

# Warlingham Park School

Independent school standard inspection report

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.<sup>1, 2</sup>

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.<sup>3, 4</sup>

## Information about the school

Warlingham Park School is an independent day school for boys and girls aged from three to 11 years of age. It is located in Warlingham in Surrey in a building which was formerly a school owned by Surrey County Council. It was closed and then re-opened and registered as an independent school in 1986, owned by the Independent Primary and Secondary Education Trust Ltd. The school is registered for 124 pupils. During the inspection there were 91 pupils on roll. In the Early Years Foundation Stage, 32 children are in receipt of government nursery funding and 17 are attending part time. Pupils are predominantly of White British heritage. No pupil has a statement of special educational needs or speaks English as an additional language.

The school aims 'to provide a balanced all-round education for its pupils within a friendly and family-oriented environment'. It believes that each child should be treated as an individual and that provision should be made 'for his or her varying needs and interests'. This is the school's third Ofsted inspection; the last one took place in June 2008 and a progress monitoring visit took place in 2010. A separately registered playgroup, taking children from two years of age, operates in purpose-built accommodation on the school site.

## Evaluation of the school

Warlingham Park provides a satisfactory quality of education and meets its aims. Almost all of the regulatory requirements are met, which is a significant improvement from the last inspection. The effectiveness of the Early Years Foundation Stage is satisfactory, including the provision for under-threes. Strengths throughout the school include pupils' outstanding behaviour and good spiritual, moral, social and cultural development. The promotion of pupils' welfare, health and safety is satisfactory, including safeguarding

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

<sup>3</sup> Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

<sup>4</sup> [www.legislation.gov.uk/ukpga/2006/21/contents](http://www.legislation.gov.uk/ukpga/2006/21/contents).

arrangements, which is an improvement from the time of the last inspection. The satisfactory curriculum supports satisfactory teaching and assessment, and leads to pupils making satisfactory progress.

## Quality of education

The curriculum is satisfactory. Policies, schemes of work and teachers' planning are based broadly on the National Curriculum for all subjects. Regulatory requirements for the curriculum are now met, which is an improvement from the last inspection, and the plans in place generally meet the needs of many of the pupils. However, there are some missed opportunities to provide more challenge for the most able. The plans in the Early Years Foundation Stage provide satisfactory coverage of all the areas of learning.

Personal, social and health education (PSHE) is not taught as a discrete subject but is provided effectively through the subjects and informally through the school day. This is an improvement from the last inspection. Physical education (PE) is provided for all age groups. Regular sporting activities include soccer, netball, rugby cricket, rounders and swimming. Pupils' basic skills in literacy, numeracy and information and communication technology (ICT) are well developed to a high standard. Some subjects are taught by specialist teachers, including English, science, French, Latin and music. Design and technology is a good quality feature of the school. Specialist teaching provides pupils with opportunities for learning the key skills in designing and building through a range of projects including puppets and vehicles.

The wide range of enrichment activities is a strength of the curriculum. Examples of these activities include choirs, cookery and gymnastics. Regular visits and visitors enhance the curriculum even further. During the inspection, older pupils took part in lantern-making workshops. Pupils visit places of interest such as museums in London and have residential visits further afield. The oldest pupils enjoyed a visit to Wales in the summer.

Teaching and assessment are satisfactory. From provision in the youngest classes in the Early Years Foundation Stage to Year 6, most lessons are broadly satisfactory with some that are good. In the best lessons, teachers' planning matches the differing needs and abilities of all the pupils, and activities invite and encourage pupils to enthusiastically engage in practical problem solving. Pupils are provided with clear instructions on what they need to do but they are also allowed to develop their own strategies for achieving the objective of the lesson, enabling them to make good progress. A good example of this was seen in a Year 6 English lesson where pupils were planning and drafting persuasive letters to build a playground within a budget. However, there are some lessons where teachers do not take pupils' prior learning or their capability sufficiently into account when planning. As a result, pupils are then provided with the same activity regardless of their ability or need. In these instances, the most-able pupils' progress is slowed down because they are too reliant on the direction of the teacher. Groups of pupils wait patiently with their hands up for their

work to be checked and the next steps explained or additional tasks provided. Equally, the pupils who require more structured support are not always provided with specific work tailored to their needs. This leads to pupils not being able to complete or understand the work provided.

In conjunction with national standardised tests, National Curriculum optional assessments and tests have traditionally been used in most of the year groups in Key Stages 1 and 2. However, the school is currently developing a new system for monitoring and assessing pupils' progress. In consequence, it is at the very early stages of gaining a comparative picture of pupils' attainment from year to year. This is beginning to provide the school with a useful, emerging picture of how much progress pupils are making over time. In addition, teachers are beginning to use these data, linked to their knowledge of pupils' abilities and capabilities, to help them plan. However, there is still some way to go for the new system to be operating as intended. Teachers mark pupils' work regularly and conscientiously and comments are taken seriously by pupils. However, there are limited opportunities for pupils to explore any misconceptions and to correct errors.

Pupils make satisfactory progress during their time at the school. As a result of the school's effective support and preparation, almost all successfully pass the entrance examinations for the schools of their parents' choice.

### **Spiritual, moral, social and cultural development of pupils**

Pupils' spiritual, moral, social and cultural development is good. From the very youngest children onwards, they are happy and keen to learn. This is sustained throughout their time in the school. Relationships are very positive. Staff know and care for pupils well. One pupil said, 'Warlingham is like a second family.' The school promotes pupils' awareness of different religions and cultures effectively. Examples include the Chinese New Year when a dragon was built. Good cultural awareness is fostered through a wide range of musical and artistic activities. Older pupils study *Macbeth* and the work of famous artists. Pupils demonstrate a good awareness of each other's needs, and inspectors saw regular examples of pupils demonstrating unsolicited caring and thoughtful actions to each other and to adults. Pupils' above-average abilities in their basic skills, and their ability to work cooperatively and considerately, contribute well to their future economic well-being. Pupils are able to take on additional responsibilities with ease, and are proud to do so. These include being monitors for the choirs and helping in the dinner hall and pupils are keen to take on other duties around the school. There is no school council but pupils are sometimes involved in contributing ideas to the development of the school.

Pupils' attendance is very high and their behaviour is outstanding. Their understanding of public institutions is fostered well through activities which include an annual citizenship week. Funds are raised for a range of charities and pupils are encouraged effectively to think about others.

## **Welfare, health and safety of pupils**

The provision for all the pupils' welfare, health and safety is satisfactory. This includes provision throughout the Early Years Foundation Stage and this is an improvement from the last inspection. The procedures and policies for safeguarding meet the current government regulations for staff training for child protection. Health and safety procedures and risk assessments are secure. Health and safety procedures have very recently been overhauled and they now meet the required regulations. There are no reported incidents of bullying and no exclusions. Pupils who spoke to inspectors demonstrated a good awareness of how to live healthy lifestyles and stay safe. A large proportion who returned the questionnaires were positive about their life at school. The school's three-year access plan has recently been updated to meet the regulatory requirements of the Equality Act 2010.

## **Suitability of staff, supply staff and proprietors**

The procedures for vetting and appointment of staff meet all requirements. The school has a single central register of staff checks, which contains all the required information. This is an improvement since the last inspection.

## **Premises and accommodation at the school**

The school's accommodation provides generous internal and external spaces for the pupils to be taught effectively and safely although in the Early Years Foundation Stage, this requires supervision. The purpose-built school buildings are suitably decorated. Furniture and fittings are fit for purpose, and this is an improvement since the last inspection. There are specialist rooms for subjects including music, design and technology, food technology, science and art. Pupils who are ill have suitable facilities. Outside, the grounds are spacious and attractive, providing both grassed and hard areas for pupils to play and take part in sporting activities.

## **Provision of information**

Clear, accurate and up-to-date information for current and prospective parents and carers, and to inspectors, Ofsted and the DfE is provided on request. There is an informative and helpful prospectus and website. Almost all of the parental questionnaires returned were very positive.

## **Manner in which complaints are to be handled**

The school's complaints procedure meets requirements.

## Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory. This includes the provision for the under-threes which meets the requirements of the early years register. The youngest children receive a warm welcome to the start of their school life and their learning and welfare needs are met. Most children are confident, articulate and happy and their behaviour is excellent.

Provision is satisfactory. Suitably qualified adults support children's learning satisfactorily. Teachers' planning and delivery provide children with experiences all of the areas of learning. Activities are generally appropriately matched to children's needs. However, there are no opportunities for independent access to outdoor activities because of the lack of a secure outdoor area. This limitation is overcome satisfactorily by regular and appropriately organised activities under adult supervision. Teachers sometimes over-direct what children are doing; this limits the opportunities for children to exercise choice.

Overall, children's progress is satisfactory. Their progress is identified and recorded and teachers use this information appropriately to inform planning. New systems have been introduced to improve the tracking and analysis of children's progress but these are too recent to provide any accurate analysis of the effectiveness of this new development.

The leadership and management of the Early Years Foundation Stage are satisfactory. Policies and procedures are in place. Individual children's records are maintained appropriately, supporting the positive relationships with parents and carers and providing them with useful information in learning journals. Adults work and cooperate well together with the headteacher, maintaining a sound overview. Links with outside agencies provide satisfactory support when needed. The local authority early years team is working very closely with the school to promote further developments.

## Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>5</sup>

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- take pupils' aptitudes, needs and prior attainments into account in the planning and teaching of lessons (paragraph 3 (d)).

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<sup>5</sup> [www.legislation.gov.uk/uk/si/2010/1997/contents/made](http://www.legislation.gov.uk/uk/si/2010/1997/contents/made).

## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Ensure that the curriculum consistently provides sufficient challenge for the most able pupils by building on their prior achievements.
- Continue the development of the new assessment systems in the school, including the Early Years Foundation Stage, to ensure that they are used effectively to improve achievement.
- In the Early Years Foundation Stage, improve access to, and the security of, outdoor provision so that children have more opportunities for independent learning and free-flow activities.



## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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### The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage			✓	
The quality of provision in the Early Years Foundation Stage			✓	
The effectiveness of leadership and management of the Early Years Foundation Stage			✓	
Overall effectiveness of the Early Years Foundation Stage			✓	

## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Primary		
<b>Date school opened</b>	1986		
<b>Age range of pupils</b>	3–11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 40	Girls: 51	Total: 91
<b>Number on roll (part-time pupils)</b>	Boys: 10	Girls: 7	Total: 17
<b>Number of children aged 0–3 in registered childcare provision</b>	Boys: 14	Girls: 8	Total: 22
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£6,495–7,410		
<b>Annual fees (pre-school)</b>	£3,660–5,880		
<b>Annual fees (childcare)</b>	£4,500 or £12.50 per session		
<b>Address of school</b>	Chelsham Common Warlingham Surrey CR6 9PB		
<b>Telephone number</b>	01883 626844		
<b>Email address</b>	<a href="mailto:info@warlinghamparkschool.com">info@warlinghamparkschool.com</a>		
<b>Headteacher</b>	Mr M Donald		
<b>Proprietor</b>	IPSET Ltd		

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

24 November 2011

Dear Pupils



### **Inspection of Warlingham Park, Surrey CR6 9PB**

Thank you for your friendly welcome when we visited your school. We enjoyed talking to you, looking at your work and observing you in your lessons. Those of you who spoke to us and returned the questionnaires told us that you enjoy your school. We have judged that the school gives you a satisfactory quality of education, with some areas that are good.

These are the findings from the inspection.

- You are able to learn different subjects and have many musical and sporting activities and interesting educational visits.
- Your attendance is very good and you concentrate well in lessons.
- Your behaviour in the school is excellent and you get on well with each other and the staff.
- The school cares for you very well indeed and makes sure that you are all safe.
- Although some of your lessons are good, most of the time teachers give you work that is either too easy or too hard. When this happens, your pace of learning slows to be satisfactory.

We talked with your headteacher and staff about the things that need to be improved and they will be working hard to make things even better for you. These include challenging the more able, improving the use of assessment information on how well you are doing and, in the Early Years Foundation Stage, giving you easy access to an area for you to learn and play outside.

I wish you all the best for the future.

Yours sincerely

John Seal  
Her Majesty's Inspector