



Warlingham School

Inspection Report

Unique Reference Number 125255
LEA Surrey LEA
Inspection number 281925
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Jennifer Smith HMI

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

Type of school	Comprehensive	School address	Tithepit Shaw Lane
School category	Community		Warlingham
Age range of pupils	11 to 18		Surrey CR6 9YB
Gender of pupils	Mixed	Telephone number	01883624067
Number on roll	1523	Fax number	01883624026
Appropriate authority	The governing body	Chair of governors	Mr Paul Childs
Date of previous inspection	6 March 2000	Headteacher	Miss Alison Woodhouse

Age group 11 to 18	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 281925
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors.

Description of the school

Warlingham School is a larger than average 11-18 comprehensive school with a large and growing sixth form. Students come from a wide socio-economic background. The school lies close to the border with Croydon; about half of its students come from this area. Students have mainly white British backgrounds but whilst a few speak English as an additional language, none are at an early stage of learning English. The number of students with learning difficulties and disabilities is slightly above average, but few have statements of special educational need. Very few students are in the care of the local authority. The school acquired specialist status in business and enterprise in September 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Warlingham is a good school, which enables students to learn well. The headteacher, ably supported by the senior leadership team, provides good leadership of the school and has a clear vision for the future. The school is a confident institution. Students enter the school with average standards but by the time they leave in the sixth form they achieve standards that are above the national average overall. The staff are very committed to their students and the level of care and support shown to them is very good. Over the past five years the school has made considerable improvements by increasing the range of subjects that students can study in Years 10 and 11 and the sixth form; broadening the extra curricular provision; providing a very effective gifted and talented programme and improving the quality of teaching. During this time the school has also achieved specialist status in business and enterprise, which is having a positive impact on students' learning and their understanding of the world around them. The school ensures a safe environment in which to work. A determined focus on raising standards and improving teaching, especially in creating a challenge for all, has been central to the school's development plan and to its self-evaluation. The senior team have a firm handle on the strengths and weaknesses of the school and have a well defined strategy for bringing about further improvements. For instance, weaknesses in the way that some departments are making use of assessment information for individual students are being successfully addressed. Governors provide good support and effective challenge. The school's finances are well managed and the school provides good value for money. The school is held in high regard by parents and the local community. Issues identified in the last inspection report have been dealt with thoroughly. The strategies the school has in place gives confidence that this school has the capacity for continued improvement.

Effectiveness and efficiency of the sixth form

Grade: 1

The size and popularity of the sixth form has increased since the last inspection. The school judges the sixth form to be good, the inspectors found it to be outstanding. The focus on achievement and setting individual, realistic targets for each student has improved results and increased the reputation of the sixth. The choice of courses on offer is extensive and the care and guidance offered is exemplary with excellent induction arrangements for both the school's own students and those joining from other schools. A few inconsistencies exist in the quality of marking and feedback to students; this is acknowledged by the school and is being addressed.

What the school should do to improve further

In order to improve standards and students' progress the headteacher and governors should: * ensure that the recent work on data analysis is well understood and fully utilised by all departments and individual teachers to further support students' learning* ensure that the more able students are always sufficiently challenged in all lessons *

continue to address the remaining inconsistencies in the quality of marking on sixth form students' work.

Achievement and standards

Grade: 2

Standards in national tests at 14 years of age and in GCSE are above the national average. The overall trend in standards has risen in line with that nationally; GCSE results have consistently been above average. The school, apart from a marked dip in English results in 2005, has broadly met its challenging academic targets year on year. Results at GCSE were best in mathematics, art and design, design and technology, drama, geography, history and physical education. The school is aware that results in some subjects including science are not as high as they should be and has introduced strategies to support students' learning. Attainment on entry to the school is average. Students make good progress from Year 7 to Year 11 because, overall, teaching is good and students are eager learners. However, the work set for a small number of more able students is pitched at too low a level. There is little difference between the standards and achievement of minority ethnic groups in the school. Students who have learning difficulties and disabilities make good progress because of the very effective support they receive. Girls make better progress than boys; overall the gap has been closing although it varies significantly from year to year. Achievement in the sixth form is good and pass rates have improved significantly over the past few years. In 2005, A-level students achieved excellent results in physical education, history, art, physics, French and German and in a number of vocational courses.

Personal development and well-being

Grade: 2

Grade for sixth form: 1

Students enjoy school; this is reflected in their good attendance record and the rise in numbers choosing to stay on in the sixth form. Many students take advantage of a wide range of extra-curricular activities and are keen to organise fund raising events. These experiences, together with the citizenship programme, successfully nurture their spiritual, moral, social and cultural education. Students get on well with each other and with their teachers throughout the school. The school council is very well organised and is an important feature of school life; inspectors were impressed by the way students spoke about their school. Students develop good leadership qualities and sharpen up decision making skills through their membership. They create initiatives and take on responsibilities; for example, students identified a major national campaign, 'beat bullying', which led to the training of student counsellors. Sixth form students participate in a range of business related activities including the highly successful Warlingham version of television's 'Dragons' Den', where students sell their entrepreneurial ideas to local business representatives. Sixth form students play a significant part in the life of the school and wider community. Examples include their involvement as class assistants in primary schools and their contribution at the local

youth council. A parent writes, 'The school's connection with World Challenge was of the greatest benefit to my eldest son.' Behaviour is nearly always good; relationships are very positive and students say that they feel safe in school. Students reported positively about the recently developed behaviour for learning policy. There are few incidents of bullying and racism and none recorded in the sixth form. These are dealt with well, through mediation and involving parents; incidents are monitored closely by the school. The school judges itself to be good in this area of school life and the inspectors agree with this view.

Quality of provision

Teaching and learning

Grade: 2

The inspection confirms the school's judgement that teaching and learning are good. Senior managers make accurate judgements when assessing the quality of lessons and take appropriate action on the few occasions when teaching is not good enough. Recently introduced setting, in a limited range of subjects, has been seen as a positive development by students who say that they enjoy the challenge in these lessons. The best learning takes place when lessons are well paced, stimulating and challenging. These lessons have a range of activities and opportunities to learn in a variety of ways, such as in pairs, groups and as a whole class. Students know exactly what they are expected to do in these lessons; they are given clear guidance and helpful comments about how to improve because their work is marked in great detail. However, this standard of marking is not yet firmly in place across the entire school. Learning in some lessons is outstanding. In a Year 10 chemistry lesson, for example, students made excellent progress because the lesson was visually stimulating; every student was actively involved in an interesting question and answer session enabling them to fully understand the key idea being explored. Similarly, in a stimulating and challenging Year 9 religious education lesson, students were exploring ethical theories in relation to a film, 'Touching the void'; they made good progress. Students enjoy these more active and stimulating lessons and work very hard. A small minority of teachers do not plan lessons well enough to ensure that the more able students are given work that is hard enough. In these lessons, more able students often have to wait for all the class to finish before being given new work and this prevents them from making the progress of which they are capable. Effective use of assessment information to check progress of individual students is not yet fully developed in all departments but systematic work is actively being undertaken in this area.

Curriculum and other activities

Grade: 2

Grade for sixth form: 1

The curriculum is good and meets statutory requirements. It offers a wide choice of options in Years 10 and 11, in which nearly all students are able to study the

combination of subjects they prefer. The staff provides timely guidance for both students and their parents at the point when choices have to be made. The 'Alternative Pathways' in construction and hairdressing, offered as a different route to the standard GCSE choices, has added breadth to the options available to all students. The school provides a strong extra curricular programme of sport, music and drama as well as many clubs and special events, such as the music visit to Slovenia. Participation in these activities by all ages is good. Curriculum links with local primary schools are well established. The history and geography departments provide fieldtrips and a good range of activities support the gifted and talented programme, which were commented on very favourably by students. The school promotes healthy eating and exercise well through a wide variety of activities, whilst activities linked to citizenship across the school are good. The sixth form curriculum is outstanding with students able to study a wide variety of subjects, both at Advanced and GCSE level. Students choose to join the sixth form because of its curriculum flexibility. An excellent programme of advice helps sixth form students prepare for life beyond school.

Care, guidance and support

Grade: 2

Grade for sixth form: 1

The school takes good care of all of its students. Parents comment very positively about the support and guidance for sixth formers, especially those who join the school at the start of the sixth form. Students, throughout the school are well known to the staff, who work hard to ensure they enjoy school and are guided well in choosing subjects and courses in Year 9 and Year 11 and in preparation for studies beyond school and employment. Strong support is provided for students with emotional and behavioural needs and, those with learning difficulties. A group of these students spoke very confidently to the inspectors about the support they were receiving and how this was helping them make good progress in their studies. The support for vulnerable students is also very strong because close links have been forged with a variety of specialist agencies. In addition, the school's counsellor effectively supports others who need help. Inspectors agree with the views of a parent who said that the school has a caring feel to it and has successfully created a very happy atmosphere. The personal and social education programme contributes well to students' safe and healthy lifestyles and in raising awareness about the dangers of misusing drugs and alcohol. The new house system provides students with a strong sense of belonging. Individual concerns are quickly identified and appropriate action taken.

Leadership and management

Grade: 2

Grade for sixth form: 1

The school's self evaluation judges leadership and management to be good. It sets out the range of initiatives and strategies that the school has embarked upon and rightly recognises the successes to date. The school's evaluation also correctly identifies

the relative weaknesses in the school, especially in respect of the use of student assessment data by some departments. The analysis of where the school is now, in terms of leadership and management at all levels, is well founded and inspectors concur with these judgements. The leadership team has effectively promoted a number of initiatives to improve the education offered to students, such as, the gifted and talented programme, the drive to make every lesson a good lesson and good quality professional development for the staff. The strategies in place are the right ones that will help bring about further improvement. The effective leadership and management of the headteacher are recognised by the governors and parents, whilst the vision for the school is well articulated. For example, the well thought through decision to apply for specialist status in business and enterprise took into account the local employment prospects. This is now having a considerable impact on the opportunities provided for students. Other members of the extended leadership team provide very good support to the headteacher and lead well on aspects of development, such as the improvement in the standards and teaching in the sixth form and curriculum diversity. Governors provide good support and appropriate challenge. They take a strategic view of the school's finances, which are managed effectively. For instance, the fabric of the building is being improved; whilst the addition of extra computers has provided much needed resources to stimulate students' desire for learning. Staff recruitment is secure and there is a good balance of experience and expertise.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	1
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	1
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	1
How well are learners cared for, guided and supported?	2	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

On behalf of the inspectors and myself who visited your school recently, I would like to thank you for the polite and helpful way you welcomed us. We enjoyed discussing the work you were doing and looking at the progress you were making in school. You talked enthusiastically about your school and we hope you will take the time with your parents to read the full report. We thought you might like a summary of the inspection findings.

The majority of lessons were good and we were pleased with the way that most of you try hard in lessons, achieving considerable success. You behave well in lessons and you tell us that you enjoy coming to school, which we think is shown by your good attendance. Your teachers take good care of you and guide you well. You take pride in the responsibilities that you have been given, for example, the school council and enjoy the wide range of activities that are provided outside of normal lessons. We hope that you will continue to take advantage of these excellent opportunities. The school's recent success at achieving specialist business and enterprise status has provided you with additional facilities to do well in your lessons and we think the school has already developed some very interesting challenges linked to this theme. The sixth form is thriving and is a real strength of your school; we hope you will all aspire to become members of the sixth form when the time comes.

Although most lessons were good, we have asked your teachers to set harder work for some of you, who we feel could be stretched that bit more. We know that the school is looking at the use of statistical information about your progress as you move up through the school; we would like the school to continue with this work as we think it will help to raise your achievement still further. We wish you all success for your studies in the future.

Yours sincerely

Jennifer Smith, HMI