

Inspection of Caterham High School

Caterham Avenue, Clayhall, Ilford, Essex IG5 0QW

Inspection dates: 29 and 30 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Caterham High School belong to a caring community. Staff encourage pupils to believe in themselves and persevere in pursuit of their ambitions. This is a diverse school where staff have high aspirations for all pupils. Pupils get along well with each other and with staff. They value the help they get from their teachers. Pupils are safe here and enjoy school.

Staff have high expectations of pupils. Pupils respond well to these expectations. They conduct themselves in a calm and orderly manner around the school and behave well in lessons. Bullying is rare and when it does happen most pupils say school leaders deal with it effectively.

Leaders have created a positive environment where pupils are aware of their responsibilities. They know right from wrong. Projects such as 'Mind Your Language' help pupils to treat others with respect. Sixth form students are good role models for younger pupils. They help in Year 7 and 8 lessons and organise activities for them.

Pupils have opportunities to broaden their experiences. Some pupils organise events for charity. Other pupils develop their talents and interests by attending clubs. These include cookery, football, judo, chess, drama, choir and gaming.

What does the school do well and what does it need to do better?

Leaders and governors want to provide a high-quality education for all pupils. Governors hold school leaders to account effectively and perform their statutory duties well. They work with leaders to evaluate all aspects of the school's provision. This assures governors of the school's strengths and areas for improvement. Leaders are mindful of staff workload and well-being. Staff feel valued and very well-supported.

Leaders have developed a broad and ambitious curriculum. This includes for pupils with special educational needs and/or disabilities (SEND). Leaders are implementing plans to increase the number of pupils entered for the English Baccalaureate. In Years 7 to 9, they have given pupils more lesson time in history, geography and modern foreign languages. Pupils are now able to secure a thorough knowledge of these subjects in preparation for study at GCSE. Leaders have designed a sixth form curriculum to meet the needs of all students. Students can study A levels and/or vocational qualifications and leaders also offer level 2 courses.

The curriculum is well-ordered. Pupils build up knowledge, understanding and skills as they progress through the school. Leaders identify the needs of pupils with SEND well. Most pupils with SEND, including pupils with hearing impairment, are successful in their learning. Leaders have recently prioritised speaking and writing across all subjects. Staff have received training to help them to develop these important skills. This is leading to improvement in some pupils' writing, particularly in English. But some pupils with SEND need more help to develop their written work.

Teachers have good subject knowledge. They help pupils to remember what they have learned before and check for pupils' understanding. Pupils say that teachers' feedback on their work helps them to improve. Teachers ensure that pupils improve their work in response to such feedback. In the sixth form, A level students develop a deep knowledge and understanding. For example, in history students learn about different historical views and interpretations. This helps them to develop their own analyses of historical events.

Leaders have recently introduced a new reading strategy. Pupils read in form time and in Years 7 to 9 they complete a reading comprehension programme. Those pupils at an early stage of reading receive extra support with comprehension. However, some pupils need support to help them read fluently.

Pupils behave well in lessons. When low-level disruption does occur, teachers use a consistent approach to deal with it. This usually prevents the behaviour from persisting. Teachers help pupils to understand leaders' expectations for behaviour, and the impact that any negative behaviour has on others. This helps pupils to improve their behaviour.

Leaders have designed a well-sequenced programme to support pupils' personal development. Specialist staff teach this programme which includes enrichment days focusing on specific issues. Pupils learn about a wide range of topics. These include relationships, equality and diversity and citizenship. Pupils have more opportunities to explore issues in form time and assemblies. In the sixth form, students continue to learn about these topics. They value this aspect of their education and say it is relevant to their lives. Pupils from Year 7 to Year 13 receive appropriate careers education, information and guidance. This helps them to make informed decisions about their future.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in the school. They provide regular training and updates for staff. This ensures that staff are alert to safeguarding risks. Staff know how to report any concerns and who to report them to. They do so immediately. Leaders identify those pupils who need early help or who are at more immediate risk well. They work with the local authority and other organisations to secure the help pupils need. Pupils receive information and education on how to keep themselves safe. Leaders also raise parents' and carers' awareness of potential risks to their children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not systematically identify those pupils who cannot read fluently. This means that some pupils are not quickly securing the phonic knowledge they need to be able to read. Leaders must ensure that assessment of pupils' reading identifies pupils who cannot read fluently. They should ensure that appropriately trained staff deliver phonics teaching to those pupils who need it.
- Some teachers are not supporting pupils with SEND effectively to develop their writing. This results in some pupils with SEND not being able to develop their writing beyond a few sentences. Leaders should provide training for teachers to enable them to support pupils with SEND in developing their writing skills.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102849
Local authority	Redbridge
Inspection number	10227411
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1027
Of which, number on roll in the sixth form	257
Appropriate authority	The governing body
Chair of governing body	Ann Gross
Headteacher	Belinda Chapple
Website	http://www.ecaterham.net
Date of previous inspection	18 – 19 September 2018, under section 5 of the Education Act 2005

Information about this school

- The school has resourced provision for pupils with hearing impairment. There are currently 14 pupils accessing this provision.
- The school uses two registered alternative providers, Redbridge Alternative Provisio and Havering Further and Higher Education College.
- The school meets the requirements of section 42B of the Education Act 1997 (the 'Baker clause') which came into force in January 2018. The school provides opportunities, as required by law, for a range of education and training providers to speak to pupils in Years 8 to 11 to inform them about technical educational qualifications and apprenticeships.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, members of the leadership team, other school leaders, members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, religious education and philosophy, and art. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with subject leaders for geography, performing arts and physical education. They visited lessons in these subjects and in science.
- Inspectors met with the school's designated safeguarding lead and deputy designated safeguarding lead. They looked at safeguarding documentation and record keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils about behaviour and attitudes, and personal development.
- Inspectors considered the responses to Ofsted's pupil survey, responses to the staff survey and responses to the online survey for parents, Parent View.

Inspection team

Ian Rawstone, lead inspector	Her Majesty's Inspector
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