

## Behaviour and welfare

### WWW

Most pupils are well-behaved and co-operative. They have positive and mutually respectful relationships with adults in school and are friendly with each other. Most show interest in their work and are keen to learn. One of those who spoke to the consultants said that 'everyone works hard in school' and others agreed that they focus on their work and achieve well. Other members of this group agreed that they enjoy school.

Pupils' levels of confidence and independence vary considerably as is to be expected in a setting of this nature. However, adults are reassuring and adept at creating an ethos in which the young people feel comfortable in taking an active part in classroom learning and in practical and sporting areas of the curriculum. Pupils usually listen to others politely and the older ones are developing the ability to take a mature and courteous part in discussion.

The young people respond well to the care that staff have for their welfare. Those who spoke to the visitors feel safe in school and know that they can turn to adults in school for support and help if they are worried about their work or matters in their personal lives. They have access to a rapid ICT link if they want to confide in an adult of their choice in the school. They said that they knew to whom they could report any bullying and that it would be dealt with quickly and their comments are in accord with the school's own surveys of pupils' experience of bullying. Teachers, they said, see them safely on their way home at the end of the school day.

Young people told consultants that they have a good understanding of the various aspects of e-safety. The subject, including the dangers of cyber bullying, is incorporated in the curriculum and parents are invited to school to hear about the work in this area. The school gives due focus to the Prevent initiative, which is taught within the curriculum alongside learning in ICT. Staff understand the particular vulnerability of the young people in Carew, especially the minority who go out independently, to approaches from dangerous individuals and agencies.

Pupils report that they have plenty of individual advice and guidance about their careers and about opportunities after leaving school for further education and training. Work experience is a key priority at the academy, as are the development of social and functional skills to take forward into the workplace. In organising differentiated pathways in preparation for life after Carew, staff give proper emphasis to ensuring as far as possible that the young people will be successful.

Pupils thoroughly enjoy coming to school. Attendance is above average when compared with all secondary schools nationally and just below average for all primary schools nationally.

## **EBIs**

Behaviour is usually good but occasionally pupils lose focus and talk over others' voices and then respond too slowly to requests to listen quietly. Adults are not always prompt enough in identifying the problem and re-engaging individuals before they begin to distract others. In two lessons seen, pupils were too slow to settle at the start and several spent time wandering round the room before eventually sitting down to learn.