

The Warwick School

Noke Drive, Redhill, Surrey, RH1 4AD

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides outstanding leadership. He is supported well by senior colleagues.
- Teaching is typically good and some is outstanding. Teachers use their good subject knowledge to plan interesting activities that keep students engaged and motivated.
- Senior leaders check the quality of teaching regularly and take effective action if they judge it is not good enough.
- Students make good progress and achieve well. The standard of their work is improving, especially in English.
- Senior leaders and subject leaders keep a close check on students' progress and swift actions are taken when necessary.
- Students with special educational needs are supported well and make good progress.
- Students' behaviour is exemplary and there is an extremely positive climate for learning. Students want to succeed and do well.
- The promotion of students' spiritual, moral, social and cultural development is outstanding. Consequently, students are polite and respectful; they build strong relationships with adults and other students.
- The excellent care that students receive helps them to feel safe at the school.
- Leaders, managers and governors know the strengths of the school and are committed to improving it further.

It is not yet an outstanding school because

- Students are not always given the opportunity or the time to reflect on what they are learning in order to deepen their understanding, or to take part in group work including learning from each other.
- Year 11 students did not make enough progress in mathematics in 2012.
- In a few lessons, information about students' progress is not used well enough to identify and support their individual needs. As a result, in these lessons, activities and expectations are not demanding enough.
- Targets that leaders set for students' achievement are not high enough to lead to outstanding progress.

Information about this inspection

- Inspectors observed 38 lessons, eight of which were observed jointly with members of the senior leadership team. Inspectors also made a number of shorter visits to lessons to focus on specific aspects such as the effectiveness of support to develop students' literacy skills.
- Inspectors observed an assembly and several tutor groups during their registration session.
- The inspection team met with five groups of students. The inspectors also spoke to students informally at lunch and break times and in lessons.
- Meetings were held with staff, including teachers and middle and senior leaders, governors and the school's improvement adviser.
- Inspectors took account of the 78 responses to the on-line questionnaire for parents and carers, Parent View, and of the 92 responses to the staff questionnaire.
- The lead inspector worked with the headteacher and assistant headteacher to analyse the school's data on students' current progress, including those students supported through the pupil premium, those who are disabled and those with special educational needs. The lead inspector also scrutinised the school's records of the monitoring of the quality of teaching.
- Inspectors looked at students' work, the school's self-evaluation and improvement plans, safeguarding documents, records relating to behaviour and attendance, and records of the impact of professional development on the school's performance.

Inspection team

Caroline Dearden, Lead inspector	Additional Inspector
Trevor Woods	Additional Inspector
Heather Leatt	Additional Inspector
Joanna Jones	Additional Inspector

Full report

Information about this school

- The Warwick School is of average size, with fewer girls than boys.
- A higher-than-average proportion of students comes from minority ethnic groups. An average proportion of students speaks English as an additional language and the school provides additional support for these students.
- The proportion of students eligible for support through the extra government funding known as the pupil premium is below average.
- The proportion of disabled students and those who have special educational needs supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school makes arrangements for a small group of students in Years 10 and 11 to access alternative provision or work-related courses through Route 4, a school-staffed and funded facility accommodated in a local youth centre.

What does the school need to do to improve further?

- Increase the proportions of good and outstanding teaching and thereby further improve students' progress and achievement by:
 - making better use of assessment data to support the planning of activities to meet students' needs so that the students are fully stretched and make more rapid progress, especially in mathematics
 - providing more opportunities for students to be more involved in lessons, including learning from each other and in small groups
 - including time during lessons for students to reflect on what they are learning so that they deepen and extend their understanding.
- Set targets for learning high enough to ensure all students make at least good progress and increase the proportion of students making outstanding progress.

Inspection judgements

The achievement of pupils is good

- Most students join the school with attainment that is below average. At all ages, they make good progress so that standards are broadly in line with national averages by the end of Year 11. This includes those students from minority ethnic groups and those who speak English as an additional language.
- Although attainment dipped in 2012, particularly in mathematics, students are back on track to achieve higher results in a wide range of subjects. This is because they are responding well to the successful school action to improve teaching.
- Students for whom the school receives additional funding (the pupil premium) make good progress, as measured against their average point scores and compared to others in the school. This is because their needs are well known and resources to support their learning are used effectively.
- Disabled students and those with special educational needs are supported extremely well, particularly in developing their skills in literacy and communication. The school is determined that these students make better than expected progress, especially in English. Very good use is made of paired reading in which younger students receive additional support from those who are considered to be gifted and talented. Thorough tracking of students' progress enables students to receive prompt additional help if they fall behind, often through one-to-one help. For example, retired qualified mathematics teachers provide one-to-one mentoring for students in the current Year 11.
- Alternative courses enable less academic students and those at risk of permanent exclusion to achieve well and to gain qualifications. These students are well prepared for their next steps in education or training; records show that some have gone on to secure university places in due course.
- Students are keen to make progress and are proud of their achievements. They make good progress in literacy because they are given a range of interesting opportunities. For example, many, including those with low literacy skills, have contributed to the publication of a book to celebrate the high standards of students' writing.
- Progress is not completely consistent because, in a few lessons, students are not challenged sufficiently to make as much progress as they could. Therefore, in mathematics, a few do not make consistently good progress.

The quality of teaching is good

- The majority of teaching is typically at least good and some is outstanding. Students appreciate the improvements in the quality of teaching and in the stability of teaching staff. For example, as one student remarked, amongst others, 'Teachers used to be here just to teach. Now they inspire.'
- In most lessons, the teaching generates students' enthusiasm, so that students contribute well and, when invited to do so, support each other and make at least good progress.
- In the best teaching, teachers use information about students' progress extremely well to set work that is matched to individual needs. Expectations about what students can achieve are very high, learning is checked frequently throughout the lesson and tasks are reshaped as necessary to ensure that students make very good progress. This was evident in a music lesson where the more able students supported others to layer musical sounds and select instruments to illustrate specific musical genres.
- Teachers have good subject knowledge and most use questioning effectively to engage all students. However, in a minority of lessons, teachers either accept simple responses or are too quick to answer questions for students. This slows progress because students rely too heavily on the teacher and have insufficient opportunity to learn from one another.

- Assessment and the use of student progress information are embedded in teachers' planning. Teachers have confidence in the systems for identifying underachievement and are quick to provide additional support.
- There is variation in the quality of marking across the school. There is some outstanding practice where teachers explain how students can improve their work and give them time to act on the advice given. However, where progress is less strong, students are not provided with enough time to reflect on the teacher's comments or to make the necessary improvements to their work.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding because students' attitudes to learning are exemplary and students are keen to succeed and achieve. Students are courteous and polite to each other and to adults. The school is proud of the improvements made in students' attitudes and behaviour since the appointment of the headteacher. The positive views of students are supported well by those of parents and carers and of staff.
- Students feel very safe. Bullying in any form is not tolerated and, as a consequence, is extremely rare. For example, as a number of students stated, 'It is not something we do.' When bullying does occur it is dealt with exceptionally rapidly and effectively. Senior leaders ensure students attending tuition at the off-site provision behave well and are kept safe.
- Attendance has improved significantly over the last three years and is now above average. Exclusions have been dramatically reduced and are now less than half of that seen nationally.
- Students are highly appreciative of the wide range of activities and events the school provides. The majority participate enthusiastically and attendance for holiday revision classes is high.
- Students' views are valued highly by school leaders and students believe that they have a genuine say in the running of the school. As one student commented, 'We are all cogs and together we make the organism that is the school work.'
- Excellent promotion of students' spiritual, moral, social and cultural development contributes to the great respect students show towards each other and their belief that difference is something to be celebrated.

The leadership and management are good

- The leadership of the headteacher is outstanding. He has a clear vision for the school and is respected by his senior team and staff. As a result, the overall effectiveness of the school has risen to good and there is a shared belief that the school will achieve excellence.
- Senior leaders and governors, supported well by the local authority's school improvement adviser, have an accurate view of the strengths of the school and the priorities for further development. As a result, the school's self-evaluation is robust. This is reflected in high quality development plans for subjects, pastoral teams and for the school.
- The headteacher and school leaders have been highly effective in tackling poor performance. Procedures for performance management are rigorously applied and pay rises are appropriately based on both the targets set for teachers and the progress of the students they teach.
- The curriculum is well matched to students' needs. It has been developed to strengthen opportunities for students to progress and strengthen their skills so that they are well placed to take the next steps in their education, training or employment.
- The school uses the pupil premium funding very well. Students known to be eligible receive the support they need and are fully included in the life of the school. The attainment of those eligible, as indicated by their average point scores in GCSE examinations, is improving and is in line with their peers. Their progress is also improving, and is in line with national averages for all students. The school does not enter students early for GCSE examinations.
- Leaders at all levels ensure that equality of opportunity is well promoted and that discrimination

in any form is not tolerated.

- The school tracks students' progress well, and acts quickly to support the individual needs of students who are not progressing as well as they should be. The progress of different groups is also analysed and compared to that of others. However, targets for students' achievement are not always either sufficiently high or adjusted upwards once students have attained them. As a consequence, not all students make the progress of which they are capable. This was especially evident in mathematics in 2012.

■ **The governance of the school:**

- The governing body takes an active interest in the work of the school. Members of the governing body work in direct partnership with senior and middle leaders so that they are well informed about the strengths and areas for development for the school, including how well students are achieving. They have a good awareness of the quality of teaching and ensure that its quality relates directly to pay increases through the performance management procedures. They play a key role in setting targets for the headteacher's performance. Governors review their own effectiveness and, as a result of valuable training, are able to both support and ask challenging questions of the leadership team. Governors have the expert skills necessary to oversee the school's finances. They ensure efficient management of financial and other resources. This includes allocation of the pupil premium funding. The governing body fulfils all of its statutory requirements, including those relating to safeguarding and child protection.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125268
Local authority	Surrey
Inspection number	406309

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

Type of school	Secondary
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	798
Appropriate authority	The local authority
Chair	Ray Elgy
Headteacher	Ron Searle
Date of previous school inspection	8–9 June 2011
Telephone number	01737 764356
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