



# Caterham High School

## Inspection Report

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**Unique Reference Number** 102849  
**Local Authority** Redbridge  
**Inspection number** 286506  
**Inspection dates** 24–25 January 2007  
**Reporting inspector** Lauren Ovenden HMI

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

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<b>Type of school</b>	Secondary	<b>School address</b>	Caterham Avenue
<b>School category</b>	Community		Clayhall
<b>Age range of pupils</b>	11–18		Ilford IG5 0QW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8551 4321
<b>Number on roll (school)</b>	1178	<b>Fax number</b>	020 8551 1933
<b>Number on roll (6th form)</b>	273		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr J Tyne
		<b>Headteacher</b>	Dr A Atkins
<b>Date of previous school inspection</b>	12 November 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	24–25 January 2007	286506

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## Introduction

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

## Description of the school

Caterham High School is a large school serving a diverse community. Over half of its pupils come from minority ethnic backgrounds and many pupils speak English as an additional language. In 2006, a high proportion of Year 11 pupils had joined the school after the start of Year 7. The proportion of pupils with learning difficulties and/or disabilities is average. The school has a dedicated hearing impaired unit with places for 20 pupils, including those who need signing support. Pupils' attainment on entry is slightly below average, with fewer pupils who have attained the highest levels at Key Stage 2. The school acquired specialist sports status in 2003.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The overall effectiveness of the school is satisfactory. Pupils make expected levels of progress across all key stages. The school knows itself well, and recognises its strengths and areas for improvement. Its leadership team has introduced a range of appropriate initiatives to improve the quality of teaching and learning, and to raise standards. This has had some impact on standards at Key Stage 3. However, at Key Stage 4 standards remain below average because although pupils now make satisfactory progress, this is not enough to make up for earlier, weaker rates of progress. The school recognises that the most able do not always make the progress they are capable of, and as a consequence, too few attain the highest levels, particularly in science at Key Stage 3. Achievement is satisfactory overall because the quality of teaching and learning is satisfactory. However, the school recognises that information about pupils is not always used to ensure that work is carefully matched to the needs of individuals and the collection of data across subjects lacks rigour. The school has introduced wider monitoring and self-evaluation procedures, but as yet, they are not consistently implemented and are not raising standards sufficiently.

The school provides a pleasant and harmonious environment, where the welfare of pupils is a high priority. Vulnerable pupils, including those in the hearing impaired unit are well-cared for, with good strategies in place to ensure that they can fully access learning. The sports specialism contributes significantly to the work of the school, and has facilitated some good partnership working with other external groups. This has resulted in pupils' having a good awareness of the importance of healthy lifestyles, and participation in sporting activities is high. There are good opportunities for pupils to contribute to the life of the school and the wider community, for example, as sports leaders.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

The effectiveness and efficiency of the sixth form is satisfactory. Students enter the sixth form with lower-than-average attainment at GCSE and make satisfactory progress in their studies. Standards have risen steadily, but remain lower than the national average. The school offers a good range of GCE A and AS level courses and has expanded provision by offering some vocational courses, such as applied science and a diploma in physical education (PE). However, there are very limited opportunities for students to study at Level 1 and 2.

Students are appropriately supported in their personal development and well-being and many develop leadership skills through working as prefects, on the social committee and as sports leaders. They are well cared for. Guidance for students is satisfactory, with regular checks on progress used to identify underperformance and there are sufficient opportunities to learn about higher education or careers. Teaching and learning is satisfactory. It is characterised by good subject knowledge and assessment that informs students how to improve. However, teaching does not always closely

match students' prior learning, enabling them to make faster progress. Relationships between staff and students are based on mutual respect and this enhances student commitment to their learning.

### **What the school should do to improve further**

- Raise standards, particularly at Key Stage 4
- Ensure that teaching and learning is of consistently high quality
- Sharpen the focus of the monitoring of pupils' progress and use that information to help all pupils achieve their best
- Secure further improvements in the way leaders consistently monitor and evaluate the work of the school to raise standards

## **Achievement and standards**

**Grade: 3**

**Grade for sixth form: 3**

Pupils make satisfactory progress at Key Stage 3 and attain average standards. The proportion of pupils attaining the highest levels in English and mathematics at Key Stage 3 is improving over time. However, too few pupils attain the highest levels in science. Standards in physical education (PE) at Key Stage 3 are high. The proportion of pupils gaining 5 A\*-C passes at GCSE fell in 2006 and was lower than average. Attainment in GCSE PE also fell and was below the national average. Overall, pupils now make satisfactory progress in Key Stage 4. However, for last year's Year 11, the rate of progress was not good enough to enable them to fully make up for weaker progress in Key Stage 3. Pupils who speak English as an additional language and those with learning difficulties and/or disabilities make similar progress to their peers.

## **Personal development and well-being**

**Grade: 3**

**Grade for sixth form: 3**

The personal development and well-being of pupils are satisfactory. Their attendance in school is in line with the national average. They especially enjoy the school's many sporting activities where participation is high. Through this sports programme, pupils develop good social skills through teamwork. Pupils make healthy options at lunchtime and they know about healthy lifestyles and the problems of obesity. Inspectors observed mainly good behaviour in lessons and round the school, however, the number of fixed term exclusions, although falling, remains high. Occasional bullying, when reported, is dealt with quickly. Pupils have worked well with other schools on a 'beat bullying' initiative. There is racial harmony in school. A multicultural evening affords opportunity for pupils to celebrate their many different cultures. Racist remarks are very rare and always recorded. Pupils make a good contribution to school life through, for example, their role as prefects, Year 11 mentors for the youngest pupils, sports' captains, Year 10 junior leaders and school council representatives. The council members have

influenced changes in the school uniform and to the rewards system, but they know that there is scope to extend their 'student voice' further. The development of pupils' literacy, numeracy and ICT skills is satisfactory, as is the development of their work-related learning skills. Spiritual, moral, social and cultural development are satisfactory overall. There has been limited improvement in the use of assemblies for collective worship. The 'thought for the day' programme, whilst well planned, provides too little time for pupils to develop their skills of spiritual reflection.

## Quality of provision

### Teaching and learning

**Grade: 3**

**Grade for sixth form: 3**

The quality of teaching and learning are satisfactory. Although inspectors observed some outstanding and good lessons, much is satisfactory and this results in pupils making average progress over time.

Teachers demonstrate good subject knowledge and use technical vocabulary to good effect. This supports the development of literacy, especially for those pupils whose reading age is low or who speak English as an additional language. There are some examples of good assessment and planning that takes account of the different starting points of pupils and enables them to understand what their next steps in learning should be. For example, levels of attainment are clearly explained in language that pupils will understand and are used to identify what they need to do to improve. However, planning does not consistently use the information about individual pupils, or link expectations to their prior attainment, to ensure that a range of activities challenge and enthuse pupils of all abilities. At times, too much teacher talk slows the pace of learning and learning is passive.

### Curriculum and other activities

**Grade: 3**

**Grade for sixth form: 3**

The school provides a satisfactory curriculum across all key stages. It is enriched by a good range of extra-curricular activities. Curriculum planning provides appropriate challenge for all pupils and enables them to acquire new skills and knowledge in the right order. Improvements have been made to the citizenship curriculum at Key Stage 3 and this now fulfils statutory requirements. At Key Stage 4, pupils have access to an appropriate range of courses, although the opportunities for vocational studies are limited. The school has appropriately rationalised provision to ensure that pupils take the right number of courses for their ability, for example, more able pupils can take an additional GCSE in Statistics.

The school's specialist status in sport is successfully focused on improving the health of the school and the community through a wide range of activities and initiatives,

such as the on-line health management system and community sporting facilities. It is contributing to improving the quality of provision across the school. For example, active learning through investigation is being developed in conjunction with the science department and through strategies to increase pupil confidence and competition.

## **Care, guidance and support**

**Grade: 3**

**Grade for sixth form: 3**

The care, guidance and support of pupils are satisfactory. Pupils are well cared for and their welfare is a high priority. To this end, the arrangements for safeguarding pupils are thorough and meet current government requirements. Health and safety procedures are good. Pastoral support for pupils is good, especially for vulnerable pupils, those who have learning difficulties and hearing impairment, and pupils who are at the earliest stages of learning English. Arrangements to support pupils at risk of being excluded are well established. The management of assessment information to track the academic progress of pupils is generally satisfactory. There is, however, currently no consistency in the rigorous collection of data across subjects. There is a developing strategy to ensure that teachers use assessment information effectively to support pupils, particularly those who are under-performing, however this is not applied consistently. Guidance on option choices and future pathways is satisfactory overall, although pupils have requested more guidance on new subjects they have previously not encountered.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 3**

Leadership and management are satisfactory. Overall the school knows itself well and recognises its own strengths and areas for improvement. Views of parents and pupils are collected regularly and these are used to assist the school in their judgments.

The headteacher, in collaboration with his team, has introduced a range of appropriate initiatives and procedures in order to improve the quality of learning. These include wider monitoring and self-evaluation, but as yet these lack some level of consistency and rigour and consequently are not having sufficient impact on standards. The curriculum leaders and pastoral leaders are becoming more responsible for the work of their areas and are receiving a range of training and support to help them in this role.

The governing body are well informed regarding the full range of issues and are able to support and challenge the headteacher through critical questioning on these aspects. They maintain close links to various sections of the school and acquire first hand knowledge through a range of visits to the school. The school manages its resources well. It has worked hard to improve the environment and learning resources for the

pupils. Issues raised in the last inspection have generally been addressed, and the school demonstrates a satisfactory capacity to improve.



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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	3	3

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

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and for the contribution you made to the inspection when we met with you. We agree with you that the school is a caring place, where you are appropriately supported to develop as individuals. We judged that your school's overall effectiveness is satisfactory, and noted a number of strengths:

- You are well cared for by a dedicated team of staff
- Behaviour around the school has improved and relationships within the school are good.
- Improvements to school facilities, such as the Sixth Form, have resulted in a pleasant working environment
- The school's sports specialism has helped you develop a good understanding of healthy lifestyles
- There is a good range of opportunities for you to make a positive contribution to life at the school, through the prefect system, school council and as sports leaders.
- The quality of teaching and learning helps you to make satisfactory progress whilst at the school
- The senior leadership team have a clear understanding of strengths and areas for improvement. They have already begun to make changes.

To improve further, we suggest that the school focus on:

- Raising standards of attainment across the school.
- Improving the quality of teaching and learning to that of the best.
- Monitor carefully your progress, so that all of you make better than satisfactory progress
- Continue to ensure improvements in the way leaders consistently monitor and evaluate the work of the school

With best wishes for the future,

Lauren Ovenden HMI Lead inspector