

Report following review of Carew Academy on Tuesday 21st May 2019, conducted by Jason Hughes.

Context

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Carew Academy is a Special School for students aged 7 – 19. As a small school with 225 students, they know their students, staff and families well. Staff pride themselves on their commitment to well-being for all members of the school community. Healthy, happy staff (as demonstrated by the Staff Survey) ensure that students thrive in the best possible environment for learning (as demonstrated by the Parent and Student Surveys). The impact of your commitment to staff well-being is evidenced through exceptional staff retention and this in turn ensures that Carew Academy is a school where the impact of leadership and management actions drive forward sustainable improvement.

Safeguarding

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- The Single Central Record(SCR) is effective
- Leaders, including governors regularly audit the use of the SCR
- Safeguarding checks on entry are appropriate
- Pupils told me that they feel safe at school and that staff ensure they are safe when on trips. They know who they should speak to if they have a problem and that other students rarely disturb their learning
- Every year they receive online safety training and RSE (relationships and sex education).

Lesson Observations

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- Students told me that they don't always get skilled support from all adults especially in mathematics lessons **HIGH PRIORITY**
- Some lessons involve a considerable amount of teacher talk and not enough of students involved in their learning **HIGH PRIORITY**

Lesson 1

- Routines are in place and pupils respond well to adult direction.
- Pupils with behaviour issues are dealt with calmly and with respect. Leaders know their pupils well and the limitations on adapting and managing pupils.
- Teacher has high expectations and understands individual's ability
- Adults work well together and have pupil progress as their main aim.

Lesson 2

- The distribution and use of adults is having a positive impact on progress, adults in the classroom are skilled in supporting pupils misconceptions.
- Teacher quickly appreciates that a pupil doesn't understand which way around the numerator and denominator is written. They address this by instructing the pupil to write the denominator first.

Lesson 3

- Students are prepared for future learning
- Encouragement is appropriate and students take that on board well.
- Recap was used well 'what maths did we do today' - 'scale'

Lesson 4

- Atmosphere for learning was a strength
- Learning about the interest on loans, with some students understanding debt.
- Questioning included; 'Why do we need a bank account?' 'What services are offered at the bank?'

Lesson 5

- High expectation and subject knowledge are seen. Teacher concentrates appropriately on vocabulary and references to cross-curricular learning are evident.
- Humour is used to encourage students. Activities engage students they are on a voyage of discovery and this is encouraged. The use of envelopes with information in, to be discovered, has a positive impact on student attitudes and engagement.
- 'Yes please' polite students
- Subject content – reproductive cycles links to prior learning.
- References to learning objectives (printed) are not accessible they are too small to read – it is questionable that the sharing of LO have a positive impact on learning.
- Numbering of envelopes would have improved the numeracy content

Lesson 6

- Students have created a maze game. They are brought together to discuss improvements and the intentions for the next lesson.
- The planning and creation of the game has promoted logical thinking, students are readily able to explain their games.
- Students were well behaved, and relationships were strong.
- The use of a student to show their work enabled positive interactions.
- Peer review could have been implemented, although the plans for next lesson were shared where they will be reviewing each other games.

Lesson 7

- High subject knowledge from adults in the room
- Extension activities are built in although not all students engage in the initial activity
- Teacher is supporting students and has a very positive relationship with students. Questioning is not extending learning and is limited to closed questions with one-word answers.

Lesson 8

- Exemplary behaviour is ensuring learning takes place.
- Preparation is ensuring tasks match abilities-preparing for a school trip. Students know the bus they will get, and the costs involved when they reach their destination.
- Learning objectives are shared through Communicate in print ensuring students are prepared for their learning and can access the learning objectives

Leadership and management

Leadership and management

- The school has turned around over the last three years. Morale is high and staff attendance is strong, staff turnover is low.
- Parent view shows strong parental support for the work that leaders have undertaken
- The Headteacher is very open and honest and knows the strengths and weaknesses of the school
- Headteacher has a strong hold on all information, further delegation is required **HIGH PRIORITY**
- Chair of governors is a highly skilled educationalist who understands the need to hold leaders to account
- Senior leaders are accurate with their assessment of lessons. Although, they must ensure, that when introducing what will be seen in classrooms, avoiding superlatives and OFSTED terminology and use more generic terminology e.g. this teacher is generally strong, and you are likely to see...
- The school expansion continues; therefore, all leaders must ensure that they are at the forefront of continuity, e.g. new staff are inducted well, pupils understand expectations, movement around the school and facilities are appropriate **HIGH PRIORITY**
- Destination tracking is accurate, and follows up those students who cannot access courses there are a number of excellent case study here. Accurate destination data is vital to sharing the vision for pupils at the school
- EHCPs; the ability to share information when there are a number of teachers working with a student is an area for improvement **HIGH PRIORITY**

Sixth Form

Sixth Form

- The sixth form was set up because the need was identified for the yr11s. This was identified through academic, social and most complex needs needing further support.
- Leaders track destinations well. Leaders know when students are ready to leave
- Work experience tends to be the hardest to organise, finding and keeping appropriate work experience placements and staffing it is difficult. Although leaders have addressed this. Leaders use the pool of TAs to ensure flexibility. Change of face supports social interaction.
- External providers have been employed to secure social and behaviour improvements through the skills for work.
- Leaders are confident that students are in the right pathway. Sixth form leaders are aware of students coming through and how they have moved between pathways.
- Students take notes in lessons and leaders agree; that is exactly where leaders want students to be in terms of independence and resilience.
- Leaders are well aware of the need to plan for the staffing of the sixth form.
- Physical space is an issue. **HIGH PRIORITY**

Personal Development Behaviour and Welfare (PDBW)

Personal Development Behaviour and Welfare

- Leaders are well prepared for the new framework. And can match their work to the latest criteria. Succession planning is ensuring the wellbeing for all students.
- Wellbeing (sitting with personal development) is high on the agenda because the school, the Trust and the LA have prepared themselves through the Mental Health Trailblazer project. The school is also a RSE Pilot School.
- Wellbeing Wednesdays are well received. Staff retention is high.
- Students know what to do if they are being bullied. Students have the student support panel and they will sit down and try and sort things out. There is a calming room that students know to go to if they are frustrated or upset

- Minor issues generally pupils are upset with home or schoolwork. Generally, all low level and low numbers involved.
- Behaviour is better because a stronger leadership team and behaviour expectations are high.
- SIMS is used to track behaviour. The tracking of behaviour is closely monitored and is broken down into groups.
- Case studies show that leaders have high expectations and that behaviour improvements are seen when support is put in place.
- Leaders pre-empt flash points and students are weaned off the support provided by the 'student support' room.
- The quality of behaviour management means the leaders have supported local schools with their behaviour management.

Exclusion data

- No Permanent Exclusion. One Fixed Term Exclusion whilst a student was waiting a change of educational placement all year. Use of Internal Exclusion is low.