory updates. Successful implementation of Safeguard has ensured consistent reporting across the school. Weekly Safeguard updates given in SLT and cascaded to staff as necessary. Termly OHCAT safeguarding visit. SCR fully compliant. All staff are trained to identify students who need help, core SLT have all completed DSL training. Students and families are provided a very high level of help and support through our Family Lead, Key Adult structure, therapy offer, and student support team.</p>	<p>SLT minutes SCR</p>
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Sixth Form Provision: OUTSTANDING

Descriptor	Rating	Impact	Evidence
OUTSTANDING CRITERIA			
<p>The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.</p>		<p>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. 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 rich curriculum, delivered through a pathway 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."</p>	<p>Health Check Visit 1 – Autumn 2019</p>
<p>The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard</p>		<p>"In the Sixth Form, the quality of art and photography produced by students is of an exceptional standard." Work is of a consistently high standard as confirmed by Work Scrutiny</p>	<p>Health Check Visit 1 – Autumn 2019 LM meetings</p>
<p>Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.</p>		<p>6th Form students have an average attendance of 92% in 2018 -19 despite several very high need students with serious health issues. Currently 93.3%. Lowest levels of behaviour incidents across the school in 2019. "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."</p>	<p>Attendance data Achievements and Incidents Data Health Check Visit 1 – Autumn 2019</p>
<p>The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the</p>		<p>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.</p>	<p>Health Check Visit 1 – Autumn 2019</p>

expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.		The careers guidance that students receive is first-rate. In 2017, 2018 and 2019, the NEETs figure was zero.	
GOOD CRITERIA			
Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life.		Curriculum in three pathways: Art / Sports Pathway, Skills for Work, Skills for Life. Most students take part in weekly work experience placements based on their interests and related to their end of 6 th Form outcomes. These include Asda, local primary schools, the Royal Mail and Oxfam. Students also take part in high quality out of school provisions where they study subjects such as mechanics, construction, animal care and catering preparing them for their post Carew studies or apprenticeships.	Curriculum Work Experience Out of school provision
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment		Curriculum is well connected and clearly sequenced from Year 12 -13, with opportunities for overlearning and recapping knowledge and skills. Strong focus on employability and careers. Curriculum supports students achieving EHCP Outcomes.	Schemes of Work Subject Development Plans
The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.		Schemes of Work are in place across the 6 th Form and have been developed in accordance with the pathway model. "Senior and middle leaders have a real passion for ensuring that the curriculum meets pupils' needs and appeals to their interests and enthusiasms" – Oct 19. We have a lead teacher for 6 th form to support effective provision and pathways. We have lead teachers for ASD to support effective ASD practice across the school. Short term EHCP targets developed to support student progress. Therapy embedded across the curriculum from SaLT and OT.	Health Check 2 Schemes of Work Subject Development Plans
Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study.		All 6 th Form students study a core of maths and English, or literacy and numeracy as necessary. Curricula are then individualised through the pathway system initially and then on a more bespoke level depending on interest and intended post-Carew outcomes.	Pathway system Sixth Form Curriculum Progress Tracker Out of school provision Work Experience
Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise		Effective Line Management structures. 6 th form lead teacher. Staff "drop in" sessions. Stable staff with high staff retention and low absence. Staff develop both subject knowledge and SEN specific knowledge through CPD. Unqualified staff are line managed closely by SLT or TLR post holders.	TES and Line Management Training Schedule

		Close monitoring of out of school provision to ensure that teachers have up to date vocational expertise.	
Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.		Teachers use a range of approaches to engage, inspire and challenge students. The marking policy allows progress to be evidenced and next steps to be identified. Teachers use Practical Markbooks and 6 th Form Tracker to ensure teaching is responsive to student needs.	Learning Walk Feedback Marking Policy Practical Markbooks Sixth Form Curriculum Progress Tracker Classroom Monitor Baseline Data
The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.		The pathway system ensures that students are stretched and the work is demanding. We offer a variety of accreditations and courses at different levels from Entry Level through to A level to ensure that the offer is appropriate. SoW are developed and peer assessed through the TLR system. They are checked by SLT to ensure that students build knowledge and acquire skills, improving and extending what they already know and can do. All teachers in the 6 th Form are either Good or Outstanding. Regular Learning Walks and Work Scrutiny by SLT quality assure and ensure that practice is maintained.	Line Management Schemes of Work Learning walks and drop ins TES
Teachers encourage students to use subject-specific, professional and technical vocabulary well.		Work experience placements and out of school provisions around vocational subjects ensure that students use and engage with professional and technical language. All teachers in 6 th Form are at least good and most outstanding ensuring that subject specific language is used and encouraged.	Learning walks and drop ins TES Work Experience Out of School provision
Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.		Middle leaders ensure that Schemes of Work are progressive and scaffolded. Memory and Theories of learning are integral parts of the Line Manager documentation. SLT learning walks, drop ins and deep dives ensure that, where appropriate and possible students are developing long term memory.	Line Manager system TES SLT learning walks and drop ins
Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.		Teachers make use of Classroom Monitor, Practical Markbooks and the Upper School Tracker to assess pupils and inform teaching. We recognise that as a Specialist Provision it is important to track progress more broadly than in just the academic subjects. This was trialled in the 6 th form with specific outcome and support measures, following this we have introduced short term EHCP targets to support measuring progress against EHCP long term outcomes.	Classroom Monitor Practical Markbooks Sixth Form Curriculum Progress Tracker EHCP Target Tracker
Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for		"Good quality resources are readily to hand and pupils are familiar with the well-established classroom routines." – Oct 19. Weekly work experience placements are arranged for Sixth Form Students.	Learning Walks Feedback Schemes of Work

<p>the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment</p>		<p>Off-site provision is available for Mechanics, Construction, Catering, Hair and Beauty, Digital Media, Animal Care. 6th Formers are allowed greater independence, such as being allowed off site at lunch time, with agreement of parents. This promotes greater independence.</p>	
<p>Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.</p>		<p>All Year 13s achieved a BTEC qualification in year ending July 2019. AS Level in Art for one student. All Year 13s achieved desired outcome of college placement or apprenticeship. 0% NEET</p>	<p>Sixth Form Curriculum Progress Tracker 6th Form Results Destination checks</p>
<p>Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.</p>		<p>“Preparing pupils for the next stage of their lives after Carew is given a high priority to enable them to be as independent as possible. Young people experience activities that are widely differentiated according to their needs and attainment and designed to be of value to them in their lives after school.”</p> <p>2019 - 100% of students had an agreed destination and 100% of students were still attending at October 2019.</p> <p>Year 11 Leavers:</p> <ul style="list-style-type: none"> • 21 – Carew Academy Sixth Form • 4 – Carshalton College • 1 – Nescot • 1 – Cheam PEP • 1 – Merton College <p>Year 13 Leavers:</p> <ul style="list-style-type: none"> • 1 – Carew Year 14 • 1 – Carew Apprenticeship • 2 – Carshalton College • 4 – Nescot • 2 – Orchard Hill College <p>Year 12/13 Pathways developed in Sport and the Arts to cater to the interests and aspirations of our students, alongside vocational offers in Catering, Animal Management, Mechanics, Construction, Digital Media and Hair and Beauty. Destinations for students are tracked termly on the progress tracker to identify any students at risk early.</p>	<p>Health Check Visit 2 – Autumn 2019 Sixth Form Curriculum Progress Tracker 6th Form Results Destination checks</p>
<p>Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time</p>		<p>6th Form students have an average attendance of 92% in 2018 -19 despite several very high need students with serious health issues. Lowest levels of behaviour incidents across the school in 2019. “Leaders’ high expectations for pupils’ behaviour and work are evident throughout the school. Pupils are respectful and keen to learn. Standards rarely</p>	<p>Attendance data Achievements and Incidents Data Health Check Visit 1 – Autumn 2019</p>

		<p>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.”</p>	
<p>The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.</p>		<p>100% Gatsby compliant. 100% of students go on to Education, Training or Employment. Careers Week. Independent Careers interviews take place for Years 10 - 13. Skills for Life and Skills for Work pathways have weekly work experience in local placements such as the Royal Mail, Asda and Oxfam. High quality out of school provision for mechanics, construction, hair and beauty, digital media. Transition week for Post 16. Appropriate transitions are arranged for post 18. Termly interview practice. Whilst we recognise that we have met the Gatsby Benchmarks, we know that in real world situations our students are still not confident when applying for jobs without school input. Therefore, one of our areas for development is: <i>‘To embed careers education throughout the school in line with the Gatsby Benchmarks, in particular by developing students’ interview skills’.</i> In addition, we know for our students that it is difficult to easily access meaningful encounters with the world of work. Therefore, another of our areas for development is: <i>‘To develop our alumni network of former students to increase opportunities for work experience and employment, and to support our careers education programme’.</i></p>	<p>Gatsby Benchmark Document Careers Week Info Work Experience Info</p>