

CACFO Education Centre

40 Northwood Road, Thornton Heath, Surrey, CR7 8HQ

Inspection dates 22–24 October 2013

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Adequate	3
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- Students make good progress with their learning in literacy and numeracy in the relatively short periods for which they are placed at the school.
- The good quality of teaching is based on a firm understanding of how to motivate and encourage students to conform and to contribute to lessons.
- The school is successful in fulfilling its aim of enabling students to return to mainstream schools as a result of improvements in their behaviour and attitudes.
- Students are safe in the school and they appreciate the levels of adult care which they receive. The good arrangements for the welfare, health and safety of the students are based on agreed policies which are implemented through effective teamwork.
- The school's leaders and managers demonstrate high expectations for the quality of teaching, the progress in learning and improvements in behaviour which can be achieved by the students. They work tirelessly to ensure that students understand what is expected of them.

It is not yet outstanding because

- Students' behaviour is not consistently good enough. A minority of students, while responsive to adult supervision, do not take sufficient responsibility for their own attitudes and behaviour.
- Teachers do not always ensure that learning activities challenge each individual student at the levels of which they are capable.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards').

Information about this inspection

- This inspection was conducted with one day's notice.
- Five lessons were observed, taught by four teachers.
- Discussions were held with the headteacher and the school's senior behaviour manager, with a CAMHS worker (Child and Adolescent Mental Health Service), and a representative of the local authority.
- Responses to the inspection questionnaire from five members of staff were considered. Additional informal conversations took place with members of the teaching and support staff, with students, and with two parents and carers.
- A number of school policies were read, together with data about students' progress with their learning and behaviour. Samples of students' work were seen during lessons and in their English and mathematics workbooks.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- The proprietor is the Croydon African Caribbean Family Organisation (CACFO) which is a registered charity that operates an education centre registered as an independent school.
- The school which was registered with the Department for Education in November 2000, shares its campus with the CACFO community centre in Thornton Heath.
- The school operates as a pupil referral unit for up to 20 students aged from 11 to 16 years and provides full-time education on a short-stay basis for students who have experienced significant difficulties in accessing mainstream education. These are typically students who have been permanently excluded from mainstream schools or who are at risk of exclusion.
- The length of stay for students is typically from six weeks to up to two terms.
- At the time of inspection there were eight boys and two girls on roll, some of whom were dual-registered with their own schools. The main referring local authority is the London Borough of Croydon which purchases up to 10 places annually through a service-level agreement. The students do not have statements of special educational needs.
- The school has explicit aims to 'encourage academic success and social advancement of children, particularly, but not exclusively, of African and African Caribbean descent'.
- The centre was last inspected in May 2010.

What does the school need to do to improve further?

- Further improve the quality of teaching by:
 - implementing a common approach to the use of assessment to inform students about the levels at which they are working and how they might improve on these
 - providing learning tasks which are always well matched to individual students' levels of achievement
 - providing staff training and sharing of best practice.
- Ensure a consistent approach to the management of behaviour by all teaching and support staff through staff development which focuses on examples of best practice.
- **The school must meet the following independent school standard**
 - The proprietor must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year, who receive physical education (paragraph 23A(1)(c)).

Inspection judgements

Pupils' achievement

Good

Students' achievement is good as a result of good teaching and a carefully constructed curriculum. Students enter school with disrupted previous educational experiences, lack of motivation and no desire to conform to adult expectations. During their placements, despite the relatively short time that students attend the school, they make good progress in their academic achievement. On entry to the school they complete a series of baseline assessments in English, mathematics and Science, together with cognitive achievement tests (CAT tests) which help to provide an accurate knowledge of their starting levels. Most start from levels below age-related expectations and they do not have sufficient time at the school to fully make up lost ground. However, their rate of progress helps to close the gap with the national averages in English, mathematics and science. The extent of progress of individual students is directly related to their levels of attendance which for a number of students are at least in line with the national average, but variable overall.

Reading skills are developed well and most students make good progress with English, grammar, spelling and punctuation as a result of good teaching. Students mostly concentrate well and take an interest in mathematics and science. Their progress in developing knowledge and understanding in these subjects is also good, although the level of challenge in lessons is not always targeted sufficiently to match their individual learning needs. Their learning habits and ability to concentrate for sustained periods demonstrate improvement once they have adjusted to the expectations of the school. The majority of students also make good progress in physical education or in aspects of the creative and graphic arts. Students do not study for external examinations at the school and the majority return successfully to mainstream schools before the end of Year 10, or transfer to the local authority's transition programme at the start of Year 11.

Pupils' behaviour and personal development

Adequate

Most students demonstrate good progress in reducing the number of incidents of misbehaviour over time and, as a result, the majority return to placements in maintained secondary schools. The school sets high expectations of students' cooperation and compliance with required standards. Expectations are made clear and constantly reinforced through patient dialogue and effective role models without confrontation. However, students' behaviour and personal development are only adequate because a minority of students do not accept sufficient responsibility for the improvement of their own attitudes and behaviour, and attempts at disruption of classes do occur. The presence in the classroom of the school's behaviour manager, and other adults with a focus on behaviour and relationships, makes a strong contribution to the development of positive responses from students. Many students have a long way to go to reach the standards required for reintegration into mainstream schools but the school persists in communicating an understanding of the skills and qualities required to succeed. Learning in classrooms is generally effective despite attempts at distraction and occasional disruption. The school has developed appropriate strategies for dealing with poor behaviour and attitudes and these do not generally disrupt learning, although the pace of learning is sometimes slowed.

Attendance overall is below the national average but for many students attendance shows an improvement on previous experience; a minority achieve 100% attendance over significant periods of time. Good use is made of the education welfare service and of strong relationships with students' families to help to improve attendance and punctuality. The school has excellent strategies for also involving parents and carers in the process of ensuring suitable behaviour in school. Some parents and carers spend time in the classroom working alongside their children, developing common expectations between home and school. Students are safe in school and levels of continuous staff supervision are high and effective. Provision for students' spiritual, moral, social and cultural development is good, with timetabled lessons of personal, social and health education

and citizenship in addition to the continuous reinforcement of expectations across all subjects. Students achieve self-confidence and recognise that they are valued. They are given suitable opportunities for involvement in activities in the local community, for example in conducting local surveys about human rights, and good use is made of visitors to the school and of educational visits, including visits to Parliament and to London museums. Students are provided with good opportunities to understand diversity in society and the importance of their own place within the community. They are helped to understand the importance of the democratic process and the significance of public institutions and services. The school is careful to ensure that balanced views are expressed in any study of sensitive political or religious issues.

Quality of teaching

Good

The quality of teaching is good and enables students to make good progress in a short period of time. There is a suitable focus in all lessons on communicating an understanding of the school's expectations for behaviour, and teachers mostly have success in ensuring that appropriate progress is being made. In all lessons, the content and activities are well planned and relevant to the areas of study. The effective teaching of English, mathematics and science ensures that students' basic learning skills are reinforced continuously. There are good opportunities for students to use information and communication technology (ICT) to extend their learning in a number of subjects. Students show an interest in much of the work and, despite their difficulties with sustaining continuous attention and concentration, there is evidence of effective learning. Despite the challenges, teachers create a positive climate for learning and enable students to sustain concentration and achieve success. Students enjoy active learning in art, physical education and graphic design.

Attention to the essential skills of listening, focusing on the immediate task in hand, and showing respect for the contributions of others, are not implemented consistently in a minority of lessons. In the best lessons, there is careful attention to the questioning of students to monitor their understanding and to encourage them to develop their thinking to deeper levels. In these lessons too there is constant reinforcement through direct instructions and personal reminders about the essential requirements which contribute to suitable behaviour. Significant skills, such as listening attentively, looking directly at the screen or the text, speaking in turn and listening to the contributions of others are continuously reinforced to ensure that all students conform to those basic classroom routines with which they have not previously conformed. As a result, students are increasingly able to explain their answers and to demonstrate their understanding to others. Baseline assessment provides a good basis for planning suitable work and regular assessment allows teachers to identify where progress is being made. On occasions, there is not sufficient attention to ensuring that the tasks set for students match their individual levels of ability and prior learning. Evidence of the progress they are making is not always communicated sufficiently to students in the marking of their work. There is a good focus on the basic skills of literacy and numeracy, but teachers' written feedback does not always communicate specific points for improvement.

Quality of curriculum

Good

The quality of the curriculum is good and suitable for the nature of students' short-term placements in the school. It enables them to achieve well. All the required areas of learning are covered with a suitable emphasis on core experiences in English, mathematics, science and ICT. The curriculum enables rapid gains to be made in important aspects of literacy and numeracy, while also placing an important emphasis on the development of study skills and behaviour management. Teachers' planning is derived from a suitable overview of curriculum content in each subject. Good enrichment opportunities are provided through art, music and graphic design. The emphasis on the development of fitness and ball skills in physical education is appropriate and suitably challenging. The programme for personal, social and health education and citizenship

(PSHEE) provides effectively for students' future roles in the community, and the school plans well for the next stages of education for individual students. The headteacher is a member of the local placement panel which is illustrative of the good relationship with the local authority to ensure that the most appropriate next steps are planned for each individual student. Since the last inspection, there has been an improvement in the quality of resources and access to appropriate external facilities, for example, using the laboratory of another local school for practical science. Appropriate use is made of the contributions of external visitors, for example to provide first-aid training for students, the celebration of Black History Month, and a planned visit to implement an anti-bullying programme. Students have good access to computers and the use of the digital projector contributes effectively to learning. Despite the relatively restricted space, the school makes good use of its available resources.

Pupils' welfare, health and safety

Good

The school makes good provision for the welfare, health and safety of students and, as a result, students are safe in the school. The school's leaders have ensured that all the regulatory requirements for students' welfare, health and safety are met. Good attention is given to the safeguarding of students through rigorous procedures for staff appointments and suitable policies for behaviour management, the prevention of bullying and first aid. All the required checks on staff suitability are completed before appointment and details are entered in an appropriate single central register. Staff are trained to the required levels in child protection and first aid. Good provision is made for students who are vulnerable or at risk through good relationships with parents and carers. Working closely with relevant personnel in the local authority ensures that all available services are engaged to the benefit of students. Themes in the curriculum, together with physical education lessons and good quality lunches, encourage students to develop healthy lifestyles. High levels of supervision and excellent adult role models enhance the safe environment of the school. Anti-bullying procedures are fully implemented. Good arrangements are in place for the assessment of risk, and health and safety procedures, including arrangements for fire safety, are implemented consistently in conjunction with the effective management of the site and premises. Routine administration, including the maintenance of suitable registers for admissions and attendance, is thorough and appropriate.

Leadership and management

Good

The quality of leadership and management is good and ensures effective provision and good levels of achievement by the students. Leaders and managers have ensured that all but one of the regulations have been met. They have a shared vision for what can be achieved and a consistent determination that the lives of young people may be improved. They have ensured that students understand the expectations of the school and work tirelessly to help students overcome their various barriers to learning. Monitoring of the curriculum and of teaching and learning are continuous as a result of the proximity of the school's leaders within the teaching area. Opportunities to deepen the expertise of staff in teaching and supporting challenging students through the sharing of best practice and the use of corporate training activities are limited. The integration of teaching and strategies for students' personal development is a strength of the school and provides confidence for all those adults working with students.

The premises, although small, provide a suitable environment for successful learning. There is, however, no provision for changing accommodation and showers for students undertaking physical education, as required. The school ensures that all the required information for parents and carers is made available and is up to date, including suitable procedures for managing any complaints. The management committee has a sound understanding of the school's strengths and areas for further development. The school demonstrates a good capacity to make a positive impact on the lives of challenging young people.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	132776
Inspection number	422746
DfE registration number	306/6094

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Special day school for short-term placements for students with behavioural, emotional and social difficulties
School status	Independent
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	10
Number of part time pupils	0
Proprietor	CACFO
Chair	Adrian Dennis
Headteacher	Patricia Oliver
Date of previous school inspection	19–20 May 2010
Annual fees (day pupils)	£9,000
Telephone number	020 8771 6222
Email address	headteacher@cacfo.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

