

Carew Academy

'Health-check'

3 October 2019

Methodology

The review was conducted by the standards and quality consultant (SQC) for one day in partnership with senior leaders. It included joint lesson observation, scrutiny of pupils' work and discussions with staff and pupils.

Quality of Provision - curriculum

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- The curriculum takes account of the broad range of attainment within the school, from young people aspiring to take GCSE and A level examinations to those with a range of complex learning difficulties. There is a high level of individualised planning using baseline assessment information. Pupils can access a wide range of therapeutic support.
- 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.
- Senior and middle leaders have a real passion for ensuring that the curriculum meets pupils' needs and appeals to their interests and enthusiasms.

EBIs

- ❓ Consider conducting a curriculum audit to check coverage of subject content, SMSC and FBV. A commercial package to track the latter two aspects is available (www.smsc.opeus.org).
- Review the academy's quality assurance procedures to ensure that the content, progression and sequencing of the curriculum is explicit in schemes of work, is being delivered effectively and is having an impact.

Teaching (2 classes observed)

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- Relationships between the pupils and between pupils and adults in the academy are strong and based upon mutual respect. 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.

EBIs

- Consider training pupils to meet and greet visitors when they enter classrooms. On these occasions, pupils could explain what they are learning and how well they are doing. A 'grab file' containing the scheme of work, lesson plan and class profile might also be useful to have to hand.
- Provide more opportunities for pupils to practice reading aloud in class to their peers and adults.

Annex 1

Record of the meeting between the SQC and two students

- All the pupils interviewed agreed that they like coming to the school and feel they make progress. They gave these reasons:
 - 'Staff are working their best'
 - 'Staff don't get enough credit for how well they deal with us and give us the attention we need'
 - 'We help new teachers and show a lot of visitors around'
 - 'We like art and computing'
 - 'We like the Principal – he is decent'
 - 'Since the Principal got in the chair - there is no bullying'
 - 'I have improved so much since I joined Carew.'

- In discussing improvements, pupils stated:
 - 'that they would like to learn more about drawing in art'
 - 'that they miss the Friday assemblies.'

- When asked, pupils were able to remember a number of details about what they had been learning in their lessons during the day of the review. Pupils were able to recall details relating to activities they had participated in during the summer term.

- Pupils stated that they received helpful feedback on their work from teachers. They particularly liked receiving praise (including merits) from their teachers for good work or sensible behavior.

- Pupils said that teachers made helpful tips when they didn't understand something. One pupil said he kept a notebook to help him remember key words and ideas.

- Pupils reported that they feel 'completely' safe in the academy because they are well supervised.