

Warlingham School

Tithepit Shaw Lane, Warlingham, Surrey, CR6 9YB

Inspection dates 12–13 June 2013

| Overall effectiveness | Previous inspection: | Not previously inspected | |
|--------------------------------|----------------------|--------------------------|----------|
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Students achieve well. From their starting points they make very good progress and the percentage attaining five or more GCSE A* to C grades including English and mathematics is higher than the national average.
- Teaching is usually good and sometimes outstanding. Teachers have high expectations and are ambitious for students' achievement.
- The sixth form is good and improving. Students achieve well from starting points that are in line with national averages.
- The school offers students a broad and flexible range of academic and vocational subjects to study, taking into account their needs and aspirations.
- The school is led very well. School leaders and governors have an accurate view of the school's effectiveness. They have worked together to bring about improvements in teaching and students' achievement. As a result, standards continue to rise year on year.
- Students' behaviour is good and there is a very positive climate for learning in lessons. Students are keen to do well and succeed. They say they feel safe and happy at school.
- Students' spiritual, moral, social and cultural development is supported very well and this contributes to their success. The students value and enjoy the wealth of extra-curricular and enrichment activities the school offers.

It is not yet an outstanding school because

- In a small number of lessons, information about students' progress is not used effectively to identify and support their individual needs. As a result, not all students make as much progress as they could, particularly those who learn most quickly.
- Not all teachers plan lessons that capitalise on students' willingness to take an active part in their learning.
- Marking does not always give students enough guidance on how to improve their work and teachers do not always make sure students respond to the comments they make for improvement.

Information about this inspection

- Inspectors observed 50 lessons, a number of which were joint observations with members of the senior leadership team. Inspectors also attended a number of tutor group sessions and assemblies.
- Inspectors held meetings with the headteacher, members of the senior leadership team, heads of departments, staff, several groups of students, the Chair of the Governing Body and a parent governor and a representative of the local authority.
- The inspection team observed the school’s work and looked at a wide range of documentation including school policies, data on standards and progress, lesson observations, improvement plans, anonymised performance management records, minutes of governors’ meetings and safeguarding documents.
- Inspectors took into account the 69 responses to the online questionnaire (Parent View) and also questionnaires completed by members of staff.

Inspection team

| | |
|-------------------------------|----------------------|
| Heather Leatt, Lead Inspector | Additional Inspector |
| Keith Homewood | Additional Inspector |
| Helen Hutchings | Additional Inspector |
| Tracy Luke | Additional Inspector |
| Jalil Shaikh | Additional Inspector |
| Trevor Woods | Additional Inspector |

Full report

Information about this school

- Warlingham School is a larger than average-sized 11 to 18 mixed comprehensive school. It became an academy in November 2012. When its predecessor school, Warlingham School was last inspected by Ofsted it was judged good overall.
- The school has a specialism in business and enterprise.
- The proportion of students eligible for the pupil premium, which provides additional funding for students known to be eligible for free school meals, looked after children and children from service families, is lower than average.
- There are 33 students eligible for catch-up funding, which is for Year 7 students who did not attain Level 4 in English at the end of primary school.
- The proportion of disabled students and those who have special educational needs and receive support through school action is lower than average. The proportion of disabled students and those on school action plus or with a statement of special educational needs, is higher than average.
- Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds is lower than average and the proportion who speak English as an additional language is also below average.
- A small number of Key Stage 4 students receive part of their education off site at East Surrey College.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further strengthen the quality of teaching and the progress of all students, so that both are outstanding, by making sure that:
 - teachers always plan work that is well matched to individual students' needs and challenges all to make the very best progress they can, especially those who learn most quickly
 - teachers build on students' enthusiasm and willingness to learn by giving them opportunities to take an active part in lessons and develop independence in learning
 - marking regularly informs students as to how they can improve their work and teachers ensure that they respond to the comments they receive.

Inspection judgements

The achievement of pupils is good

- Students join the school with attainment that is broadly in line with national averages and then make good, and often very good, progress throughout the school in most subjects.
- Current data indicate the proportion of students gaining five or more GCSEs at grades A* to C including English and mathematics is on track to be higher than average this year. Progress has accelerated this year as a direct result of the school's drive to tackle underperformance and its careful and thorough approach to tracking and monitoring students' progress and raising achievement.
- Achievement in the sixth form is also good. The school's data for this year indicate that progress has improved in both Year 12 and Year 13 and the vast majority of students are on track to either meet or exceed their targets.
- Progress for nearly all groups of students, including disabled students and those with special educational needs, is good in English and mathematics at both Key Stage 3 and Key Stage 4. The exception to this is higher attaining students who do not always make as much progress as they could in these and some other subjects.
- The school has spent the pupil premium money very effectively and this has had a significant impact on the students who benefit from it. As a result, these students make very good progress. School data indicate that these students' average point scores in English and mathematics are on track to be broadly in line with last year's national averages, and the gap between them and those who do not receive the pupil premium is narrowing. They are around two terms behind in English and mathematics.
- Much of the Year 7 catch-up premium has been spent on raising literacy levels, particularly in reading, where levels have risen considerably. Students have benefited particularly from smaller class sizes, the reading recovery programme which has been introduced and also from one-to-one tuition.
- The school does not enter students early for English or mathematics GCSEs.
- The school has a small number of students who attend East Surrey College one day a week to study a range of vocational courses. The progress of these students is tracked and monitored carefully and as a result this group achieves very well. This year, all but one of the students is predicted to gain five or more GCSEs at grades A* to C including English and mathematics.

The quality of teaching is good

- Across the school, including in the sixth form, much of the teaching is good, with some that is outstanding. Teachers are ambitious for their students and have high expectations which students are aware of. They are keen to please their teachers as a result and take a great deal of pride in their work.
- The many good lessons have the following features in common:
 - teachers use questioning well to check progress and develop a deeper understanding of complex ideas
 - very good subject knowledge and good planning, together with an in-depth understanding of individual students' needs, allows most students to make at least good progress
 - excellent relationships contribute to a supportive and positive climate for learning. For example, in a Year 9 textiles class the teacher's determination to ensure every child succeeds led to outstanding progress and work of an exceptionally high standard.
- Students say that they learn best when they are set active and practical tasks. They respond well to their teachers and to each other and in the best lessons they make very good contributions to their own learning and are encouraged to take the initiative.
- Where teaching is less strong, students do not have enough opportunities to take an active part

in their learning and develop the ability to think and work more independently, to help them achieve their potential.

- Most, but not all, teachers mark work regularly giving helpful comments to make sure students know what to do to improve. However, there is not always an expectation that students will respond to the feedback and advice they are given and therefore they do not always make as much progress as they could.
- Students' spiritual, moral, social and cultural development is promoted very well through lessons, as well as through extra-curricular activities, tutor time and assemblies. In a very successful lower set English lesson, for example, students considered their response to recent acid attacks on women. The teacher presented the material in a sensitive, but thought-provoking way and as a result, students not only deepened their understanding of a challenging topic, but also developed their ability to think critically.
- Literacy and numeracy are promoted widely across the curriculum. In many lessons teachers focus on helping students to improve their literacy skills. They use key subject words and correct errors in spelling, punctuation and grammar. Good support for literacy was seen in mathematics. Reading out loud is encouraged in a range of subjects.
- The very large majority of parents that responded to the online questionnaire felt that their child is taught well and inspection evidence supports this view.

The behaviour and safety of pupils are good

- Students generally behave very well in lessons and around the site. Good relationships and mutual respect are strong features of the school's culture. They co-operate with staff and also with each other and have positive attitudes to learning, wanting to do well. Sometimes when teaching does not allow them to take an active part in their learning, their behaviour is not as good.
- Attendance at all key stages, including in the sixth form, is good. The school manages behaviour very well and the number of fixed-term exclusions is lower than average for all groups of students. There has been only one permanent exclusion this year.
- Students say they feel happy and safe at school and that staff look after them very well. They are aware of all forms of bullying, but say that it is rare and is dealt with rapidly and effectively. Recently, sixth form students have had some concerns about the use of homophobic language and from September, with the governors' support, they are setting up a working group to tackle this.
- School leaders value students' views and through the school council, students have a voice and are able to contribute to school life in a range of ways. They are encouraged to take on responsibilities and have been involved in the recruitment of the new headteacher and deputy headteachers, for example.

The leadership and management are good

- The headteacher, senior leaders and governors are committed to raising standards and moving the school forwards from being good to outstanding. In pursuit of this vision, they are robust in tackling underperformance and underachievement where it exists. The impact of this can be seen in the improved progress data for history and geography this year.
- The leadership team and governors have an accurate view of both the strengths of the school and where further development is needed. They continue to be supported in this by the local authority, despite the school becoming an academy in November 2012. As a result, the school's self-evaluation is robust and improvement planning is of high quality.
- Leaders are aware that improving teaching and learning is central to their vision of the school becoming outstanding and high expectations are shared by staff at all levels. Staff performance is linked to salary progression and is managed well through robust systems. Teachers are held

accountable for students' progress.

- The school has an impressive professional development programme, which is designed to meet the needs of individual teachers and enable them to meet challenging and ambitious targets for improvement.
 - Middle leaders share the same priorities for development as the leadership team and most are good leaders of teaching and learning in their area. The exception is humanities, where students' attainment and progress have not been as good as in other subjects. The changes made to strengthen leadership have not had time to take full effect as yet.
 - The curriculum takes good account of students' needs and aspirations and enables all groups, including those who attend alternative provision, to achieve well. There is a good balance of academic and vocational courses at Key Stage 4 and in the sixth form where these are well matched to higher education and training. Enrichment and extra-curricular activities are extensive and highly valued by students.
 - The school takes its duty to tackle discrimination, promote good relationships and ensure equality of opportunity seriously. It tracks and monitors the progress of all groups of students closely and as a result the vast majority, including disabled students and those with special educational needs and those in receipt of the pupil premium, achieve well.
 - The school's arrangements for safeguarding are robust and meet all statutory requirements. The behaviour and safety of students attending off-site provision are supervised very carefully.
 - **The governance of the school:**
 - The governing body was restructured to strengthen its ability to challenge the school to improve further. It shares the leadership team's strategic direction and vision of the school becoming outstanding and is effective in holding the headteacher and senior leaders to account for all aspects of the school's performance.
 - Governors are fully aware of the weaknesses of the school, for example in the leadership and teaching of humanities, and support the steps the headteacher has taken to tackle these. They understand the link between performance management and improving the quality of teaching. They know exactly how well the school performs in relation to similar schools and schools nationally and they monitor examinations results closely and challenge underperformance when it occurs.
 - Governors also know the way in which the school has spent its pupil premium funding and the rationale for doing so. They have been involved in the evaluation of its impact in raising standards and narrowing the gap and have not hesitated to question spending to ensure it is effective and provides value for money. They also ensure efficient management of financial and other resources.
 - Governors have up-to-date training and knowledge and fulfil all of their statutory duties.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 138928 |
| Local authority | Surrey |
| Inspection number | 412869 |

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

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| Type of school | Comprehensive |
| School category | Non-maintained |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 1512 |
| Of which, number on roll in sixth form | 315 |
| Appropriate authority | The governing body |
| Chair | Gordon Bull |
| Headteacher | Alison Woodhouse |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 01883 624067 |
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