

# Caterham High School

Caterham Avenue, Clayhall, Ilford, Essex IG5 0QW

## Inspection dates

18–19 September 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Pupils' progress is not consistently strong, especially in mathematics, where standards are below average. This means that some pupils do not do as well as they should, including the most able and disadvantaged pupils.
- There are inconsistencies in the quality of teaching across the school. In some subjects, learning is not planned to help pupils make progress.
- Where teaching is not effective, pupils are not given work that stretches them or the knowledge to tackle more difficult work.
- The governing body's oversight of the school is not rigorous enough. Governors are too ready to accept what they are told, and do not routinely ask searching questions.
- Despite improvements in 2018, examination results are still lower than they should be. Not enough pupils reach the higher grades in mathematics.

### The school has the following strengths

- The new headteacher is making a substantial difference to the quality of pupils' experiences. As a result, achievement is improving.
- The headteacher's purposeful leadership has energised leaders throughout the school. There is absolute clarity about what needs to improve and how this is to be done.
- Pupils' behaviour is consistently good in lessons and around the school. They are respectful of others and contribute positively to the school's work and culture.
- Examination results in the sixth form have improved well. Students' achievements enable them to take the next step in their lives with confidence.
- The curriculum is increasingly effective in giving pupils the knowledge and skills to tackle more advanced work.
- Leaders have improved the way they track pupils' achievements. Pupils who need help to catch up their learning are identified quickly and given effective support.

## Full report

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

- Improve the quality of teaching across the school so that it is strong in all subjects, especially in mathematics, by ensuring that:
  - teachers provide work that challenges pupils and enables them to think and reason
  - the planning and sequencing of learning develops pupils' understanding and enables them to progress securely to the next piece of learning, and tackle more difficult work confidently.
- Improve pupils' achievement, including the progress they make from their different starting points, by ensuring that:
  - all pupils, including the most able, reach the higher levels
  - disadvantaged pupils continue to catch up with other pupils nationally.

## Inspection judgements

### Effectiveness of leadership and management

Good

- In the short time that the headteacher has been at the school, she has made a significant impact. Leaders have quickly and accurately identified the school's strengths and weaknesses. There are robust plans for improvement, including building on initiatives from last year. For example, last year's developments to the key stage 4 curriculum, and the use of assessment information, are being built on this year. New initiatives, such as developing middle leaders' skills and the raising achievement teams, show that there is capacity for further improvement.
- While some developments are having a positive impact, others are new and have yet to show the extent to which they are making a difference. Nevertheless, there are notable improvements in a number of areas. GCSE examination results improved strongly in 2018 as a result of the work to raise pupils' expectations and improve teaching. Staff morale is high, and middle leaders are focused on driving improvements.
- The way that leaders track pupils' progress and involve heads of subjects in using assessment information has improved considerably over the past year. This has enabled staff to identify any pupils falling behind, including disadvantaged pupils, and provide targeted opportunities for them to catch up. This is one of the main reasons why the 2018 GCSE results are improved. The difference between disadvantaged pupils and others nationally is narrowing, although more needs to be done to close the gap further.
- Work to develop the curriculum is starting to show positive results. For example, changes to the way pupils choose their GCSE subjects guides them to choose subjects that meet their needs and aspirations well. In many subjects, changes to GCSEs have been used to improve study programmes. The way the curriculum is organised enables pupils to consolidate their learning and deepen their knowledge and skills over time. However, senior leaders know there is still much to do if pupils are to secure consistently good outcomes in the future. This includes working to improve the curriculum in mathematics, where pupils are not making enough progress.
- The arrangements for careers education are good. Pupils in key stages 3 and 4, and in the sixth form, receive clear, impartial advice about the range of available opportunities. As a result, they are well prepared for the next stage of their education. Over the past two years, all pupils moved on to further education, training or employment when they left the school.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils' good behaviour shows that they have a clear understanding of right and wrong. British values are promoted well in assemblies and tutor time. For example, Year 11 pupils responded positively to a presentation by the police and the local authority about extremism.
- Arrangements for supporting pupils who have special educational needs (SEN) and/or disabilities are improving. Leadership is focused and oversight by senior leaders is much tighter than previously. While the recent improvements have not yet had time to impact fully, processes are managed well. For example, annual reviews are timely and

set clear targets for pupils. Leadership of the hearing-impaired unit is effective. Pupils are supported well and talk positively about their learning.

- Lunchtime and before- and after-school clubs give pupils opportunities to develop their learning and experiences. Revision sessions and interventions help pupils to catch up with their learning. Clubs, such as the debate, drama and film clubs, and the choir and school band all help to broaden pupils' knowledge of the wider curriculum.

## **Governance of the school**

- Governors are ambitious for the school and its pupils. They have a clear vision for the school and used this effectively to appoint the new headteacher. Processes were thorough and suitably demanding. This has made a significant contribution to the school's capacity for improvement.
- Governance is not yet strong enough. Governors are not rigorous enough in holding leaders to account for the school's performance or asking challenging questions. For example, minutes of meetings do not routinely record how governors test whether the information they receive from the school is accurate and reliable.
- New governors, who bring considerable expertise to the governing body, have been appointed, and challenge leaders more effectively. As a result, governors have a clear focus on improving pupils' outcomes, especially in mathematics and English.
- Governors fulfil their legal responsibilities appropriately. They are suitably trained in safer recruitment and the 'Prevent' programme. They attend regular safeguarding updates with the school staff.

## **Safeguarding**

- The arrangements for safeguarding are effective. Pupils said that the school is a safe place. The personal, social, health and careers education (PSHCE) programme and assemblies promote pupils' awareness of how to keep themselves well. Of the small number of parents who responded to Ofsted's online questionnaire, Parent View, a large majority confirmed that their children feel safe in school.
- There are effective systems and procedures to keep pupils safe. For example, there are secure records to show that all staff have been properly vetted for their suitability to work with children. School policies take account of the most recent guidance, and staff understand what to do if they have a concern about a pupil. All staff have a copy of the latest version of part 1 of 'Keeping children safe in education'. This ensures that pupils' welfare and safety are fostered well.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- There have been improvements in teaching and learning over the past few years, but inconsistencies remain. This is evident in pupils' books. While most are well presented, some lack work that builds on the pupils' knowledge and skills in a structured, planned way. As a result, pupils are not always challenged enough, and standards require improvement, especially in mathematics.

- Despite the inconsistencies, better teaching has had a positive impact. GCSE results in 2018 were better than those in 2017, when standards had been disappointingly low. The school's own information about teaching quality, collected from the range of lesson observations and 'drop-ins' carried out by leaders, also shows that there has been an improvement.
- Although disadvantaged pupils do not achieve as well as others, nationally, the difference is reducing. This is because teachers are better at tracking pupils' progress and identifying those who need extra support. However, some of the more recent developments in the use of assessment information have not had time to demonstrate the desired impact on pupils' outcomes.
- There are examples of effective teaching across the school. In many subjects, including English, modern languages, drama, sociology, humanities, art, design and technology and physical education (PE), teaching is starting to drive up standards. Where this is the case, teachers use their strong subject knowledge to plan learning so that teaching develops pupils' knowledge in a structured way. Pupils appreciate the way teachers design their 'learning journey' and are clear about where they are heading with their work. Teachers give pupils good advice about how to improve their work, and this has a notable impact on outcomes. Skilful questioning by teachers contributes well to pupils' learning. In music, for example, challenging questions have a positive impact on their understanding.
- In too many instances, work is not planned well enough to ensure that pupils develop their knowledge and understanding effectively. Where this happens, pupils are not able to deepen their learning sufficiently, or apply their skills.
- There is a strong emphasis on supporting pupils who speak English as an additional language, the great majority of whom become fluent speakers. However, reading progress is less pronounced, and improvements in the way pupils are identified as needing help to catch up has yet to impact fully.
- Numeracy is given appropriate emphasis in subjects such as science, and design and technology. Pupils are expected to use their mathematics knowledge to support their learning elsewhere. While many do, not all pupils are able to apply their mathematical knowledge in other subjects.
- Teachers' constructive relationships with pupils mean that they manage behaviour effectively. Pupils understand classroom routines well, and respond positively to teachers' instructions. As a result, there is a purposeful climate in classrooms that emphasises learning. There is rarely, if ever, any disruption to learning.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The PSHCE curriculum, assemblies and form-time give pupils a thorough understanding of how to keep themselves safe and of fundamental British values. A particular emphasis is e-safety, and pupils are knowledgeable about the pitfalls of social media and know how to keep themselves safe from extremism and radicalisation. Pupils say that they

feel safe in school; they know who to go to if they have a problem.

- Pupils understanding of lesbian, gay, bisexual and transgender (LGBT) issues is well developed. They are sensitive about the need to treat everyone equally and with respect. In conversation, pupils said there was little bullying or homophobic name-calling. However, a few felt that there was some racist name-calling. Incidents of bullying recorded by the school show a continued fall over time. Fixed-term and permanent exclusions have also reduced.
- Opportunities for pupils to take responsibility and develop their understanding of society are effective. For example, pupils are helping to write the new behaviour policy. The school council involves pupils in voting, including hustings for those who want to be elected as councillors.
- The Year 7 canteen provides a safe space for pupils to eat and talk, without the pressure from older pupils. Pupils appreciate this and feel safe in school as a result. Pupils welcome the newly introduced online tool for pupils to report their worries, called SHARP. This shows the school's commitment to pupils' health and welfare.

## Behaviour

- The behaviour of pupils is good. Break and lunchtimes are supervised effectively by adults and, as a result, the playground is well ordered. Despite the large number who use the outside space, pupils were consistently well behaved. They are polite, considerate and respectful of others.
- Behaviour in classrooms is good. Pupils work together without fuss, and follow teachers' instructions readily. Little time is wasted in lessons, and low-level disruption is extremely rare. All this means that the atmosphere in classrooms is conducive to learning.
- Attendance is improving steadily. Last year saw a reduction in the proportion of pupils who are persistently absent. However, absence remains a little above the national figures. The school has secure systems to follow up non-attendance and is tackling absence well.

## Outcomes for pupils

## Requires improvement

- Pupils' attainment when they start school is slightly below average. Improvements to teaching and better tracking of pupils' achievements means that attainment is rising. However, weaknesses in some teaching mean that not enough pupils attain the higher standards.
- The 2017 GCSE results were well below average and pupils made less progress than in other schools. The work to improve teaching, develop the curriculum and revise the key stage 4 curriculum has paid off. The results of the 2018 examinations show that achievement has improved well. While not as good as the strong 2016 GCSE results, pupils' progress from their starting points has improved. Nonetheless, there are still too few pupils reaching the higher grades at GCSE, including in English and mathematics.
- The work to help pupils catch up with their learning is paying dividends. The school's assessment information indicates that the achievements of pupils currently at the

school are improving. This is evident in pupils' work in books. However, this is not consistent and there are pupils who are not making the progress they should. Progress in mathematics remains lower than in other subjects.

- The progress made by disadvantaged pupils is improving, following a significant fall in 2017. As a result, the disparity between the achievements of disadvantaged pupils and those of others nationally is diminishing. Better teaching and more accurate and reliable use of assessment information to identify those who need extra help is making this difference. Leaders have clear plans to improve the achievements of disadvantaged pupils further.
- Pupils who have SEN and/or disabilities have not achieved as well as they should. Again, however, the use of reliable assessment information and a greater focus by senior leaders on the role of middle leaders is starting to shift pupils' achievements upwards. However, this remains a work in progress and it is too early to judge the impact of these improvements.
- Pupils who speak English as an additional language are making improved progress. The high number of pupils who start school midway through the year, often not speaking English fluently, is a challenge. Nevertheless, the school is tackling this well and support for pupils who speak English as an additional language is effective.
- Achievement in other subjects varies a little but outcomes are often good in modern languages, art, design and technology, PE, drama and history. This is the result of improved teaching, including the way teachers plan the curriculum for their subjects. In PE, for example, teachers are expanding the range of activities so that all pupils enjoy their learning.

## 16 to 19 study programmes

**Good**

- Outcomes for sixth-form students are improving. Over the past four years, students' progress has risen year on year. All pupils who retake GCSE English and mathematics achieve a grade 4 or above. Academic and applied general A-level results have improved over time, and students make strong progress in many subjects. Over the past two years, all students moved on to education, employment or training after the sixth form. This is a considerable achievement.
- Leadership of the sixth form is good. Leaders have high expectations of students and check achievements effectively. The monitoring of students' achievements is a strength. Small subject departments work together to check the standards of students' work. This ensures that assessments are accurate and reliable. It also means that students are clear about their targets, and know what they need to do to improve.
- Senior leaders have a good understanding of teaching quality and the performance of students. Leaders are using this understanding to review and revise the sixth form curriculum to ensure that it meets the needs of all students. They have already revised the range of subjects and have introduced new courses, where possible. As a result, provision for students is improving rapidly.
- Students' behaviour is very strong and contributes well to their learning. They are confident, smartly turned out, well mannered and courteous to others. Students develop their personal skills effectively and contribute to the school through a range of

opportunities, such as raising money for charities and through the school council.

- Students make especially strong progress in drama, English, further mathematics and business studies. Results were less good in some science subjects and a few other subjects with small numbers. Leaders have identified that entry requirements to some of the courses was too low in the past. This is being tackled in the review of the sixth form curriculum. Leaders have identified the need to improve students' performance at A level further, and introduce a broader range of courses.
- Careers advice, information and guidance is strong. Students receive regular inputs about different careers through lessons and careers events. Impartial advice and guidance helps them to be prepared well for the next stage in their education. Students are very positive about the help and support they get from their teachers.



## School details

Unique reference number	102849
Local authority	Redbridge
Inspection number	10047633

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,115
Of which, number on roll in 16 to 19 study programmes	279
Appropriate authority	The governing body
Chair	John Tyne
Headteacher	Belinda Chapple
Telephone number	020 8551 4321
Website	<a href="http://www.ecaterham.net">www.ecaterham.net</a>
Email address	<a href="mailto:admin.caterham@redbridge.gov.uk">admin.caterham@redbridge.gov.uk</a>
Date of previous inspection	8–9 October 2014

## Information about this school

- Caterham High School is larger than the average-sized school in England. The number of pupils at the school has fallen over the past few years. It caters for pupils aged 11 to 18.
- The headteacher took up her appointment in September 2018.
- The proportion of pupils known to be eligible for free school meals is average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who receive special educational needs support is below

average. The proportion who have an education, health and care plan is above average.

- The school has a unit for 20 pupils with hearing impairment.
- The school makes use of the local authority's pupil referral unit.

## Information about this inspection

- Inspectors observed learning across all year groups and in all subjects. Many visits to classrooms were made jointly with school leaders.
- Inspectors looked at pupils' work across the range of subjects.
- Inspectors listened to pupils read from Year 7.
- Inspectors looked at behaviour at break and lunchtimes.
- Discussions were held with senior leaders, governors, subject leaders and pupils.
- A wide range of documentation and policies were scrutinised, including the school's self-evaluation, records of pupils' behaviour and attendance, assessment information and the minutes of the meetings of the governing body.
- Inspectors scrutinised records relating to the quality of teaching and the school's website, including information about extra-curricular activities.
- Records, policies and procedures relating to safeguarding were reviewed.
- Inspectors took account of 19 responses to Ofsted's online survey, Parent View. The lead inspector spoke to one parent by telephone.
- Inspectors considered 88 responses from staff to an online survey about their views.

## Inspection team

Brian Oppenheim, lead inspector	Her Majesty's Inspector
Charlotte Robinson	Ofsted Inspector
Gerard Strong	Ofsted Inspector
Jonathan Newby	Ofsted Inspector
Bruce Goddard	Ofsted Inspector

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