

How Are We Doing? Self-Evaluation Summary

Carew Academy is a Special School for students aged 7 – 19. As a small school with 225 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) ensure 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 drive forward sustainable improvement.

As a school our curriculum is “engaging, inspiring and challenging” to cater for the interests and abilities of all our students. In the Lower School students enjoy a varied enrichment programme that builds confidence and the opportunity for social development. As students move through into the Middle and Upper School they begin to choose options subjects that will equip them with the skills they need to be successful on one of our three pathways: Skills for Further Education, Skills for Work and Skills for Life.

High quality teaching through appropriate challenge, effective support and embedding therapy within the classroom ensures our students 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. Just under half the pupils have a diagnosis of ASD. There are more boys than girls. Some pupils have had a very disrupted previous education and have not attended school for significant periods of time.*
- *One in four pupils have previously been involved with the local Child and Adolescent Mental Health Services (CAMHS) because of their social, emotional and mental health needs.*
- *Just under two thirds of pupils are White British, with the remainder being from minority ethnic backgrounds.*
- *Currently, there are 225 pupils on roll, with 33 pupils in key stage 2, 107 at key stage 3, 61 at key stage 4 and 24 in the sixth form.*
- *Just under half of pupils (95) are supported by the pupil premium funding, which is an above-average proportion.*
- *Carew Academy joined Orchard Hill College and Academy Trust (OHCAT) in 2013; the Trust consists of 14 special schools located in 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:*
 - *Hair & Beauty at Sutton & District Training, 8-12 Rosehill Court Parade, Morden, Surrey, SM4 6JS*
 - *Construction at Sutton and District Training, 8-12 Rosehill Court Parade, Morden, Surrey, SM4 6JS*
 - *Swimming at Waddon Leisure Centre, Purley Way, Croydon, CR0 4RG*
 - *Caving & Climbing at Craggy Island 2, Oaks Sports Centre, Woodmansterne Road, Carshalton, SM5 4AN*
 - *Plastering and bricklaying at SILC training Centre, Unit 14a, Eagle Trading Estate, Willow Lane, Mitcham, CR4 4UY*
 - *Various sporting activities and digital school at Sporting Chances and WuWu Media, David Weir Leisure Centre, Middleton Road, Carshalton, SM5 1SL*
 - *Horse riding at Diamond Riding Centre, Woodmansterne Road, Carshalton, SM5 4DT.*
- *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.’*

Carew Academy – SEF Executive Summary – May 2019

Overall Effectiveness

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

The key strengths of the school are:

1. The school is a learning community who understand the value of each member and embrace and celebrate 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 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 Displays.

Key Developments since the last inspection:

1. Introduction of post 16 curriculum offer, now in its fourth year, to help our students' transition to the next stage in their journey effectively.
2. A new Head teacher is in post and the leadership team has been strengthened to drive forward school improvement including development of a Middle Leadership team to distribute leadership across the school.

Ofsted Areas for Development from Previous Inspection:

Staff are members of class teams but are not always well briefed about their role in supporting pupils' learning.

- A strong and stable teaching and support team with excellent staff retention ensures staff know every student well and are able to ensure learning is personalised to each child – Sutton Alliance Review 2018 and focus on AEIOU of Teaching Essentials.

The school's marking policy is not applied consistently, and so pupils do not routinely know how to improve.

- The Marking and Feedback Policy is consistently applied across the school and helps students to understand the next steps in their learning – Sutton Alliance Review 2018 and focus on AEIOU of Teaching Essentials.

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.

- Continuing professional development has focused on questioning, whilst questioning is now a regular feature of lessons, leaders recognise this is an ongoing area for development to improve the consistency and quality of questioning. Our AEIOU of teaching ensures staff focus on the getting the key elements into every lesson. – Area for development is for staff to be able to “take advantage” of learning opportunities and not stick to 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

- Phonics has been a focus of whole school training alongside approaches for dyslexia. Whilst this is well embedded throughout class based groups and through discrete literacy lessons, leaders recognise that continual focus is needed on promoting phonics in more practical subjects to help support students' wider literacy acquisition.

Suggested Key Lines of Enquiry:

- 1) The high quality curriculum offer and the individualised support provided to every child.
- 2) The high quality of relationships, personal development and wellbeing of both staff and students.
- 3) The quality of the post 16 provision.
- 4) The robustness of our approach to measuring what good progress looks like across a range of measures including moderation with a range of external partners.

Effectiveness of Leadership and Management

The Leadership and Management at Carew Academy is currently **OUTSTANDING** because:

1. Clear and ambitious vision to ensure our students grow into well-rounded young adults – range of governors with specific portfolios.
2. The expertise of the Head teacher is shared with senior leaders ensuring outcomes are increasingly positive for our students – increase in accreditation outcomes and 0 NEET.
3. The leadership team have high expectations of the entire school community – Survey Data.
4. Rigorous self-assessment takes place to ensure leaders know the school's strengths and areas for development. There is a shared ownership of the School Self Evaluation and Development Plan across the senior and middle leadership team – regular monitoring and quality assurance activities e.g. Sutton Review, David Scott Health Check, David Cox Health Check, Jason Hughes Health Check in 2018/2019 year.
5. Responsibilities across the leadership team are clear and have been extended to develop a greater capacity for school development.
6. The school is clearly divided into Lower, Middle and Upper School with a strong progression through each phase of education.
7. As part of the Orchard Hill College Academy Trust the school can draw upon the expertise of key post holders across the Multi Academy Trust to act as a critical friend, in particular ensuring the financial stability of the school. We recognise that being part of a MAT can bring significant benefits and are keen to maximise these.
8. The school is outward facing to ensure development across the education sector as part of the Surrey Learning Partnership and the Forum of Five. We work closely to provide outreach support to schools both within and outside the Trust. The Head teacher sits on the Sutton Education Board. The school is actively involved in the Sutton SCITT.
9. The Teachers Evaluation Schedule and Line Management process is robust, distributed and provides an effective mechanism for assessing the quality of Teaching and Learning across the school. Staff learn from each other and share best practice in a culture of professional responsibility – Line Management meetings.
10. High quality and bespoke continuing professional development for all staff leads to high staff moral and improved outcomes for every student, creating a learning community where staff and pupils challenge themselves – CPD Impact Review.
11. The leadership team is fully committed to developing a trauma informed school, ensuring the mental wellbeing of all of our students through training staff and implementing trauma informed practice. This has had a significant impact on the behaviour around school as shown by no Fixed Term Exclusions in 2019.
12. The committed and energetic senior leadership team work with a continual focus on developing a caring ethos focused on the wellbeing of all members of the school community, with a commitment to retention and development of staff. High staff retention ensures the capacity for sustained long term growth.
13. The leadership team is outward facing, driving improvement not just at Carew Academy but across the wider education system; as members of OHC&AT, Sutton Special Heads, Forum of Five Schools, and an extensive range of other external partners.
14. The Governing Body challenges and supports in portfolio areas in which they are experts: The Chair of Governors is the Head teacher of another school, The Teaching and Learning Governor is a Deputy Head teacher at a local Special School, and the Finance Governor is an Accountant. The high quality of Governance ensures the leadership team are appropriately challenged to drive forward school improvement.
15. Performance management is robust and effective in supporting whole school development and pupil outcomes and is clearly aligned with the School Development Plan; governors hold the Head teacher to account with regards to pay progression for staff.
16. Parental engagement and engagement with the wider community is extremely effective, including strong local partnerships.
17. Student leaders take an active role in school activities and in leading through teams in specific areas, through our CAREW Ambassadors.
18. Additional government revenue streams such as Pupil Premium, Year 7 Catch up Funding and Sports Premium are used very effectively to ensure there are no gaps between key groups, to promote lifelong participation in sport and to ensure effective transition for our Year 7 cohort.
19. The curriculum is broad, exciting and enriching, catering to the wide range of interests of all our students across all three pathways.
20. SMSC is a focus across the curriculum and the postcard system helps support the development of each child as a responsible member of their community.

Safeguarding:

1. There is a shared vision for safeguarding in a challenging context with every member of staff committed to keeping children safe in policy and in practice. Safeguarding in the school permeates practice and there is a culture of health and safety about the school – safeguard system and evidence of challenge of LA and Whistle Blowing Policy.
2. The Single Central Register is reviewed regularly and is complete and current, and Child Protection and Safer Recruitment are a priority.

To further develop we need:

1. To work in close partnership with the Sutton Hub of provisions within OHCAT to share expertise (RW).
2. To focus on mental well-being for all members of the school community (LD).
3. To ensure the School continues to have a broad, balanced, differentiated and relevant curriculum to engage, inspire and challenge our students (LD).

Teaching, Learning and Assessment

The Teaching, Learning and Assessment at Carew Academy is currently OUTSTANDING because:

1. All teaching and learning is **consistently** good and a high proportion is outstanding. Typically teaching includes high quality personalised learning and appropriate challenge for all students. There is a strong focus on promoting pupils' learning behaviours with them developing their own learning and self-challenge. As of September 2018, 100% of our teachers are judged on their typicality as Good or Outstanding. Currently, 50% of teaching is Outstanding with the aim that at least 60% of teaching is Outstanding by the end of the 2018-2019 academic year. These judgements are informed by appraisal evidence through the Teachers Evaluation Schedule including: Lesson observations, Work Sampling, Drop in Observations. The robustness of judgements is ensured through paired observations and external quality assurance reviews from Sutton Alliance, Educational Consultants, Deputy CEO and CEO and the Teaching and Learning Portfolio Governor.
2. Teaching across year groups is consistently good. There is an open door culture, where peer to peer coaching and observation helps to inform the quality of teaching and the professional development programme. Staff regularly share ideas and resources for teaching and learning informally and formally. This has been fostered through focussed staff meetings and CPD, which focus on our AEIOU of Teaching Essentials. This encourages reflection and opportunities for discussion. The 'Teacher Evaluation Schedules', pulls together the various elements of the Teachers' Standards into one summative overview. This has enabled secure judgements to be made, which have been externally verified, relating to typicality. Line management and Appraisal is embedded for Teaching Staff and Teaching Assistants and this is used to improve performance through a Peer Coaching model.
3. There is effective support in place to develop our new teachers who are completing Assessment Only and Diploma in Education routes into teaching. Routine visits to local outstanding provisions, whole school CPD, together with individual staff CPD drives professional development which is evidenced in the appraisal cycle.
4. Teachers use their strong subject knowledge to plan carefully according to the needs of their pupils and prior assessment. This is ascertained through the TES, SLT observations, learning walks and peer to peer observation. Termly data collections using classroom monitor highlight on going pupil progress. For those whose progress is cause for concern intervention is swift, effective, recorded and monitored. Teachers' high expectations challenge pupils to achieve against their agreed personalised targets. Learning is not confined solely to the classroom and opportunities are captured across the school day (for example, tutor time, assemblies, enrichment and extra-curricular events, such as residential visits) to develop understanding in different contexts. Therapeutic interventions play a significant role in supporting outstanding pupil achievement because they are embedded within the timetable and blended with teaching. Each class is assigned a specific therapist who works both in the classroom in partnership with the teaching teams and on a one to one basis as necessary. As a result, different groups of pupils achieve well and make excellent progress from their individual starting points.
5. Teaching Assistants make a real difference to the provision in the school. They support learning skilfully and effectively and their contribution is assessed and monitored through appraisal, line management and the TES, and is of course much valued. With the appointment of a team leader collaboration between teachers and teaching assistants has positively impacted on learning behaviours. A number of highly skilled teaching assistants have gone on to teach full time while acquiring their DET qualification and the AO qualification. The school is highly successful in identifying and growing it's on talent.
6. Pupils learning is sustained because they are given appropriate time to understand new knowledge and practise new skills. This is supported through the pathway system which allows the introduction of subject content progressively and appropriately paced depending on the needs of the pupils.
7. Our progress tracking enables teachers to identify and support any pupil who is not making good progress, and provide additional support all to catch up. This tool effectively enables teachers to track progress in all areas of academic and personal development, especially as our pupils present with complex needs and profiles.
8. Marking and feedback requires teachers and teaching assistants to check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Pupils then know how to improve their knowledge, understanding and skills which is monitored through the TES and regular work scrutiny.
9. Attitudes to learning are exemplary because pupils are taught resilience, effort and pride in all aspects of their school life. Teachers have high expectations around these qualities which are incorporated into our teacher evaluation schedule. Pupils enjoy the challenge of learning and they make good use of the

many extra-curricular activities on offer. Pupils have a good understanding of behavioural and recognition systems which can be tailored to specific needs and profiles as necessary.

10. Student progress is communicated to parents on a weekly basis, more formally twice a year at parents' evenings and any changes and refinements are put in place during the Annual Review with the local authority.

11. We are developing our work on Careers Education in line with the Gatsby Benchmarks, this includes mapping careers links across the curriculum and developing a careers day, alongside independent advice and guidance for all students from the age of 11.

To further develop we need:

1. To continually develop the quality of teaching across our refined curriculum pathways focusing on our AEIOU of Teaching Essentials (JS/AG).

2. To focus on mental well-being for all members of the school community (LD).

3. To continue providing high quality careers advice and guidance, promoting students' resilience and independence, to ensure they are ready for life after Carew (JS)

Personal Development, Behaviour and Welfare

The Personal Development, Behaviour and Welfare of Pupils at Carew Academy is **OUTSTANDING** because:

1. Learning Behaviours are outstanding because pupils are very mindful of others. Pupils are inquisitive, independent and become more resilient with their learning. Pupils take responsibility to support the learning of other pupils in many ways including being ambassadors for a wide range of roles for including “anti-bullying”, “staff recruitment” and “playground friends”. This can be evidenced through regular 'drop ins', work scrutiny, and learning walks conducted by SLT. Students are engaged and active in their learning and rewarded and recognised for their efforts. Pupils leave Carew as respectful, articulate young people who are ready to make a positive contribution to society. At Carew we encourage pupils to embrace diversity, incidents of bullying are rare, and students value their differences.
2. Students with a wide range of additional needs study and work together respectfully. This is achieved through the Rights Respecting Schools programme, the school has already achieved the Bronze and Silver Level Awards and is working towards achieving the Gold Award by the end of this academic year. The school has a very effective Behaviour policy and procedures which are fully understood and followed by all staff. Weekly PSHE lessons and learning opportunities together with RSE lessons and assemblies promote British Values across the school. Within the curriculum life skills lessons include sex education, hygiene, travel training, budgeting and basic self-help skills.
3. Where Carew high expectations are not being met bespoke interventions are designed and implemented. This involves identifying the area of need and where necessary involving outside agencies such as a SILC and Sporting Chances. Bespoke curriculum and timetables are created. Students know that if they fall behind in either their academic or personal development, staff will employ all possible measures to assist them.
4. Anti-bullying strategies are promoted constantly and are central to the schools ethos. E-Safety including cyber bullying and social media awareness is dealt with in lessons, assemblies, and other learning opportunities, this includes E-Safety courses for parents and families. Incidents of Bullying are rare and any incidents are taken seriously by the school. Incidents which the school considers as high level have been significantly reduced.
5. Students are proud of their achievements. They are recognised through a merit and postcard system. The praise and reward policy ensures that parents / carers are kept up to date with student achievements. The postcard system evidences the schools commitment to the SMSC development of each child.
6. Attendance for 2017-2018 was 94% which was well above the national average of 90.6% for Special schools in England (2014/15). Currently, attendance is 95.1%. Pupils are carefully monitored and parents and carers are kept well informed about the importance of their good attendance to support learning. For families where attendance and punctuality is challenging we work alongside them with practical ideas, support and opportunities. Parent and carer involvement is good as is evident by attendance at Parents evenings, achievement evenings and open mornings.
7. Incidents, as a result of our students’ complex profiles, are dealt with quickly and effectively by our teaching staff and dedicated Student Support team. Given the complex needs of our students, safeguarding and child protection are always at the forefront of school improvement, to the whole Senior Team are trained at DSL level and with training for all staff beyond statutory requirements. Staff are well briefed in their role in Keeping Children Safe in Education and this is through practice not just policy. All staff use EduCare to complete Annual Safeguarding training. Processes for keeping students safe are robust and our students know how to keep themselves safe.
8. In support of Diversity staff have attended Stonewall Training, we have Investing in Children membership and we are a Rights Respecting School Silver Award Holder.

To further develop we need:

1. To achieve Rights Respecting School Gold Accreditation (JD).
2. To ensure our students are safe in their community through high quality RSE, promoting e-safety and providing relevant parent workshops (HM).

Outcomes for Pupils

The Outcomes for Pupils at Carew Academy are **OUTSTANDING** because:

1. From each different starting point there is a high proportion of pupils making strong, sustained progress. For pupils for whom the pupil premium provides support the proportions are similar to, or above, those for other pupils in the school. There has been a sustained improvement in pupils' outcomes in English and Maths over the past three years. This is characterised by more pupils securing accreditation (2014: 13 pupils entered; 2015: 18 pupils entered; 2016: 22 pupils entered; 2017: 34 pupils entered; 2018: 57 pupils entered). In 2018 there were 45 Level 2 passes (36 in 2017 and 28 in 2016) in English Language, Mathematics, Biology, Art, Physical Education, and Photography. Every Year 11 student achieved a minimum of an Entry Level Qualification in English and Mathematics. In Year 13, all students achieved the BTEC Entry Level Qualification. This demonstrates the high expectations Carew has for its students and continued positive trend in outcomes. In addition, for the first time, students achieved the Silver Arts Award and Bronze Duke of Edinburgh Award, demonstrating the broadening range of accreditation. The school has introduced A-Level Art and Photography.
2. Upon entry, pupils are placed on a pathway of personalised study and their learning journey is assessed termly. The pathway at the end of KS3 is used to, accurately, inform the accreditation outcomes for KS4. In Literacy and Maths, pupils' reading and number ages are assessed twice every academic year, alongside their phonics phase. This, combined with progress tracked against short term EHCP targets, provides a robust and triangulated view on the progress students make from their starting points. In 2017-2018, 66% of pupils met or exceeded their EHCP targets. Senior leaders have since worked with staff to develop EHCP targets, to ensure they are measurable and easy to evidence. Results to date have shown an increase to 73%.
3. The school's online assessment, recording and reporting system (Classroom Monitor) ensures pupil's academic progress is effectively tracked. Ongoing monitoring enables the school to identify underachievement and take effective action within appropriate timescales. There is continual evidence that demonstrates pupils make good progress with developing their subject knowledge, across our broad curriculum. Our assessment systems stem from a knowledge-led approach and to promote the continual trend in outstanding outcomes. Assessment systems have been developed for the wider curriculum and pupils of all groups achieve well. Practical mark books provide a range of photographic/video evidence to track and assess pupil progress to 'record in the moment'.
4. The senior leadership team, through rigorous monitoring, ensure teaching provides a framework, through formative and summative assessment, for all pupils to make at least good progress. Where pupils make exceedingly good progress, the pupils' pathway is monitored to reflect this, including preparation for early and/or more challenging accreditation. Where pupils do not make good progress, their outcomes are tracked and recorded across a number of other areas. Intervention is tailored to the individual student and combined with therapy input. The school is ensuring that EHCP Outcomes are underpinned by short term EHCP Targets which are agreed with parents and tracked across the year.
5. Those pupils who attend Alternative Provision on a part-time basis also achieve well. This is because the accreditation pursued is relevant to the needs of those pupils and because the provision that is used is of a consistently high quality. The progress made by pupils attending Alternative Provision is monitored carefully by our Outreach Lead through frequent visits.
6. The teaching of literacy and numeracy is championed across the curriculum with weekly literacy and numeracy tips, ensuring all students develop the skills they need for successful futures after Carew.

To further develop we need:

1. To robustly track student progress across the curriculum using Classroom Monitor or Practical Markbooks and use this to inform planning for outstanding progress (NT).
2. To focus on students' EHCP outcomes through high quality communication between all staff, students, parents and other professionals (RW).
3. To continually ensure high quality literacy and numeracy teaching across the school to give students the skills they need for life after Carew (MW/LC).

**Effectiveness of 16-19
Study programmes**

The Sixth Form provision at Carew Academy is **OUTSTANDING** because:

- 1) An extensive wraparound support system is in place. All students are fully prepared for adulthood beyond the workplace. The school supports students in, for example, opening a bank account, using technology, applying for work opportunities. The wrap around care is focussed on the pathway that the students follows, ensuring that appropriate resource is allocated to need.
- 2) Three bespoke curriculum pathways have been developed to support each of our students in achieving their full potential: Skills for Further Education; Skills for Work and Skills for Life. Our students make good progress, with 100% of students on track to achieve their predicted outcomes which have been agreed with student, parent and school.
- 3) A range of qualifications are offered to recognise learning and achievement needs. This is constantly developed in line with pupil needs and government strategy. Key skills continue to be developed within the different pathways, with a focus on literacy and numeracy.
- 4) All students engage in either a weekly work experience placement or a volunteer placement in partnership with local business and schools. Skills for Work students use an employability tracker to inform the curriculum in order to ensure that students leave Carew with the appropriate skill set and learning attitudes to be able to access employment.
- 5) The level of pastoral care and safeguarding in the Sixth Form is exemplary, enabling students to reach their full potential and move forward with the next stage of their Education, Employment or Training. As such attendance is excellent.
- 6) Our students follow a PSHE curriculum to develop skills around E-Safety, safety in the community as well as a range of other life skills.
- 7) All students have a personal progress tracker that identifies and enables progress around academic and personal/social goals and challenges. Students continue to become curious, determined, resilient and engaged.
- 8) The quality of teaching and learning is consistently good or outstanding. CPD is bespoke and targeted to 6th Form staff needs
- 9) Progress is constantly reviewed with students and families and formally used to inform the learning journey.
- 10) Strong engagement with parents and carers is a key aspect of 6th Form Provision. There is constant communication between home and 6th Form teaching teams.
- 11) Post 18 transitions are managed through close relationships with organisations that support Ways into Work, Apprenticeships and Further Education. 100% of our Leavers went onto further study or employment in 2018. 100% of students passed the BTEC Work Skills Accreditation in July 2018.
- 12) Leadership and management continues to be strong. Strategic leadership of the relatively new 6th Form provision is reflective and responsive to the diverse needs of students, families, community, government policy and staff development and wellbeing. Monitoring procedures are rigorous, developmental and supportive.
- 13) Sixth form students are beginning to take on leadership roles across the school and this is something that will be further developed with the introduction of prefects and sixth form ambassadors, thus developing students' self-belief and confidence for their future aspirations.

To further develop we need:

- 1) To continue providing high quality careers advice and guidance, promoting students' resilience and independence, to ensure they are ready for life after Carew (JS)
- 2) To ensure our students are safe in their community through high quality RSE, promoting e-safety and providing relevant parent workshops (HM).
- 3) To focus on mental well-being for all members of the school community (LD).