School report

Inspection of Carew Academy

Church Road, Wallington, Surrey SM6 7NH

Inspection dates: 15–16 January 2020

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Sixth-form provision	**Outstanding**
Previous inspection grade	Good

What is it like to attend this school?

'This is an amazing school' was typical of pupils' comments. Pupils thrive at Carew Academy. They grow in confidence and independence. Attendance is excellent because pupils enjoy school. They take pride in achieving and learning more. Pupils who have been at the school for some time said how much better it is now.

Pupils know that staff have high expectations and want them to do well. Pupils know who to turn to if they are having a difficult time. They are very confident that staff will be there to guide and support them if they are anxious or upset.

Pupils are keen to take advantage of everything the school offers. They very much enjoy experiences in the creative arts. The standard of work in art is exceptionally high. Pupils relish taking part in educational visits as well as sports, such as riding and swimming. Older pupils benefit from work placements, for instance in the construction industry. These opportunities help them to learn and apply new skills.

The school is calm, friendly and welcoming. Pupils said that they feel safe. Staff treat pupils with respect. Relationships are exceptionally good. Pupils get on very well with staff and with each other. Staff deal effectively with any friendship issues that arise.

What does the school do well and what does it need to do better?

The headteacher and senior team lead by example. Their energy and vision have helped the school go from strength to strength. Staff, governors and families share leaders' high aspirations. Staff work exceptionally well with families and external agencies. These strong partnerships have forged a school where all pupils excel. This includes disadvantaged pupils. For many pupils it is the first time they have been successful at school.

Support from the trust has been highly effective. Trust leaders work closely with the leadership team to strengthen the school's effectiveness. Staff access a wide range of excellent training and guidance. The school also works closely with the local authority to develop high-quality provision. This, too, enables pupils to flourish.

Staff are passionate about meeting pupils' needs. They find creative solutions to overcome the challenges of a listed building. For example, the 'Great Hall' is used effectively as a dance and drama studio, a gymnasium, a dining hall and an assembly hall.

Leaders and staff understand what helps pupils to be successful. They make ambitious choices about what pupils study. All subjects are planned carefully. In key stages 2 and 3, planning is broadly based on the national curriculum. This is complemented by an exciting enrichment programme. Activities include debating,

cycling and animation. Pupils in key stage 4 and the sixth form study for qualifications. Leaders and staff make sure that pupils achieve highly in all subjects. Excellent off-site courses provide further opportunities. For example, pupils can study computer programming and hair and beauty. High-quality careers education gives pupils comprehensive information on their future choices.

The sixth form opened in September 2016. Almost all Year 11 pupils now stay on. The carefully planned curriculum meets individual needs and interests. Students have many opportunities to develop social and independent living skills. This includes a trip to France. Almost all students now do work experience. They leave very well prepared for further education, employment or apprenticeships.

Most pupils join with gaps in their knowledge and little confidence in their ability. This is often because of poor attendance at previous schools. Teachers and therapists work as a strong team. They focus on building pupils' confidence through encouragement and challenge. This inspires pupils and helps them to catch up. Pupils are proud of their work and achievements.

High-quality resources and regular practice help to improve pupils' reading. Phonics sessions help younger pupils to catch up. In all subjects, pupils are taught a wide range of vocabulary, which they use in their oral and written work. Pupils learn to express their ideas well and show the depth of their knowledge. This is particularly the case in the humanities.

Secondary-aged pupils study how to use the scientific method. They apply their scientific knowledge well. In mathematics, pupils master important knowledge and skills. For example, pupils use their knowledge of times tables when solving problems.

Personal, social, health and economic (PSHE) education underpins everything the school does. Leaders' work to support pupils' personal development is exceptional. From a young age, staff encourage pupils to take on responsibilities. Pupils explore topics in depth. They learn about different beliefs and cultures and the importance of respecting difference. Staff seize opportunities to teach about citizens' rights and responsibilities. Pupils talked enthusiastically about their mock election. High-quality therapies help pupils to manage their behaviour and feelings. Pupils behave very well in lessons. Staff manage any issues well and do not allow anything to disrupt learning.

Safeguarding

The arrangements for safeguarding are effective.

The school takes safeguarding very seriously and all staff receive regular training. Staff know the pupils and their families very well. They are very aware of the risks which pupils may have to manage. For example, older pupils spoke highly of the training which helps them to travel safely and be independent.

Leaders work closely with parents and carers, the local authority and other agencies. They ensure that any concerns about pupils' welfare are followed up promptly and effectively.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can complain to Ofsted.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139722
Local authority	Sutton
Inspection number	10110436
Type of school	Special
School category	Academy special sponsor-led
Age range of pupils	7 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	250
Of which, number on roll in the sixth form	34
Appropriate authority	Board of trustees
Chair of trust	John Prior
Principal	Robert Watkins
Website	www.carewacademy.org
Date of previous inspection	3–4 June 2015

Information about this school

- In September 2016, the school opened a sixth form.
- The school is part of the Orchard Hill College Academy Trust.
- Carew Academy provides for pupils with a diagnosis of autism spectrum disorder, moderate learning difficulties and other special educational needs. All pupils have an education, health and care plan.
- The school uses a wide range of alternative and off-site provision, including Nightingale Community Academy, Sutton and District Training, SILC training centre, The Digital School Sutton, Carshalton College, Carshalton Boys' School, Phoenix Centre, Diamond Riding Centre and various sports centres.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met formally with three groups of pupils. One group included primary-aged pupils, the second group included secondary-aged pupils and the third included sixth-form students. We also spoke informally with many other pupils from all year groups.
- We held meetings with the headteacher, senior leaders, subject leaders and members of staff. We also met with governors, including the chair of the governing body and the chief executive officer from the trust. We spoke by telephone with a representative of the local authority.
- We reviewed the responses of 81 parents who completed Parent View, Ofsted's online questionnaire, including 46 written comments. We also took account of 26 responses from pupils and 46 responses from staff to Ofsted's surveys.
- We looked at records relating to behaviour, bullying, complaints and safeguarding.
- We did deep dives in these subjects: English, including reading, science, art and design, humanities (geography and history) and PSHE. We visited lessons jointly with senior leaders and looked at samples of pupils' work. We met with teachers and pupils. We also considered pupils' learning in other subjects, such as mathematics, music and dance.

Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
Jayne Jardine	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020