

The Warwick School

Inspection report

Unique Reference Number	125268
Local Authority	Surrey
Inspection number	359874
Inspection dates	8–9 June 2011
Reporting inspector	Patricia Metham HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	907
Appropriate authority	The governing body
Chair	Ray Elgy
Headteacher	Ron Searle
Date of previous school inspection	11 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors visited 29 lessons, observing 29 different teachers, and held meetings with members of the governing body, staff and students. They evaluated students' attainment over three years, schemes of work, policies, the school development plan, the governing body minutes and reports from the School Improvement Partner. They considered 208 responses to the questionnaire sent to parents and carers, 158 responses to the students' questionnaire and 90 responses from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively is the school raising standards in core subjects and improving the attainment of boys?
- How effectively are leaders and managers disseminating and embedding best practice across all departments?
- How successfully does the curriculum, including the enrichment programme, meet the needs of all students in each key stage?
- What has been the impact of the specialism on provision and outcomes for individuals and groups of students within the school as well as within the local community?

Information about the school

The Warwick School is of average size, with fewer girls than boys. In addition to provision on the main site, the school runs alternative provision on a second site for a small number of Key Stage 4 students pursuing a largely vocational programme.

A slightly higher than average proportion of students come from minority ethnic groups, principally from other White or Asian backgrounds. Approximately one in 10 students speaks English as an additional language. A higher than average proportion join or leave the school at other than conventional times. The proportion identified as having special educational needs and/or disabilities is slightly higher than average. Predominantly, these students have moderate learning difficulties or behavioural, emotional and social development needs. The proportion known to be eligible for free school meals is below the national average.

In October 2008, Warwick School achieved redesignation as a Specialist Technology College. In 2009, its Investors in People status was renewed and, in 2010, it achieved the Investors in Careers standard. In 2006, the school gained an Artsmark award.

The Warwick School participates in the Surrey Schools Specialist Consortium and the Redhill Learning Consortium, and extends its curriculum provision through links with local colleges.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Asked to identify the key qualities of this satisfactory and steadily improving school, Key Stage 3 students were emphatic: 'It's safe.' Key Stage 4 students highlighted changes in the school's ethos and approach: 'Transformed! The atmosphere of the whole school has changed•The support is amazing so much communication between staff and students.' Credit for this transformation is consistently and justifiably given by staff, students, parents and carers to the headteacher and his senior leadership team, whose ambitious vision is securely founded on a realistic self-evaluation of the school's strengths and areas for development. The safety and well-being of students are well supported and child protection procedures are robust. Attainment is improving in response to changes in subject leadership, more stable staffing, curriculum development and increasingly effective use of information about students' progress. Capacity for further improvement is good.

Challenges remain: the most-able students are not prompted often enough to stretch and refine their thinking and skills; boys have not yet caught up with the progress and attainment of girls, although the gap is closing; and in lessons and when marking work, not all teachers make effective use of the assessment skills that have been the focus of the school's professional development programme. On an upward trend, attainment is now average overall but with weakness in mathematics and, to a lesser extent, English. Literacy and numeracy skills are not consistently developed across the curriculum, which inhibits students' otherwise effective preparation for adult life. Nonetheless, persuasive school data indicate a substantial increase in the proportion of students making satisfactory progress.

The headteacher and his senior team are successfully strengthening the capacity of academic and pastoral middle leaders. Through consultancy, well-judged deployment of advanced skills teachers and engagement of staff at all levels, they have increased the proportion of teaching that is good or better. Information gathered from lesson observations and analysis of students' progress is used well to set priorities for staff development. Teachers and support staff feel valued. The curriculum is broad and flexible. Creative approaches are effective in meeting the needs of those with special educational needs and/or difficulties; for example, The Warwick School's innovative 'Route 4' curriculum is successfully engaging Key Stage 4 students for whom mainstream provision is not always suitable. The school has productive partnerships with other schools, colleges and businesses, which usefully extend students' options. The technology specialism provides an impetus for staff and students to contribute positively to the local community, for example through science and mathematics activities for primary children and information and communication technology courses for adults.

While there is a small core of occasionally disruptive students, behaviour in lessons and around the school is generally good. Students appreciate the clarity and consistency of the

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school's systems of sanction and reward. They willingly take on responsibility for each other for example, as prefects and mentors and the student council is well respected and influential.

The school's pastoral care is strong and its impact clear; for example, overall attendance has improved for all except for a relatively small number of students whose circumstances may make them vulnerable, and the number of fixed-term and permanent exclusions has plummeted. Transition into Year 7 is well managed through extensive consultation with primary schools and careful support at the start of Key Stage 3. The pastoral team is strongly led and enterprising, working well with external agencies to complement effective on-site initiatives such as the Support Centre. Comments from those parents and carers who responded to the inspection questionnaire were overwhelmingly positive, especially from those whose children have special educational needs and/or disabilities. The following are typical, the first from a parent with a daughter in Year 11 and the second from one with a son in Year 10. 'Her attitude to school has improved every year since being at The Warwick. She has been given fantastic encouragement, support and praise, especially from the SEN team.' and 'Thanks to the unfailing dedication and support of the SEN department, my son has risen to the position of senior prefect despite being autistic.'

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Improve attainment by:
 - embedding approaches to assessment and marking that consistently help students to identify weaknesses and to develop skills that they can apply confidently in different contexts, especially in the case of boys
 - strengthening the provision designed to reinforce core skills across the curriculum
 - ensuring that high expectations, effective questioning and challenging tasks prompt more-able students to be more reflective, imaginative and independent learners.
- Increase the proportion of teaching that is good or better by:
 - ensuring more consistent matching of expectation and approach to students' needs and learning styles.
- Improve the attendance of those students whose circumstances may make them vulnerable.

Outcomes for individuals and groups of pupils

3

Improved results in 2010 and well-substantiated evidence of continuing improvement this year have brought students' attainment and progress broadly in line with national averages. Girls continue to attain more highly and progress more rapidly than boys, although adjustments to the curriculum choice of texts and topics in English, for example and targeted interventions are closing the gender gap. Those known to be eligible for free school meals and most of those identified as having special educational needs and/or disabilities achieve as well as their peers nationally. In response to previously poor

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achievement by those on the School Action Plus programme, the school has set up alternative provision, which is successfully motivating these students and enabling them to gain worthwhile qualifications.

Students are enthusiastic and effective ambassadors for the school. They feel extremely safe, behave well, treat each other and adults with respect and care, and willingly take on responsibilities in the school and the wider community. They know what constitutes a healthy lifestyle; not all, however, make healthy choices, especially about what and when they eat. Many participate in sport and activities such as dance. Attendance for all but some of the students whose circumstances may make them vulnerable has steadily improved. Numbers of exclusions have fallen dramatically in response to well-managed interventions that engage and support those at risk of dropping out of education or being excluded. The school's pervasive ethos of mutual respect and tolerance underpins students' spiritual, moral, social and cultural development, which is reinforced effectively through assemblies, the tutor programme and the curriculum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Overall improvement in teaching since the last inspection is built on careful monitoring and helpful professional development. Common strengths include: teachers' secure and enthusiastic subject knowledge; their very positive rapport with students; careful lesson planning that makes clear what students are expected to learn and presents a logical

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sequence of activities; varied approaches to keep students engaged; and effective use of resources, including information and communication technology. These strengths were well demonstrated in a Year 8 drama lesson, in which students worked purposefully in small groups to tell a difficult story through four short scenes. They understood what the purpose of the exercise was, applied skills developed in previous sessions, ensured that each group member had a significant part to play, and were confident that feedback from the teacher and from other students would be thoughtful and productive. Teachers understand the importance of regularly assessing what students have learnt and can do. They have sound questioning skills; however, on occasion, they accept the first answer offered rather than prompting more analytical or creative responses, especially from more-able students. Marking of written work does not consistently balance praise with guidance on how to improve or use questions to extend students' thinking. Much teaching is lively but lessons are not always well paced.

Good curriculum development is leading the improvement in students' attainment and progress; it is broad and flexible and usefully extended through links with local colleges and businesses. In Years 10 and 11, four pathways enable students to combine academic and vocational options in ways that best meet their abilities and aspirations. Transition into Year 7 for less-confident or less-able students is well supported by small-group teaching. The extra-curricular programme is extensive and popular with students. In addition to regular sports and arts activities, students compete in local and regional competitions and have opportunities to undertake projects in other countries.

The school is highly inclusive and committed to making every student feel valued. The special needs coordinator and her team work unstintingly to evaluate and support the emotional and learning needs of students whose circumstances may make them vulnerable, liaising effectively with external agencies. They ensure that teachers and support staff know as much as they need to about their students and are given advice on how to respond. Individual needs are not always fully met during mainstream lessons, however; for example when a student is left too long, unable to progress with a task, before getting appropriate guidance. Pastoral managers maintain good communication between school and home, and ensure that students' academic progress and personal development support each other.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

An exceptional degree of confidence in the commitment and effectiveness of the headteacher and his senior leadership team is shared by staff and students, parents and

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carers. His ambitious but realistic vision for the school is well embedded in the development plan and being steadily implemented through strong line management, clear policies and rigorous monitoring of teaching and learning. While the impact on attainment and progress is steady rather than quick, there is evidence of improvement in all key areas. Members of the governing body are supportive and are becoming more effective in holding the school to account but, as they acknowledge, communication with parents and carers needs to be more effective. The budget is designed to meet curriculum priorities and day-to-day financial management is efficient, ensuring satisfactory value for money in the face of reduced student numbers.

The school regularly reviews its equalities and community cohesion policies, and ensures they are effective. Thorough safeguarding procedures are in place, including stringent checks during staff recruitment, designation of child protection officers and regular training of all staff. Racial and bullying incidents are rare and promptly dealt with and, as students confirm, good care is taken to promote equality of respect and opportunity. Complementing the strong sense of community within the school, good partnerships and involvement in neighbourhood activities help students build up a strong relationship with their local community. The impact of the school's specialism can be seen, for example, in the involvement of local people who come into lessons to share their experiences about careers in science, engineering and technology. International strands in the curriculum and links with Denmark, Africa, Borneo and India promote students' awareness of global diversity. Their first-hand experience of multicultural Britain is less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Almost all those who responded to the questionnaire presented an exceptionally positive view of the school's leadership and management, and of the communication between

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school and home. They were confident that their children were safe, happy and doing well. There was emphatic praise for the support given to students with special educational needs and/or disabilities.

These views were fully supported by inspection evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Warwick School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 208 completed questionnaires by the end of the on-site inspection. In total, there are 907 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	37	122	59	6	3	3	1
The school keeps my child safe	78	38	124	60	3	1	1	0
My school informs me about my child's progress	112	54	92	44	1	0	1	0
My child is making enough progress at this school	87	42	106	51	13	6	1	0
The teaching is good at this school	59	28	137	66	7	3	0	0
The school helps me to support my child's learning	58	28	135	65	10	5	0	0
The school helps my child to have a healthy lifestyle	35	17	154	74	14	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	81	39	118	57	4	2	0	0
The school meets my child's particular needs	81	39	114	55	8	4	1	0
The school deals effectively with unacceptable behaviour	72	35	115	55	17	8	3	1
The school takes account of my suggestions and concerns	63	30	129	62	5	2	2	1
The school is led and managed effectively	109	52	94	45	2	1	2	1
Overall, I am happy with my child's experience at this school	109	52	91	44	3	1	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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.



10 June 2011

Dear Students

Inspection of The Warwick School, Redhill RH1 4AD

Thank you for being so friendly and helpful when the inspection team and I visited your school. We agree that, while it provides a satisfactory quality of education for you at the moment, your school is steadily improving under what you, your staff, parents and carers have described as 'inspirational' and 'transformational' leadership.

Overall progress and attainment are improving and are now broadly in line with national averages. You are being helped to develop the knowledge and many of the skills you will need later in life; however, literacy and numeracy levels across the curriculum are not yet high enough. You benefit from the wide range of options provided for you, including Route 4. We were pleased to hear that you have confidence in your teachers and support staff, and that you feel exceptionally safe. It was encouraging to see how willingly you take on responsibility for each other for example, as prefects and mentors and how actively many of you contribute to teaching and learning in local primary schools.

In order to ensure that your school goes from strength to strength, we have asked your headteacher to make sure that:

- everyone who teaches you responds to the different ways in which you learn, and challenges you to do better even those of you who are already doing well are capable of thinking and solving problems more creatively and independently
- your teachers always make it clear how you can improve your work, and help you to develop skills that you can then use confidently across the curriculum and in a range of situations
- boys always attain as highly and progress as rapidly as girls
- all of you attend school regularly.

All of you can help by not missing days of school, and by making the most of opportunities to explore ideas and work out solutions to problems independently.

Yours sincerely

Patricia Metham

Her Majesty's Inspector

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