

Inspection of Cleeve Meadow School

Bexley Lane, Sidcup DA14 4JN

Inspection dates: 20 and 21 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Juliet Morris. This school is part of The Kemnal Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Karen Roberts, and overseen by a board of governors, chaired by Joe Merrell. There is also an executive headteacher, Alex O'Donnell, who is responsible for this school.

What is it like to attend this school?

Pupils are happy at this kind and caring school. Staff know the pupils and their families well. Pupils value the positive working relationships they have with all staff. Staff supervise pupils effectively. They support pupils in making and building new friendships. This helps pupils feel safe. Pupils know they can speak to adults about how they may be feeling. Pupils feel confident that staff would intervene swiftly if they had any concerns.

Together, leaders and those responsible for governance share a strong commitment to support all pupils in being prepared well for adulthood and life beyond the school. Pupils becoming independent underpins everything leaders plan to do. The curriculum includes a variety of learning pathways to meet pupils' stage of learning.

Pupils respond well to the clear routines in place. The school is calm. Pupils move in an orderly and purposeful way around the school.

The school provides a range of enrichment opportunities for pupils. This includes partnerships with local companies, colleges and other organisations. For example, the school has worked closely with a local coffee shop in developing pupils' key skills. This has helped pupils understand about work in the retail environment, including health and safety, and customer service skills.

What does the school do well and what does it need to do better?

Leaders carefully map out pupils' curriculum pathways. This includes the core knowledge and skills that pupils should learn. Leaders know pupils' individual needs well. They use information about pupils effectively so that they are supported with transitions to the school and beyond. The school is ambitious for pupils to study for exams where possible. The school is still in the process of fully detailing curriculum thinking and aspirations for the new students in the sixth form.

Teachers support pupils to learn about life skills using real-life situations and resources. For example, in finance, pupils talked about how they will use debit and credit cards in the future. The food technology curriculum supports pupils in knowing how to cook recipes for themselves and others. The school tailors the curriculum to reflect the interests of pupils. This includes learning about car mechanics, floristry, hair and beauty. In the sixth form, students appreciate the planned experiences of using public transport. This helps promote their social confidence and independence. Pupils value opportunities to work collaboratively and learn from each other. The school is working to make sure that pupils' targets are precisely matched to their individual needs.

Teachers are knowledgeable about their subjects. For example, in mathematics, teachers plan tasks that help pupils to develop systematic methods of calculation. Occasionally, teaching does not routinely check what pupils know, understand and can do before moving on to new learning. This includes the checking of pupils'

understanding of key subject-specific vocabulary. This means that sometimes pupils do not understand or remember important subject content securely.

Leaders show determination to ensure that every pupil enjoys reading. Staff use pupils' assessment information effectively. They use this information to provide personalised support in developing pupils' phonic knowledge. Pupils have opportunities to learn, revisit and rehearse previously taught sounds. They join in with enthusiasm in different reading activities.

Leaders ensure that all staff contribute to fostering a positive and inclusive school culture. This is built on the principles of kindness, positivity and celebrating pupils' achievements. Staff use positive language when interacting with pupils. Adults manage low-level disruptions effectively. They support pupils to make the right choices. Leaders have developed a strong approach to ensuring pupils attend school regularly. They support parents and carers in developing consistent routines with their children. Pupils attend well because of leaders' highly effective work.

Staff actively support pupils' mental health. Pupils are taught how to share their feelings and emotions through the school's relationship and sex education curriculum. Staff use consistent approaches to help pupils understand feelings such as happiness, sadness and anger. Pupils learn about healthy relationships, lifestyles and staying safe in the community and when using digital devices.

Leaders receive frequent support and guidance from the trust. Staff enjoy working at the school. They are assured that leaders are approachable and considerate of their well-being and workload. Staff, including subject leaders new to roles, receive regular training. They feel empowered to develop their areas of responsibility further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the checking of pupils' understanding is not precise. This limits pupils' readiness for new subject content, including subject-specific vocabulary. The school should ensure that all staff check pupils' understanding carefully and make the appropriate adaptations so that pupils are fully prepared for future learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147071
Local authority	Bexley
Inspection number	10293303
Type of school	Special free school
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	133
Of which, number on roll in the sixth form	8
Appropriate authority	The governing body
Chair of governing body	Joe Merrell
CEO of the trust	Karen Roberts
Head of School	Juliet Morris
Website	www.cleevemeadow-tkat.org
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school is part of The Kemnal Academies Trust.
- This is a special free school that caters for pupils aged between 11 and 19 with moderate learning difficulties.
- All pupils have an education, health and care plan.
- The school has admitted additional pupils at the request of the local authority. This takes the school above its registered capacity of 120. Some of these pupils have social, emotional and mental health needs.
- At the time of the inspection, the school makes provision for students in Year 12. This is the school's first cohort in the sixth form.
- The school uses one registered alternative provision.

- The school recently appointed a new special educational needs coordinator.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the chair of the governing body, a representative from the trust, the executive headteacher, the head of school, senior leaders and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector	His Majesty's Inspector
Ann Pratt	Ofsted Inspector

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024