



Note of Visit

School:	Cavendish School
Date:	Tuesday 12 th March 2024
Name of Officer:	Sarah Redman
Purpose of visit:	Monitoring visit by LA to support current position to admit Southwark pupils following Ofsted standard inspection: Requires Improvement 7/6/2022
Time in school:	Half Day
Others involved:	Headteacher, Senior Management Team and whole school community

Activity:

Purpose of the Visit:

This was the second monitoring visit to support the school following the Ofsted standard inspection on 7/6/2022 and current grading of requires improvement. It is part of a cycle of school improvement visits to support the decision by Southwark to continue to admit Southwark pupils to the school. It was an opportunity for the school and LA officer to meet at the school and discuss the current position and any challenges faced. The school leaders were keen to show the LA officer the progress that had been made to date and the impact of the recommendations made from the last visit. The focus for this visit remains the curriculum in action. The majority of time spent at the school was devoted to observing a full range of lessons across the key stages and curriculum, speaking to students and looking at books, speaking to the Headteacher and Senior management Team and having a school lunch.

The key focus of discussions were around the impact of curriculum changes, the wider curriculum including WEX and PSHE opportunities, pupil destinations and preparation for adulthood.

Students arrival

Upon arrival the LA officer observed students enter. The clear expectations, routines and procedures around entry that adhere to safeguarding and promote positive behaviours are firmly established and embedded. For example all students without exception are compliant during 'wandering' and hand in mobile phones and other personal possessions to staff in reception. Coats are taken off and hung on a communal rail as they enter the main building. Students were greeted warmly and the positive relationships between staff and students enabled all students to enter calmly and with purpose to start their day. Staff greeted students warmly and as a result students were happy to enter. Staff utilise this opportunity to check in with all the students so are able to respond immediately to any potentially negative triggers. The LA officer was impressed with how students were able to regulate their behaviours, even in the face of adversity. For example, one student arrived 4 minutes late and was disappointed that this lateness meant he would not be eligible for the weekly milkshake reward for punctuality. Although his disappointment was clear, he was able to self-regulate and transition straight into lessons. Students are clearly incentivised by the milkshake reward and as a result strive to arrive to school on time.

Staff are consistent in applying the lateness policy. Current attendance was 72%. There are currently 4 PA's and there is a clear narrative and plan in place for each student. One of the PA's is a Southwark pupil. Following an EAR a change of placement has been agreed. The pupil is accessing some education from home, including Prodigy an on-line English and maths resource.

Senior Leadership briefing on progress to date

The LA officer was briefed on tweaks made to the curriculum and assessment system since the last visit, before being invited to observe lessons. The marking and assessment policy, introduced from September 2023 continues to have buy in from staff and includes live marking and using the criteria of emerging, securing and mastered. Students are awarded Cavendish points and this is compared against a target score. Books show this consistency of approach across the curriculum and there is evidence of progress from the autumn term in many of the books the LA officer looked at. Senior leaders have identified through a recent book scrutiny and weekly curriculum meetings where inconsistencies still lie and are working to minimise these. Weekly curriculum meetings have had an impact on embedding cross-curricular links as well as being an opportunity to share good practice, which in turn has improved behaviour management strategies.

Celebration assemblies offer a chance for peers and the whole community to celebrate. These have been 'ramped up' with certificates and prizes awarded. The young people really like this event and are very



supportive of the achievements of everybody. This positive ethos really does run through the school.

The school have rightly continued to focus on the curriculum. The curriculum 'catch up' system has been developed since the last visit. Some subjects have assigned a specific 'catch up' day, whereas others use it as and when. In maths Monday is 'catch up'. This provides an opportunity for students to complete any outstanding work, as well as re-visit concepts they are not secure with. Catch-up work is clearly labelled in books and may appear out of the normal sequence of learning. It would be helpful to monitor the impact of this strategy. Is there a clear link between catch up activities and performance in end of unit tests for example?

Tweaks have been made to tutor time, which is 15 minutes at the end of the school day. It is now delivered as a structured programme by all staff. Each day has a curriculum focus such as literacy, art, D&T or team building.

The senior leadership team, like all staff know the pupils very well. They have many, many examples of positive transition case studies to post- 16, employment and beyond. The offer of relevant work experience placements, visits to career fairs, as well as a range of engagement days including one run by the police liaison officer all contribute to raising aspirations and creating clear pathways into adulthood. Regular work experience students from Brunei University and Dulwich College provide additional support and are positive role models for the pupils at Cavendish.

The new website captures the ethos of the school and is accessible and informative. Make sure all policies are reviewed and updated as required. While it is not statutory for independent schools to publish a SEN information report on their website, it is helpful for parents, young people and local authorities.

Lesson Visits

The LA officer visited the following lessons: science, art, humanities, PE, English and maths. Classes were mixed ability.

Science

There were 3 pupils, all with 1-to-1 support. They were completing a card sorting activity using their knowledge of food chains. All pupils were engaged in their learning and there was re-enforcement of key words by staff and pupils. Questioning and dialogue supported the pupils to consider the reasons behind their choices and to articulate these.

Art

The LA officer observed preparation for printing and design. Pupils were working independently and the teacher was circulating giving advice and feedback. The technique had been broken down into small steps, which the majority of the students were able to follow and apply. Books demonstrated progress over time and a clear, consistently applied marking system identified what had been learnt and next steps.

Humanities

The year 11 student in this class had already completed his coursework for the WJEC Entry level 3 qualification in humanities, which is 100% coursework. The student was therefore working independently on maths in preparation for his GCSE.

Books show a more secure application of the school marking and assessment policy and the curriculum offer has been adapted for the more able year 9 cohort. They have started the RS GCSE short course, which is being taught alongside the entry pathway.

PE

Despite challenges with space and facilities, the school continues to promote PE, health and fitness and it is clear students enjoy this subject and participate well. I observed a student completing his personal fitness programme for the day. Theory lessons support literacy and enable entry level qualifications to be obtained.

English

Pupils were analysing rhyme in an extract from the Roald Dahl poem 'Matilda' and had completed their own ending to the poem. Teacher feedback and questioning was focused on understanding the principles of rhyme, as well as characterisation. The learning was clearly sequenced and there was a good level of challenge.

Maths

All students were engaged in their learning and the LA officer observed some supportive mathematical dialogue between teacher and pupils. Pupils were constructing bar graphs to represent data and had to apply a range of mathematical concepts to determine the correct data. Books showed application of the



school marking policy.

Lesson observation summary

Pupils' engagement and behaviour was consistently good in all lessons. Key words were consistently demonstrated in lessons and clearly displayed. Environments were engaging and pupils were polite and able to articulate what they were learning in most cases. Learning was mostly sequenced and chunked and students were supported to make progress in a variety of ways. Books showed progress and there was evidence of the marking and assessment policy being adhered to.

Curriculum Offer

The school currently offers a curriculum consisting of English, maths and science as core. In addition students access history, geography and RE, art, PE, with ICT and DT. Pathways include entry level and functional skills, as well as access to GCSE qualifications if appropriate.

Lunchtime

The LA officer enjoyed a nutritious lunch of macaroni cheese. Lunchtime continues to be a really positive experience for all. Most pupils find unstructured times quite challenging as social communication and interaction are key areas of need. Staff mitigate and support with these needs through organised clubs, daily park walks and purposeful interactions like doing a crossword with a pupil. It is a time when the whole school community comes together and is testament to how hardworking and committed the staff are at the school. They were looking for opportunities to teach and engage constantly and were positive and caring. This continues to be a very nurturing environment.

Whole School Environment

The LA officer was very impressed by the overall school environment. The entire building looks bright and welcoming. Displays were up to date and relevant in most cases. Pupils conducted themselves with purpose in the building. Behaviour was consistently good and pupils showed respect for their environment. Not all pupils wear school uniform but pupils are compliant when requested to remove hoods or jackets.

Summary.

The school continues to make steady progress since the last visit. The school is committed to further developing the quality of education and is now confident to call itself a 'curriculum led school', which I feel reflects the journey they are now on. In order to access the quality of education in more depth and provide more specific feedback I would recommend a couple of curriculum deep dives as the focus of the next visit. This will test how well your curriculum meets the needs of all learners and supports assessment and improved outcomes.

Overall the LA officer feels the school continues to make sufficient progress so should continue to admit Southwark pupils. This would be on the recommendation that the LA officer continues to provide termly school improvement visits.

Next Steps

SMT need to continue

- To monitor the intent, implementation and impact of the curriculum offer to ensure it meets all needs and offers sufficient breadth and challenge
- To continue to fully embed assessment practices and evaluate the impact of whole school curriculum 'catch-up'.
- To review website policies and update where needed including SEN Information Report
- To continue to maintain the school environment, including learning spaces so it is welcoming, cared for with displays up to date and relevant.
- To continue to engage and motivate pupils, maintaining high expectations for behaviour, uniform and compliance with school policies.

	Assistant Director SEND	✓	Delete as appropriate
	Senior Adviser for SEND	✓	
	Other		

