

CACFO UK Education Centre

40 Northwood Road, Thornton Heath, Surrey CR7 8HQ

Inspection dates

12–14 March 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders do not have clear and coherent plans to develop the school further. School leaders and governors do not work cohesively. They do not review their work sufficiently to evaluate the impact of their actions.
- The quality of teaching and learning across the school is inconsistent. Leaders do not monitor this carefully and do not hold teachers rigorously to account. Staff do not receive quality training to improve their practice.
- Pupils' outcomes require improvement. Pupils make variable progress in their subjects. Staff do not ensure that pupils' basic literacy skills are developed across subjects.
- Leaders do not have a clear understanding of how well pupils are doing in subjects across the school.
- Teachers do not tailor work to the individual needs of pupils. They do not consider sufficiently each pupil's abilities and prior learning. Pupils' progress is hindered as a result.
- While pupils receive a range of careers guidance, they would benefit from a more structured approach in this respect.

The school has the following strengths

- Leaders have ensured that all the independent school standards are met. They have started to improve standards in teaching and learning.
- Safeguarding is effective. Leaders have worked hard to create a culture of safeguarding since the previous inspection. All staff are clear about their responsibilities for keeping pupils safe.
- Pupils feel safe and happy at the school. They attend regularly. Strong relationships exist between staff and pupils.
- Pupils' behaviour and personal development are a real strength of the school. Pupils speak highly of the positive difference the school has made to their lives.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - school leaders and governors work together to pinpoint areas for improvement and put clear action plans in place which are reviewed regularly
 - leaders monitor the quality of teaching and learning, so that standards are good across the school and teachers are held to account
 - staff receive high-quality training to develop their teaching practice more effectively
 - leaders and teachers have a clear understanding of how well pupils are doing in all subjects.
- Improve the quality of teaching and learning and pupils' outcomes by:
 - planning lessons that take account of pupils' prior learning and abilities
 - adapting work in lessons to meet the needs of individual pupils
 - ensuring that staff take every opportunity to help pupils develop their spelling, punctuation and writing skills.
- Provide pupils with a more structured programme of careers advice.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, leaders have prioritised making sure that arrangements for safeguarding are effective. However, leaders' plans for school development and self-evaluation are not robust. Leaders have identified and started to address some areas for improvement, but the impact of their work is not evident. Leaders do not review their actions with any rigour.
- Leaders do not routinely monitor the quality of teaching and learning, which is inconsistent across the school. They do not focus on the impact that teaching has on pupils' learning. Teachers are not held sufficiently to account for the progress of their pupils.
- Leaders do not develop teachers' practice effectively. Their evaluations of lesson observations and reviews of pupils' work are too generous. Staff training is not sharply focused on improving key aspects of teaching and learning.
- The assessment system is not fit for purpose. Leaders do not have a firm understanding of pupils' progress across the school. Individual teachers assess in different ways, but leaders do not use this information to gain a clear overview of how well pupils are doing. As a result, leaders do not identify whether pupils are at risk of underachieving and do not take effective action to address any gaps in their knowledge.
- Leaders ensure that pupils study a wide range of subjects. Leaders reviewed the curriculum offer recently to make sure it suits pupils' needs and interests. Pupils enjoy attending some of the educational trips that enhance the curriculum, such as theatre visits and music workshops.
- Leaders and staff make sure that pupils have plenty of opportunities to develop their social, moral, spiritual and cultural understanding. In cultural studies, for example, pupils learn about key historical and cultural events through the lens of Black history. Pupils take part in 'The Poetry Games', a national competition for school pupils, which inspired them to write their own poems, some of which have been published.
- Staff morale is high. Pupils benefit from a committed team of adults and teachers who enjoy coming to work. All members of staff recognise the improvements that have been made since the last inspection and are committed to improving the school further.

Governance

- Since the last inspection, a new governing body has been established. Governors have focused on ensuring that safeguarding is effective and that the independent school standards are met. In these aspects, governors have played a crucial role.
- Governors are not familiar with the school's plans to improve other weaknesses that have been identified. They do not communicate well with school leaders and each other in this regard. Lines of accountability are blurred as a result.
- Governors who have clear responsibilities and expertise have started to help with the everyday work of the school. This is particularly evident in teaching and learning where

work to monitor and improve the quality has begun. However, it is too early to see any positive impact of these actions.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and staff have put robust systems in place and made sure that staff apply and follow school procedures consistently. The safeguarding policy is published on the school's website and is in line with statutory requirements.
- Frequent training for all staff ensures that everyone knows their roles and responsibilities. The single central record is kept up to date, and leaders make all necessary checks when appointing new staff.
- Positive relationships with parents and carers enable the school to respond quickly to any concerns. Pupils have high levels of trust in the adults who work with them and they are confident to share any worries. They know how to keep themselves safe from risks, such as gang culture and knife crime.

Quality of teaching, learning and assessment

Requires improvement

- Teaching does not consistently meet the needs of pupils. Members of staff typically set tasks at one level only, and do not take sufficient account of pupils' abilities. This means that pupils cannot always access the work, or that the work is too easy for them. This hinders pupils' progress.
- Often, teachers do not use effective strategies to help pupils to learn new skills and knowledge. Pupils are often overwhelmed with too much content in lessons and do not have enough opportunity to embed new learning.
- When pupils arrive at the provision, they complete baseline assessments. Teachers do not always take this information into account when planning and delivering lessons. As a result, pupils do not consistently complete work that is suitable for their age and ability.
- Teaching does not focus sufficiently on making sure that pupils develop secure literacy skills, particularly in spelling and punctuation. Across a range of subjects, teachers do not consistently identify and explain errors. Consequently, pupils make the same mistakes repeatedly.
- Some teaching is of a high standard in the school. Where teaching is most effective, staff use targeted questions that move learning on at an appropriate pace. The most effective teaching contains a range of strategies and resources to interest pupils in their learning.
- Staff encourage pupils to tackle activities independently. This is part of the school's work to prepare pupils to return to mainstream education. Pupils settle to work well and know what is expected of them.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils follow the established routines at the school and understand that members of staff have their best interests and safety at heart. On arrival daily, for example, pupils hand in personal belongings before being searched. They say this helps them feel safe.
- Relationships between pupils and staff are strong. In this small setting, adults get to know each individual pupil's personal, social and emotional needs well. They are quick to notice if a pupil is acting out of character and take time to talk to pupils, working through any issues together.
- Pupils have a good understanding of respect and tolerance for others. They say that bullying hardly ever happens and trust staff to deal with any incidents that may occur.
- The use of weekly target books helps pupils take responsibility. Pupils have ample opportunity to reflect on their conduct, effort with classwork and homework, and attitude to learning. Over time, pupils and staff see improvements in each area, as a result of effective support.
- High levels of staff supervision help to ensure that pupils are safe in the school. At breaktimes and lunchtimes, staff engage with pupils and encourage them to play board games or sport with each other.
- New pupils settle in quickly, because of the personalised approach by staff. Other pupils help new arrivals to feel welcome and support them as they get used to school routines.
- Pupils want to do well so that they can return to mainstream education as quickly as possible. They understand the next steps in their education, but would benefit from further guidance, particularly regarding GCSE options.

Behaviour

- Pupils' behaviour is good.
- Leaders and staff successfully promote pupils' positive behaviour. Lessons are calm and focused on learning. Pupils generally listen attentively to their teacher and each other.
- Members of staff are quick to manage any incidents of poor behaviour. They use their training to de-escalate situations and help pupils resolve any behavioural issues.
- Pupils attend regularly. Staff work with them and their families continually to reinforce the importance of good attendance. Punctuality and attendance of pupils improve as they start to re-engage with their learning.

Outcomes for pupils

Requires improvement

- Pupils' outcomes require improvement because progress is not strong across the school.
- Pupils do not develop strong literacy skills, particularly in spelling and punctuation. Writing in subjects other than in English is weak.
- Pupils do not systematically have a good grasp of concepts they have been taught. They struggle to apply their prior knowledge to new contexts, particularly in mathematics. In science, pupils cover a range of topics in some depth. They learn, for example, about different types of cells and their functions. However, pupils' work often comprises taking notes and drawing diagrams, with limited opportunities to apply their learning.

- Pupils do not enjoy reading. Members of staff try to encourage pupils to borrow books from the library, but with limited success. Books on offer are randomly selected and are not always high quality.
- Pupils make strong progress in their English comprehension skills. In their creative and factual writing tasks, pupils increasingly attempt to use more sophisticated language and sentence structures over time. However, this is not developed well in other subjects.
- Pupils particularly enjoy practical subjects and make strong progress in subjects such as music, and art and design. For example, in a music lesson, pupils could confidently explain how they used loops to create different layers in their compositions.

School details

Unique reference number	132776
DfE registration number	306/6094
Inspection number	10055509

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	11 to 16
Gender of pupils	Boys
Proprietor	Croydon African Caribbean Family Organisation
Chair of Governors	Adrian Dennis
Interim 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	27–29 June 2017

Information about this school

- CACFO UK Education Centre is an independent school in the London Borough of Croydon.
- The school provides full-time alternative provision for pupils who have been permanently excluded, or who are at risk of permanent exclusion, from mainstream schools. The school also offers a respite service to schools, providing short-term places for pupils with behavioural needs.
- The school is registered as a mixed school, but for the last six years the school has only admitted boys aged 11 to 14.
- The proprietor is the Croydon African Caribbean Family Organisation, which is a registered charity. The charity community centre shares its premises with the school.

- The school's last full standard inspection was in June 2017, and the overall effectiveness was judged as inadequate. The school had a progress monitoring visit on 1 May 2018. Following this visit, the Department for Education confirmed that the school had met all the independent school standards.

Information about this inspection

- The inspector held meetings with the interim headteacher, staff responsible for safeguarding, the behaviour manager and the business manager. The inspector also met with the chair of trustees, one governor and a representative from the local authority.
- The inspector held discussions with teaching staff and a group of pupils. The inspector also spoke to pupils in lessons and talked to them about their work.
- The inspector visited lessons in a range of subjects and reviewed pupils' work in books, looking at progress over time in all subjects.
- The inspector analysed documentation provided by the school, including leaders' evaluation of the school's performance and school development plans. The inspector also examined records relating to safeguarding, behaviour and attendance.
- The inspector considered seven responses to the staff survey and one reply to the pupil survey. There were no responses to Parent View.

Inspection team

Jude Wilson, lead inspector

Her Majesty's Inspector

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