



# Warlingham Park School

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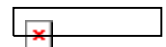
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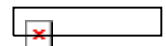
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**Introduction and summary**

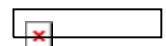


**Purpose and scope of the inspection**



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

**Information about the school**



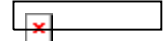
Warlingham Park School, founded in 1986, is registered as an educational charity, and operates under the control of a board of trustees who are answerable to the Charity Commission. The school caters for boys and girls aged three to eleven years, and at the time of the inspection there were 124 pupils on roll. A separate playgroup operates in purpose-built accommodation in the playground.

The aim of the school, which is run on Christian principles, is to provide a balanced all-round education for its pupils within a friendly and family orientated atmosphere. The school also places a strong emphasis on the teaching of design technology (DT) as well as information and

communication technology (ICT).

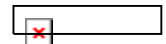
Last year, approximately two-thirds of the Year 6 pupils gained places at independent secondary schools; the remainder went to grammar or local state secondary schools.

### Summary of main findings



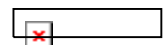
Warlingham Park School has a number of strengths. It has a friendly welcoming atmosphere, and relationships within the school as well as communication with parents are very good. It is situated on an extensive and pleasant site with spacious accommodation. Internally, there is a pleasant, colourful learning environment with some very good facilities as well as attractive displays. The quality of the teaching is often good or very good, and the pupils are exceptionally well behaved, polite, and courteous to adults. The school offers a broad and balanced curriculum and there is a wide range of extra-curricular activities, especially in sport.

### What the school does well



- it makes good use of its spacious accommodation to support teaching and learning by providing a colourful and attractive environment;
- it provides teaching which is often good or very good;
- it cares well for its pupils and presents a friendly welcoming atmosphere;
- it offers good facilities for the teaching of DT, ICT and sport as well as a very wide range of extra-curricular activities;
- it maintains good communication with the parents who support the school well; and
- it encourages its pupils to work hard and behave responsibly.

### What the school must do in order to comply with the regulations



- prepare more detailed policies regarding the prevention of bullying and the health and safety of pupils on activities outside school as detailed in section 3 of this report;
- make sure that all members of staff and other adults who work with children are subject to checks by the Criminal Records Bureau (CRB);
- carry out checks to confirm the medical fitness of all staff appointed to the school; and
- provide to parents of pupils or prospective pupils particulars of educational and welfare provision for pupils with statements and for whom English is an additional language.

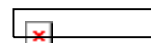
### What the school must do to comply with the Disability Discrimination Act (DDA) 2002



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

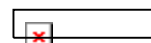
### Next steps



Whilst not required by the regulations, the school might wish to consider the following points for development:

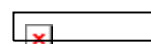
- more detail in its written policy documents in order to offer more guidance to teachers, and in its schemes of work to help improve curriculum continuity throughout the school; and
- a written policy document in order to develop a more consistent approach to the assessment and recording of pupils' progress throughout the school.

### Compliance with the regulations for registration

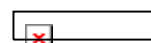


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## 1. The quality of education provided by the school



### The quality of the curriculum



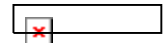
The curriculum is appropriately broad and balanced. It includes all subjects of the National Curriculum as well as Religious Education (RE). French is taught throughout Key Stage 2 and Latin in Years 3 and 6. There are brief curriculum notes for most subjects showing the topics to be covered, but these do not give sufficient detail on, for example, aims, objectives, and continuity. In addition, the school's arrangements for personal, social and health education (PSHE), much of which takes place in science, are not made sufficiently explicit in the curriculum documentation. There is particularly good provision for the teaching of DT and ICT reflecting the school's long established aims for promoting these subjects.

There are well developed programmes for the teaching of Physical Education (PE), which include swimming, dance, gymnastics and games. The latter covers a wide range of traditional ball games and athletics. These are complemented by after-school clubs for golf, football, badminton, trampolining, gymnastics and short tennis. In addition, many pupils receive individual tuition for a range of musical instruments. The school also has an active choir and orchestra. The curriculum is enriched further by a wide range of educational visits.

In the pre-school and reception classes, pupils participate in a suitably wide range of activities that develop skills and understanding in the six areas of learning identified in the Foundation Stage curriculum. These include taking part in letter, word and number games as well as use of a variety of materials in art and technology. There are also good opportunities for structured play and investigations.

Although there are no pupils with statements of special educational need (SEN) currently on roll, the school gives due regard to the Code of Practice when identifying and assessing programmes of intervention for pupils who require additional support.

### **The quality of the teaching and assessment**



The quality of teaching is at least satisfactory and often good or very good. Lessons are usually well structured and planned around identified objectives. In some cases, however, these objectives need to contain more detail and to be more clearly focused.

Teachers know their pupils well and there are good relationships in all of the lessons. In the classes with the younger pupils teachers and classroom assistants work together as a team to support teaching and learning.

The pupils are very well behaved and interested and involved in their work. They apply themselves when working individually, in pairs or in small groups. Resources for teaching are good in both range and quality, and all classrooms are organised effectively and present colourful and attractive learning environments. The teachers give good attention to making links between the different subjects. An example of this is where aspects of design technology, art and history were covered when pupils made 3D models of Art Deco teapots.

In the good and very good lessons, the pupils are immediately engaged in the lesson, the pace of teaching is brisk, and instruction is clear and explicit. The teachers have clear expectations of what they want the pupils to learn and intervene appropriately in order to achieve their objectives. In a few lessons the pace of the teaching needs to be increased and greater challenge is required in the teachers' questioning of pupils. This is particularly the case when there is an over reliance on commercially produced work sheets.

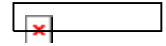
There is no written policy for assessment, but teachers use an appropriate range of strategies to monitor and record pupils' progress. Some teachers keep quite detailed notes of pupils' work in many subjects, often using pro-formas and mark sheets they have devised themselves. Other records are briefer and more informal. All work is marked regularly, although it varies in the extent to which it helps the pupils make progress in their knowledge and understanding. Most marking takes the form of ticks, crosses, marks out of ten, grades or brief comments. In addition, teachers devise their own tests and make use of other published material. In the early years' classes, the children's progress is recorded in the Foundation Stage profile.

All pupils take the national end-of-key stage and optional tests and, where appropriate, entrance exams for independent secondary schools.

### ***Does the school meet the requirements for registration?***

Yes.

## 2. The spiritual, moral, social and cultural development of pupils



The school makes good provision for pupils' spiritual, moral, social and cultural education. It is run on Christian principles. There are weekly school assemblies where pupils have opportunities to listen to and gain insights into the meaning of a range of Biblical and moral stories. The pupils pray for those less fortunate than themselves, and reflect upon world events. There are, for example, several displays around the school which have been the focus of pupils' concern and discussion about the recent Asian Tsunami disaster. They also celebrate the major Christian festivals at the local church.

Pupils learn the difference between right and wrong, and develop an understanding and tolerance of each other. In addition, there are opportunities for them to reflect upon and discuss a range of issues within their lessons. The school also has clear procedures for rewards and sanctions which are supported by a house system.

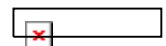
The pupils conduct themselves exceptionally well in and around the school. They are polite and courteous and behaviour in lessons is very good. They take on responsibilities during break times and in the library and, on occasions, work collaboratively. These opportunities help ensure that the pupils develop their self-esteem and self-confidence and encourage them to listen to and respect the views of each other. A good range of extra-curricular activities in sport encourages team work and respect for rules. Last year the school won an award for having the largest percentage of pupils entered in the Surrey Youth Games.

There are good opportunities for the pupils to develop their cultural awareness. They take part in a range of educational visits to museums, historical sites and local theatres. The oldest pupils participate in an annual residential trip to the Centre for Alternative Technology in mid-Wales. Pupils participate in school productions and concerts and have the opportunity to learn to play a range of musical instruments. Appropriate attention is given to developing the pupils' understanding of other cultures and faiths. They learn about Sikhism, Judaism and Buddhism in RE, and some of them visited the home of a local Hindu family in order to see how they celebrated the festival of Diwali.

### ***Does the school meet the requirements for registration?***

Yes.

## 3. The welfare, health and safety of the pupils



Pupils are well-cared for and there are good procedures for ensuring their safety in lessons and around the school. There is a suitably equipped medical room, and staff follow clear guidelines should a pupil require medical attention. Such occurrences are recorded carefully. There are four members of staff who are qualified First-Aiders.

The school's use of rewards and sanctions is outlined in a brief "Discipline and Behaviour" policy. Within this policy there is a reference to bullying which makes clear that it will not be tolerated within the school. However, there is insufficient detail to guide teachers when identifying and dealing with such behaviour should it occur.

There is a similarly brief written statement for school visits, the organisation of which is taken very seriously. However, there is a lack of information regarding the procedures to be followed for planning outdoor activities. The school has carried out a recent "fire-risk" assessment, and where

appropriate, identified issues have been followed up. There are regular fire-drills and fire-alarm tests which are recorded in a log book.

Appropriate admission and attendance registers are maintained and the school considers and reviews its capacity to accommodate the needs of pupils who have a disability. However, it has not as yet drawn up a three-year plan to improve accessibility for those with disabilities.

***Does the school meet the requirements for registration?***

The requirements are not yet met fully with regard to Health and Safety.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

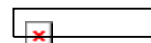
- prepare and implement a more detailed written policy to prevent bullying, which has regard to the DfES guidance (paragraph 3(2)(a)); and
- prepare a more detailed written policy relating to the health and safety of pupils on activities outside the school, which has regard to DfES guidance (paragraph 3(2)(c)).

***What does the school need to do to comply with the DDA?***

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

#### **4. The suitability of the proprietor and staff**



The headteacher and staff are sufficiently qualified or offer appropriate experience to teach the curriculum. Although some applications are being processed, to date, not all teachers and other adults who come into regular contact with the pupils have been subject to a check with the Criminal Records Bureau (CRB) to confirm their suitability to work with children.

Procedures are in place to check on the previous employment history, as well as the character and professional qualifications of prospective staff, prior to their appointment. In addition, the school needs to ensure that medical checks are undertaken.

***Does the school meet the requirements for registration?***

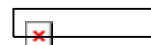
No.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- make sure that all members of staff and other adults who work with children are subject to checks by the CRB (paragraph 4(b)); and
- carry out checks to confirm the medical fitness of all staff appointed to the school (paragraph 4(c)).

## 5. The suitability of the premises and accommodation



The school occupies extensive, mainly modern, purpose-built accommodation and expansive playing fields situated on the edge of green belt countryside. The building is in good condition overall and is kept clean and tidy. All teaching areas and classrooms are spacious, well decorated and appropriately furnished.

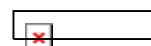
There is an excellent range of good quality specialist rooms for ICT, DT and art, as well as a library and a gymnasium. An additional hall is used for a variety of purposes including assemblies, school plays and concerts. Several new classrooms have been added over the years. There are sufficient washrooms and toilet facilities for the number of pupils on roll. They are all maintained in a clean and hygienic state. Outside hard-surfaced playgrounds have markings for games. There is a well equipped adventure play area containing climbing apparatus, swings and slides and an appropriate safe landing surface. This was funded by the parents association. The school grounds include a pond and there is access to neighbouring woodland areas. Both of these facilities are used to support the teaching of science.

Good quality displays in classrooms and corridors are a particular feature of the school. They encourage pupils to show pride in their work and to follow lines of enquiry suggested by labels and captions.

### ***Does the school meet the requirements for registration?***

Yes.

## 6. The quality of information for parents and other partners



Over ninety five percent of the parents who responded to the pre-inspection questionnaire expressed a very high degree of satisfaction with the school. They are kept well informed about the progress of their children, and receive annual written reports and half-termly summary sheets. There are also opportunities for parents to attend consultation evenings in the autumn and spring terms. In addition, the school operates an "open door" policy which enables the parents to talk to the teachers on a more informal basis.

The school provides prospective parents with an attractive, colourful brochure and pamphlet. A website is also available. Information is provided, for example, on the foundation of the school, its aims and objectives together with an overview of the organisation of the curriculum. There are, however, no written particulars of the provision for pupils with statements and those for whom English is a second language.

There is a thriving parents' association which encourages the parents to meet socially. It helps to organise and manage events to raise funds for extra facilities and equipment for the school. Some of the parents work with individuals or small groups of pupils within the school.

### ***Does the school meet the requirements for registration?***

The school does not yet meet fully the requirements for registration.

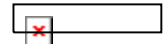


### **What does the school need to do to comply with the regulations?**

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide to parents of pupils or prospective pupils particulars of educational and welfare provision for pupils with statements and for pupils for whom English is an additional language (paragraph 6(2)(f)).

### **7. The effectiveness of the school's procedures for handling complaints**

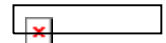


There is a very clearly written complaints procedure which meets all of the requirements. Procedures for both formal and informal complaints as well as the required stages, time scales and assurance of confidentiality are outlined. The policy provides for the establishment of a hearing before a panel which includes a member who is independent of the management and the running of the school if required.

### **Does the school meet the requirements for registration?**

Yes.

### **School details**



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Name of school:	Warlingham Park		
DfES ref number:	936/6552		
Type of school:	Primary		
Status:	Independent		
Age range of pupils:	4 - 11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 47,	Girls 53,	Total 100
Number on roll (part-time pupils):	Boys 14,	Girls 10,	Total 24
Number of pupils with a statement of special educational need:	Boys 0,	Girls 0,	Total 0
Annual fees (day pupils):	£4,500 - £6,800		
Address of school:	Chelsham Common Warlingham Surrey CR6 9PB		
E-mail address:	info@warlinghamparkschool.com		
Telephone number:	01883 626844		
Fax number:	01883 625501		
Headteacher:	Mr M R Donald		
Proprietor:	IPSET		
Chair of the governing body:	Mr S E Sexton		
Lead Inspector:	Mr Ken Morgan		
Dates of inspection:	24 - 27 January 2005		

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