

# Caterham High School

Caterham Avenue, Ilford, IG5 0QW

**Inspection dates** 8–9 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- School leaders and governors have aspirations of excellence for their school and the students. There is real grit and determination in the way in which they have refocused the school on improving teaching since the last inspection. As a result, students learn well and are making better progress. This is an improving school.
- The school puts the students at the heart of its inclusive ethos. All adults know the students very well and the level of care for individual students, including in the sixth form, is high.
- Behaviour and safety are good. Students understand and value the improved behaviour systems and the new house system. They feel very safe in school.
- Teaching is good because teachers have expert subject knowledge and plan interesting and enjoyable lessons. Students learn well and know how to improve further because teachers' feedback on students' written work is precise and detailed.
- Teaching is particularly strong in physical education and creative and performing arts subjects. Students unanimously agree that they enjoy their learning and many students participate in clubs and activities in these subjects.
- Achievement is good as a result of improved teaching. School leaders and staff have worked hard to ensure that almost all groups of students are now making better progress and benefit from the changes. There is very little difference in achievement between different groups of students.

### It is not yet an outstanding school because

- The sixth form requires improvement because students do not always achieve as well as they should. This is because they do not always have the right guidance to make suitable course choices and the academic support to develop the learning and study skills they need to succeed.
- There are still a few inconsistencies in teaching so not all students are challenged enough in the classroom to do their best.
- Teachers do not always give pupils time to act upon written feedback to improve their work.

## Information about this inspection

- Inspectors observed 36 lessons of which five were joint observations with senior leaders.
- In addition, the inspectors made many shorter visits to lessons, jointly with school leaders, to evaluate the achievement of the most able students, achievement in English, sixth-form provision and the provision for students' spiritual, moral, social and cultural development.
- Meetings were held with school staff including senior and middle leaders, newly qualified teachers, members of the attendance and behaviour and support teams and representatives of the governing body and the local authority.
- Four groups of students talked to inspectors about their views of the school and the inspection team spoke informally to students at break and lunchtime and around the school.
- Inspectors took account of the 22 responses to the online parent survey and 34 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation including students' work, attainment and progress data, curriculum plans, performance management information, minutes of governing body meetings, school self-evaluation and development plans, and records of safeguarding, behaviour and attendance.
- The inspection team observed the work of the school at break and lunchtime, at lesson changeover and at the end of the school day. Inspectors visited an assembly and tutor time.

## Inspection team

Janet Hallett, Lead inspector	Additional Inspector
Penny Barratt	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Kanwaljit Singh	Additional Inspector
Janice Williams	Additional Inspector

## Full report

### Information about this school

- Caterham High School is a larger than average-sized mixed 11–18 comprehensive community school.
- There are more boys than girls and the majority of students are from minority ethnic backgrounds. The proportion of students who speak English as an additional language is above average.
- The proportion of students for whom the school receives the pupil premium (additional government funding for students known to be eligible for free school meals and looked after children) is above average. The proportion is about a third of students in the school. There are a small number of looked after children.
- The proportion of disabled students and those with special educational needs supported through school action is similar to that in most schools. The proportion is about a tenth of the students in the school. The proportion supported through school action plus or with a statement of special educational needs is also similar to that in most schools. The proportion is about a fourteenth of students in the school.
- The school has a specialist unit for hearing impaired students. There are 20 students currently on roll.
- In 2013/14, about 30 students were eligible for Year 7 catch-up funding which is for students who did not achieve the expected levels in reading and mathematics at the end of primary school.
- A few students attend additional off-site training at The Constance Bridgeman Learning Centre and Epping Forest College.
- The school meets the government current floor standards, which set the minimum expectations for students' attainment and progress.
- The school had a sports specialism and sport continues to play an important role in the life of the school.

### What does the school need to do to improve further?

- Improve teaching and so raise achievement by ensuring that:
  - the most able students are challenged more consistently in all subjects so that they make better progress and achieve the A\* and A GCSE grades of which they are capable
  - students know that they need to act upon teachers' comments and are given time in lessons to improve their work
  - students in the sixth form are given the guidance and support they need to develop the learning skills which will enable them to succeed.

## Inspection judgements

### The leadership and management are good

- The leadership of the headteacher and senior team is good. School leaders know their school well and have taken decisive action to improve the school and raise achievement. There is strong capacity to improve.
- Developing the quality of teaching has rightly been a key focus for the school since the last inspection. Senior and middle leaders have correctly identified those specific aspects of teaching through lesson observations. This sharp focus has had a positive impact on developing assessment and the quality of homework and on improving students' behaviour.
- Programmes to improve teaching have made effective use of national research, the school's own lead practitioners and support from a local comprehensive community school and the local authority.
- The school has a strong system for tracking information about students' progress and achievement. Information is routinely analysed in terms of the different groups of students. This has enabled senior and middle leaders to take swift action if a group is falling behind. As a result, there are no significant differences between the achievements of different groups, including those supported by the pupil premium. Disadvantaged pupils are supported effectively to keep up with their peers.
- Middle leaders are fully involved in evaluating teaching in their own departments and correctly evaluate the strengths and areas for improvement. Subject leaders and their teams are benefiting from greater sharing of good practice.
- Newly qualified teachers are enjoying working in the school. They feel very well supported by subject mentors and the senior team and are committed to improving and developing their own teaching.
- The range of subjects is effective, broad and balanced and meets the needs of all students and prepares them well for life in modern Britain. The school ensures that all students are treated equally and that it fosters good relationships and does not tolerate any discrimination.
- The school is making a number of changes in preparation for new ways to evaluate students' achievement. These are being well managed to give students access to academic GCSE subjects while retaining some work-related courses.
- Students are given clear and unbiased guidance and careers information and they are generally well prepared for the next stage of their lives in education and employment.
- The attendance, progress and behaviour of students attending off-site training are carefully monitored. They achieve in line with their peers in the main school.
- Leadership and management of the hearing impaired unit is good. The well-planned support enables hearing impaired students to make good progress and achieve well.
- Safeguarding procedures meet current requirements and include elements of best practice.
- The school has a strong relationship with the local authority and has received strong support in improving teaching and self-evaluation.
- Leadership and management are not yet outstanding because some inconsistencies remain, particularly in the sixth form provision.

#### The governance of the school:

- The effective governing body is ambitious for the school and articulates a vision of continuing improvement. Governors are not in the least complacent and understand that there is always more to be done. They have had training on evaluating the school's performance and accurately evaluate this in relation to other schools locally and nationally. They are increasingly holding school leaders to account.
- Governors understand the impact the quality of teaching has on students' performance and they are involved in determining salary progression from the outcomes of the management of teachers' performance. They know what the school is doing to tackle any underperformance.
- They have a good understanding of the impact of pupil premium funding as well as the expenditure and provision. The school is financially secure.
- The governing body ensures that the school meets statutory requirements for safeguarding.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of students is good. Students conduct themselves in an orderly manner around the school and are welcoming and polite to visitors.
- Students understand and like the new house system and systems for supporting and rewarding good behaviour in classes and around the school. They say that behaviour has improved.
- Students are interested in their learning and generally behave well in classes because learning activities are well planned, relationships are strong and teaching is good.
- Relationships between students and staff are strong. Students say that adults are always available if they need help. They have full confidence that year leaders and behaviour support staff will always do their best for them.
- Attendance is improving and is broadly in line with the national picture. Persistent absence has declined.
- Actions to reduce exclusions have been successful. Permanent exclusions have fallen to zero and fixed-term exclusions have reduced dramatically. Systems for managing internal exclusions are well supervised and students continue with meaningful work and develop their reading skills so they continue to make progress.
- Hearing impaired students behave very well. The effective support they receive builds their confidence and enables them to fully integrate with their peers.
- Students are well prepared for learning and bring the right equipment. They are punctual to lessons and their uniform is good. There is little litter around the site.
- Students' spiritual, moral, social and cultural development is effectively promoted through the school's inclusive values and beliefs. There is a wide range of events and activities, and in subjects including a citizenship course, where students study British values and democracy. There is an atmosphere of mutual respect and good friendships are formed across different religious and ethnic groups.

**Safety**

- The school's work to keep pupils safe and secure is good. Students are clear that they feel safe in school. Students know how to keep themselves safe when using the internet and a range of media from information in lessons, tutor time and assemblies.
- Students say that bullying, including racist and homophobic bullying, is very rare but when it happens it is dealt with effectively by staff.
- School leaders and all staff are fully aware and alert to the potential for their students, of radicalisation and extremism. They work effectively with national and local agencies to combat these potential threats.

**The quality of teaching is good**

- Teaching is good. Teachers have very good subject knowledge and enthusiasm for their subject so that they plan interesting activities which are successful in engaging students and promoting good understanding. For example in a Year 10 science lesson about earthquake waves, the teacher planned demonstrations and explanations related to real-life situations. This really captured the students' interest and they all made progress in their understanding of the theory of seismic waves.
- Teachers' marking and feedback to students on their written work are consistently strong across all subjects. Students' work is marked regularly, with precise, detailed comments so that students know what to do to improve. However, sometimes students are not given enough time in classes to act upon teachers' written comments so learning is limited.
- Teachers' good examples of how to give feedback mean that when students mark each other's work, they can also give valuable feedback and help each other learn.
- Teachers' questioning is good. In a Year 9 English lesson on the novel, *To kill a mockingbird*, the teacher asked a series of challenging questions about the themes and concepts in the book. Students were encouraged to explore their own responses and gave extended, thoughtful answers. Students listened exceptionally well to each other and built on each other's answers.
- English and reading are taught well. Students are confident readers and enjoy reading from texts or from their own work in a range of subjects. One boy described how he loved the feeling of 'getting into a book' and students enjoy recording their progress and range of texts in their reading logs.
- Mathematics is taught well. Inspectors saw good application of mathematics in science and geography.
- Teaching assistants and support assistants for hearing impaired students contribute effectively to students'

learning and progress. They enable students to develop the confidence to participate fully in the lesson.

- Teaching is not outstanding because not all teachers include enough challenge for students to make rapid progress.

### **The achievement of pupils**

**is good**

- Achievement is rising consistently as a result of improved teaching. Students make good progress overall in a broad range of subjects. Students' attainment at five A\* to C GCSE grades, including English and mathematics, is above the national figure for their starting points.
- Early entry for GCSE religious studies is being phased out.
- Students achieve particularly well in mathematics. They make good progress and attainment is significantly above the national picture. In English, improvement has been slower but students' progress is now good overall.
- Achievement in GCSE science has improved rapidly and is now exceptionally strong. Attainment at GCSE is above the national average for all science courses. Entries for GCSE sciences have risen and school leaders have managed the curriculum changes to maintain work-related courses successfully.
- Achievement is good in geography, sociology and physical education and improving rapidly in English literature, history, languages, drama and textiles.
- In a few subjects, the most able students do not always achieve A\* and A grades at GCSE so they do not do as well as they should. This is because some lessons lack sufficient challenge for these students and they find the work too easy.
- The achievement of disadvantaged students is improving and the gaps between the standards they reach and others in school are closing. In 2014, the in-school gap for English was about a third of a GCSE grade and for mathematics it was two thirds of a GCSE grade. These gaps are smaller than the national gaps, which are two thirds of a GCSE grade for English and almost one GCSE grade for mathematics.
- Disabled students and those who have special educational needs make good progress in relation to their starting points. This is because students' progress information is effectively analysed and teaching assistants provide well-targeted support.
- Hearing impaired students are well taught by teachers of the deaf and effectively supported by deaf support assistants. They are fully integrated into mainstream classes and teaching is focused on enabling students to learn for themselves and develop their understanding of concepts in depth. As a result, they achieve as well as other disabled students and those with special educational needs in the school.
- Students supported by Year 7 catch-up funding respond well to the accelerated reader scheme and make good progress.

### **The sixth form provision**

**requires improvement**

- The sixth form requires improvement because students do not make enough progress over time compared with the national picture. This is for academic and vocational courses. The pass rate at A\* to E at A level is improving but overall attainment in Year 12 and in Year 13 at A\* to B remains low.
- Students continuing with their studies of GCSE English and GCSE mathematics do not achieve consistently well. The pass rate improved slightly in 2014 but too many students are not sufficiently engaged in these courses and so do not make enough sustained progress.
- Too many students do not continue into Year 13 on their chosen courses. This is because information, advice and guidance are variable. Students do not receive enough guidance about courses they should study. Teaching on the sixth form programmes does not always enable students to develop the learning and study skills they need to succeed.
- Leadership and management of the sixth form require improvement because outcomes for students are not yet good. Year 13 students have access to work placements, mentoring and support with the Universities and Colleges Admissions Service (UCAS) applications. However, Year 12 students would also benefit from more of these activities.
- Students feel very safe in the sixth form and they are very well cared for. Behaviour is good.

## 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

<b>Unique reference number</b>	102849
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	442157

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1217
<b>Of which, number on roll in sixth form</b>	313
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Tyne
<b>Headteacher</b>	Alan Atkins
<b>Date of previous school inspection</b>	6–7 December 2012
<b>Telephone number</b>	020 8511 4321
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