

CACFO Uk Education Centre

40 Northwood Road, Thornton Heath, Surrey CR7 8HQ

Inspection dates

27–29 June 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management are inadequate. School leaders and governors have failed to ensure that all the independent school standards are met.
- Leaders do not follow the school’s safeguarding policy. They have not referred concerns to the local authority or the disclosure and barring service.
- School leaders have not made sure that pupils are safe because they have not completed and recorded all the appropriate suitability checks on staff. Not all staff have completed safeguarding training.
- The school does not have a risk assessment policy. Risk assessments are not implemented and reviewed effectively. This poses a risk to pupils’ health and safety and welfare.
- The medical room is not fit for purpose. Medicines for pupils are not stored appropriately. The management of medicines is haphazard, which puts pupils at risk.
- Teaching, learning and assessment require improvement. Teachers do not set appropriately challenging work for pupils. As a result, pupils sometimes struggle to behave well in class.
- The school’s promotion of pupils’ personal development, behaviour and welfare is inadequate. Leaders’ failure to meet the independent school standards for safeguarding, health and safety, and premises presents a risk to pupils.
- Outcomes for pupils require improvement. Pupils do not make as much progress as they could.

The school has the following strengths

- School leaders have developed a nurturing environment for pupils.
- Pupils learn to reflect on their own behaviour and take steps to improve it over time.
- Pupils conduct themselves well. They are generally responsive and polite to adults.
- At the end of their time at the school, a high proportion of pupils are reintegrated successfully into secondary school provision.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management to ensure that:
 - all the appropriate suitability checks on all staff and governors are completed in a timely way according to statutory guidance and recorded on the single central register
 - all staff complete safeguarding training and training on the prevention of radicalisation and extremism, and are kept up to date with the latest statutory safeguarding guidance
 - leaders follow the school's safeguarding policy and statutory guidance when responding to concerns about pupils or allegations against staff
 - effective procedures are in place for regularly reviewing the safety of the site
 - there is an effective risk assessment policy
 - risk assessments are in place for all activities, that the risk assessments take account of the existing risk assessments for individual pupils and that all risk assessments are reviewed regularly
 - all staff are trained in health and safety and risk assessment so that they can identify and report failings
 - medicines are stored appropriately and that records of use and follow-up with parents are recorded
 - the medical room is fit for purpose and appropriately located
 - key information, including on health and safety, risk assessments and minutes of governors' meetings, is available to the headteacher
 - leaders focus observations of teaching on the depth of progress pupils are making so that staff receive more constructive feedback on their teaching, in writing, to help them improve
 - school leaders understand the independent school standards and ensure that they are met.
- Improve teaching, learning and assessment and outcomes by ensuring that:
 - teachers make better use of information about pupils' past learning when setting activities which are appropriately challenging
 - pupils have more opportunities for enrichment activities
 - pupils have more high-quality opportunities to develop their reading and comprehension skills.
- Ensure that teaching activities fully engage pupils so that their behaviour in classes enables them to make stronger progress.

The school must meet the following independent school standards

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State. (paragraph 7, 7(a) and 7(b))
- The proprietor must ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. (paragraph 11)
- The proprietor must ensure that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy. (paragraph 13)
- The proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified. (paragraph 16, 16(a) and 16(b))
- The proprietor must ensure that no person appointed as a member of staff at the school intends to carry out work at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction. (paragraph 18(2) and 18(2)(b))
- The proprietor must ensure that appropriate checks are carried out in respect of each such person appointed to confirm the person's medical fitness. (paragraph 18(2)(c) and 18(2)(c)(ii))
- The proprietor must ensure that checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment. (paragraph 18(3))
- The proprietor must ensure that any person who is a member of a body of persons named as the proprietor of the school in the register or in an application to enter the school in the register, does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction. (paragraph 20(6), 20(6)(a) and 20(6)(a)(ii))
- The proprietor must ensure that a register is kept which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question, that a check was made to establish whether the staff member is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction. (paragraph 21(1), 21(3), 21(3)(a) and 21(3)(a)(iii))
- The proprietor must ensure that a check was made to establish whether the staff member is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed. (paragraph 21(3) and 21(3)(b))
- The proprietor must ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils; accommodation for the short term care of sick and

injured pupils, which includes a washing facility and is near to a toilet facility; and that the accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b). (paragraph 24(1), 24(1)(a), 24(1)(b) and 24(2))

- The proprietor must ensure that they comply with the standard about the quality of leadership and management by ensuring that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively and actively promote the well-being of pupils, so that the independent school standards are met consistently. (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c))

Inspection judgements

Effectiveness of leadership and management

Inadequate

- School leaders have not ensured that all the independent school standards are met.
- The safeguarding arrangements to protect pupils are ineffective because school leaders do not follow the safeguarding policy and the statutory guidance, 'Keeping children safe in education' (September 2016). This potentially puts pupils at risk of harm and has a negative impact on pupils' welfare and safety.
- School leaders and governors failed to follow procedures detailed in the school's policy and statutory guidance in response to a child protection allegation against a member of staff. At the time, school leaders were unaware of their responsibility because they had not completed appropriate training.
- School leaders have not ensured that all the required suitability checks on staff have been completed and recorded on the single central record. These are the checks on prohibition from teaching and the management of independent schools for teachers, school leaders and governors.
- The school's health and safety policy is not implemented effectively. The school does not have a risk assessment policy. Pupils are assessed when they are admitted to the school. This process is thorough and detailed and provides staff with rich information about pupils' needs. However, this information is not reviewed during pupils' time at the school and is not used to inform other risk assessments, for example to determine pupils' needs when they are taken out of school for activities. Leaders do not hold risk assessments for the building because these are kept by the CACFO charity, not by school leaders. As a result, leaders are not able to monitor and swiftly reduce risks on site. Risk assessments for activities are available but the procedure for reviewing these is unclear. Staff do not routinely report hazards to school leaders.
- The leadership of teaching is inconsistent. There is insufficient focus on pupils' academic progress, and information about pupils is not always used effectively to support pupils' learning. Likewise, feedback to staff about their teaching does not have enough focus on pupils' learning and progress so teachers are unable to improve.
- The headteacher and other leaders have a strong vision for the school and provide a nurturing environment. This enables pupils to develop ways of improving and managing their own behaviour which will support them on reintegration to secondary school.
- Behaviour leaders and staff have a positive impact on pupils' personal development. They set high expectations of pupils' conduct, and support and nurture the pupils in their care to reach these expectations over time.
- The school's curriculum covers the required areas of learning. Pupils' spiritual, moral, social and cultural development is promoted effectively through the curriculum and self-reflection activities. School leaders, including governors, are keen to develop this to provide further opportunities for enrichment through a greater range of cultural activities.

Governance of the school

- Governors have not moved swiftly enough to ensure that the school meets the independent school standards and that safeguarding practice meets requirements.
- Governors visit the school regularly. They are knowledgeable and ambitious for the school and committed to making it a success. However, the headteacher does not always have easy access to important information held by governors – for example, about regular health and safety checks, the risk assessment for the building and the minutes of governors' meetings. This is hampering the school's development.
- Governors have implemented a number of changes which have had a positive impact on the school. For example, staff job descriptions have been reviewed so that roles are now clearer. Governors now expect more information from the headteacher, including a regular analysis of pupils' attendance and behaviour. These changes have also enabled governors to hold the headteacher to account for pupils' progress. Governors have developed a positive relationship with the local authority.

Safeguarding

- The arrangements for safeguarding are not effective. This is because school leaders have not ensured that all staff have completed safeguarding training. Nor have they checked that all the required vetting checks on staff have been completed. School leaders have not followed the safeguarding policy and reported concerns to the local authority designated officer for safeguarding or to the Disclosure and Barring Service when required.
- At the time of the inspection, school leaders had only recently completed safeguarding and safer recruitment training. The training has had a positive impact on school leaders' approach to safeguarding. They are enthusiastic, thoughtful and determined to implement the guidance for the benefit of pupils. The local authority is providing effective support to assist the school to achieve this. School leaders were open and honest about the limited extent of their current practice and recognise that they are in the early stages of developing a culture of safeguarding in the school.

Quality of teaching, learning and assessment

Requires improvement

- Pupils do not make enough progress in their learning because the work is not challenging enough. Pupils sometimes do work that is too easy and they do not move quickly enough onto the harder work. There is too much variation in pupils' learning within and across different subjects. The most able pupils are not challenged enough to deepen their knowledge and understanding.
- Pupils are assessed when they enter the school. Detailed information about pupils' starting points across a range of subject areas, together with information about spelling and reading ages is available. Pupils have individual education plans which detail strategies to support them to learn effectively. However, teachers do not use this rich information consistently to set learning activities which meet the range of pupils' needs so that they make strong progress. As a result, pupils can lose focus on the task and there is some disruption to learning.
- Where activities are planned effectively, pupils concentrate well. They respond positively

to teachers' questioning and are confident to ask questions and to ask for help if they are unsure. Pupils are motivated to do well when work is challenging and clearly explained.

- Teachers support individual pupils well. They check their understanding and ask questions to ensure that pupils' knowledge is secure.
- Pupils usually get on well together and this enhances their learning. Pupils enjoy explaining what they have learned to each other and giving each other feedback on their work.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because school leaders have not ensured that pupils are kept safe. There are significant failings in safeguarding, health and safety, and management of risk.
- The medical room is not fit for purpose and so pupils cannot be cared for effectively. The room is too far from the toilets and access to the washing facility is restricted.
- Pupils' medicines are kept in an unlocked desk drawer, which is not appropriate. Arrangements for giving medicines to pupils are haphazard, details are not recorded, staff do not ensure that medicines are returned and parents are not routinely informed when issues arise.
- Pupils say that they feel safe. Pupils have confidence in the adults who work with them and know whom they would go to if they needed help. They have had information about how to keep safe on the internet, and understand about how to do this by keeping passwords and other personal information secure.
- Pupils say that there is very little bullying. Pupils are taught to be respectful of each other and the headteacher and staff do all they can to encourage positive relationships.
- Pupils' personal development is supported effectively through the nurturing environment. Pupils have timetabled sessions for self-reflection and self-evaluation of their progress and behaviour. These activities and timely support from behaviour management staff enable pupils to develop their spiritual, moral, social and cultural understanding. Work in English and personal, social, health and economic education contributes to pupils' understanding of British values.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' behaviour in classes is inconsistent. If activities are not well planned, pupils lose focus and learning can be disrupted. Incidents of poor behaviour almost always arise because of weaknesses in teaching.
- The work of the behaviour support team is effective in enabling pupils to reflect on their own behaviour and take steps to manage it themselves. As a result, pupils conduct themselves well, and they are generally polite and courteous to visitors and respond well to adults in school. Pupils were respectful towards members of the public on a visit to the local gym.

- Staff have clear routines and expectations which ensure that pupils are safe and welcomed into school. Pupils talk calmly with each other and adults, and experience a positive start to the day.
- Pupils' attendance overall is lower than the national picture but is improving. The headteacher and governors carefully monitor attendance. School leaders work with the local authority to improve the attendance of individual pupils where possible.

Outcomes for pupils

Requires improvement

- Pupils' progress is inconsistent. This is because information about pupils' starting points, progress and learning needs is not used consistently well by teachers. This is the case across the range of subjects.
- Pupils' reading skills are not developed effectively. Pupils enjoy the texts chosen in English. However, leaders do not build on pupils' interest to develop their reading and comprehension skills.
- Pupils' numeracy skills are well developed. The most able pupils can tackle challenging work, such as quadratic equations and simultaneous equations, when given the opportunity. Overall, pupils enjoy mathematics and can apply these skills in science and across the curriculum.
- Pupils' speaking and listening skills are developed through a range of self-reflection and self-evaluation activities. Pupils who have attended the school for some time can express themselves confidently.
- The proportion of pupils reintegrating successfully into mainstream secondary school is high. The behaviour manager and the behaviour support team meet regularly to evaluate pupils' readiness for reintegration and plan the next steps. The school offers pupils and their new schools outreach support, wherever possible, to follow up and ensure that the transition is successful. Pupils about to return to mainstream education are positive about their overall experience at the school. One pupil described it as 'a very good place'.

School details

Unique reference number	132776
DfE registration number	306/6094
Inspection number	10020768

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other independent school
School category	Independent school
Age range of pupils	10 to 16
Gender of pupils	Boys
Number of pupils on the school roll	16
Number of part-time pupils	0
Proprietor	Croydon African Caribbean Family Organisation
Chair	Callton Young OBE
Headteacher	Patricia Oliver
Annual fees (day pupils)	Pupils are funded by the local authority
Telephone number	020 8771 6222
Website	www.cacfouk.org
Email address	headteacher@cacfo.org.uk
Date of previous inspection	22–24 October 2013

Information about this school

- CACFO Uk Education Centre is an independent school in the London Borough of Croydon.
- The proprietor is the Croydon African Caribbean Family Organisation (CACFO), which is a registered charity. The charity provides community services for the local community in Thornton Heath. The school operates premises on the same site.
- The school operates as alternative provision for up to 20 pupils between the ages of 11 and 16. The school registration is as a mixed school but for the last four years the school has only admitted boys and only between the ages of 11 and 14.

- At the time of the inspection, the school had been temporarily registered, by the Department for Education, to take pupils from the age of 10. This was in response to a request by the local authority for the school to take pupils in Year 6.
- The school provides full-time education for pupils who have been permanently excluded from school or who are at risk of permanent exclusion. The main referring authority is Croydon local authority. In addition, some local secondary schools contract directly with the school for short-term places for their pupils.

Information about this inspection

- The inspector observed pupils' learning in a range of subjects and in self-evaluation time. The inspector looked at pupils' work in books with the headteacher.
- Two groups of pupils, including recent arrivals and those who have attended the school for some time, spoke to the inspector about their views of the school.
- The inspector met with the headteacher, staff with responsibility for safeguarding and the behaviour manager. The inspector met with the two trustees who are responsible for the governance of the school, including the chair of the trustees.
- The inspector held a telephone conversation with a representative from the local authority.
- The inspector scrutinised a range of documentation, including policies, health and safety and safeguarding records, and records of pupils' behaviour, attendance and progress.
- The inspector took account of the nine responses to the staff questionnaire.
- The inspector considered the one response to Ofsted's online questionnaire, Parent View.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

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Store Street
Manchester
M1 2WD

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