

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
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10 May 2019

Mr Peter Naudi  
Headteacher  
Cheam High School  
Chatsworth Road  
Cheam  
Sutton  
Surrey  
SM3 8PW

Dear Mr Naudi

### **No formal designation inspection of Cheam High School**

Following my visit with Brian Oppenheim, Her Majesty's Inspector, to your school on 24 April 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me, and the time you took to discuss safeguarding in your school.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector of Education, Children's Services and Skills was concerned about information Ofsted had gathered about the school's approach to pupils' welfare.

### **Evidence**

Inspectors met with senior leaders, including the headteacher and executive principal, designated safeguarding leaders and pastoral leaders. Inspectors scrutinised the single central record and other documents relating to safeguarding arrangements. The inspection team held discussions with the designated safeguarding governor, members of staff and a representative from the local authority. Inspectors spoke with pupils from all year groups, formally and informally.

Having considered the evidence, I am of the opinion that at this time:

the leadership and management of safeguarding are effective.

## **Context**

Cheam High School is a larger-than-average secondary school that caters for pupils aged 11 to 18 years. The current headteacher took up post in September 2017. The school is part of the Cheam Academies Network Trust. Most pupils are White British. The proportion of pupils who are eligible for free school meals is lower than the national average. The number of pupils with an education, health and care plan is above average. Currently, no pupils attend alternative provision.

## **Safeguarding**

Leaders and governors have maintained a strong culture of safeguarding. They identify pupils who are at risk using a wealth of information gathered from different sources. Leaders at all levels have the necessary expertise to decide the best approach to manage any concerns about pupils. They provide bespoke interventions and effective support for individuals. Their attention to detail is meticulous.

The safeguarding team is very well organised. The senior leader with oversight of safeguarding is one of four designated safeguarding leaders. Together, they form a strong and committed team. They have a detailed understanding of the specific needs of potentially vulnerable pupils. The team communicates well with each other to ensure that concerns about pupils do not go unnoticed.

Year leaders and managers work closely together to look after pupils in their care. They know individual pupils well, and are an important point of contact for pupils and parents and/or carers. Leaders and managers make sure that any information about pupils is shared appropriately and sensitively so that tutors and other relevant staff are aware of pupils' specific needs and circumstances.

High-quality staff training means that teaching and non-teaching staff know how to identify potential risks to pupils' safety and welfare. They follow safeguarding procedures well, and share a collective responsibility for safeguarding. The school's policy for reporting any concerns is clear and well understood by staff. Leaders update staff regularly about safeguarding developments, and deliver interactive training on safeguarding practice, including the 'Prevent' duty and particular issues, such as female genital mutilation.

Leaders and staff are acutely aware of local risks which can affect pupils' welfare. Leaders provide comprehensive training on specific risks, such as mental illness, county lines and cannabis use. This means that staff are confident to identify any signs and symptoms. The school's internet system flags up any inappropriate words used in word processing or internet searches. Leaders have a range of appropriate actions in place to ensure that any warning signs are quickly identified and followed up.

Pupils speak positively about staff who help them to overcome any problems they

face. They know who to go to if they have a concern, and that staff will respect their confidentiality, wherever possible. Most pupils spoken to were clear that they felt safe and well cared for at school, physically and emotionally. Student support services are on offer to help pupils with emotional and mental health problems. Some pupils spoke highly about the support they receive for dealing with examination stress and anxiety.

Leaders ensure that pupils are aware of the risks they may face outside school. 'LIFE' (Learning is For Ever) lessons are part of the school curriculum. Pupils learn, in an age-appropriate way, about topics such as prejudice and discrimination, human rights and extremism. Pupils value these lessons, and talked clearly of how helpful they are in giving them useful skills and knowledge. The programme is ever-changing to reflect emerging local and national issues. For example, pupils learn about online fraud and far-right extremism. Assemblies provide additional opportunities for external speakers, such as the police and local drug abuse charities, to provide further information.

The school's system for reporting and monitoring safeguarding concerns is robust. All members of staff have access to an electronic system where they log incidents, however minor and insignificant they may at first appear. Close monitoring of the system means that leaders and managers act promptly, and follow up concerns appropriately. All the information gathered helps to form a comprehensive picture, which leaders use to decide how best to support each pupil. Links with behaviour and attendance monitoring give a 'joined-up' picture for each pupil.

Permanent exclusions have risen this year. However, there are valid reasons for this increase. Decisions to permanently exclude pupils are taken only after an extensive programme of intervention and support. Leaders follow up excluded pupils' welfare through work with the local authority.

The single central record of recruitment checks is up to date and meets requirements. Leaders ensure that safer recruitment processes are in place.

### **External support**

The school works very effectively with external agencies to support pupils who experience challenges. Leaders have built up good relationships with local children's services. As a result, they know exactly who to contact for different aspects of safeguarding, and to follow up any concerns. Leaders use the expertise of specialists to inform their practice, and work closely with the Safer Schools police team and nursing services. The school has links with a range of other agencies, such as bereavement services, a domestic abuse charity, and mentor schemes for particular pupils.

I am copying this letter to the chair of the board of trustees, the chief executive officer of the trust, the regional schools commissioner and the Director of Children's

Services for Sutton. This letter will be published on the Ofsted website.

Yours sincerely

Jude Wilson  
**Her Majesty's Inspector**