

# The Warwick School

## Inspection report

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<b>Unique Reference Number</b>	125268
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293242
<b>Inspection dates</b>	28 February –1 March 2007
<b>Reporting inspector</b>	Mary Hoather

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>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1067
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Professor Ernest Shannon
<b>Headteacher</b>	Mr Ron Searle
<b>Date of previous school inspection</b>	13 January 2003
<b>School address</b>	Noke Drive Redhill RH1 4AD
<b>Telephone number</b>	01737 764356
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<b>Age group</b>	11–16
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

The Warwick is a mixed comprehensive school for students aged 11 to 16 in Redhill. It was originally awarded specialist status as a technology college, gained re-designation as a mathematics, science and technology college in 2000 and became a vocational lead school in January 2006. The large majority of students are White British and the remainder come from a range of ethnic groups. Although the school is in a county of generally high social advantage, a significant number of students come from pockets of relative deprivation. There are more boys than girls at the school and the percentage of students with learning difficulties and disabilities is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in students' overall achievement and the quality and consistency of teaching and learning.

This is a school that has undergone a serious decline over the three years since the last inspection. By the summer of 2006, parents, students and staff were very concerned about the breakdown in the behaviour and engagement of students. The steady decline in standards culminated in a particularly significant drop in the results of national test at the end of Year 9 and GCSE examinations in 2006. English in both key stages is a serious weakness in the school and the general underachievement of boys and students with learning difficulties and disabilities means achievement and standards are inadequate.

The whole school community, however, feels that the appointment of the new headteacher from September 2006 has seen the beginning of a reversal of the decline. He is strongly supported by parents who say he 'has installed discipline and accountability with students'. Staff and students appreciate the improved behaviour which is now generally satisfactory around the site and in most lessons, particularly when students are well supervised and when expectations are clear and consistent. However, when expectations are less clear, behaviour can deteriorate markedly.

Although attendance also dropped below national averages in 2006 and is now just satisfactory, students generally enjoy school and respond well to the range of activities on offer and the good, developing curriculum which now provides a fuller range of courses to meet the needs of all students. Care, guidance and support are satisfactory overall. The new 'Skills Centre' and 'Inclusion' teams are working well, helping students to make more positive choices to become responsible young adults and encouraging them to adopt healthy and active lifestyles. Tutoring is more effective than at the last inspection. The tracking of students' progress is good in some departments where new systems are in place but is not yet carried out satisfactorily across all subjects. The school council has had an influence over changes in uniform and improved facilities. Year 11 students have responded well to their mentoring and supervision duties in school but most students' contribution to the community is limited to fund-raising events. The school is working to minimise disruption and poor behaviour in the local community.

The school has recognised that in order to raise standards, the quality of teaching needs to be improved. Since September, the senior leadership team has introduced a range of strategies including new systems for assessing students' work, managing their behaviour and whole school approaches to developing literacy. It is clear that these are beginning to work, but they are not yet consistently applied by all teachers in all subjects. There is some good and very good teaching which parents say is 'inspirational' but the variability across the school and the inadequacies of some lessons, particularly in the low expectations of students, are unacceptable and so teaching is inadequate overall.

Leadership and management are satisfactory. Staff and students appreciate the good, strong and effective direction and leadership of the new headteacher, who, within six months, has set the school on the road to recovery with a new senior team whose responsibilities are now clearly

focused on achievement. Leadership by some middle managers is far less secure and as a result strategies have not yet become consistently implemented or monitored across the school.

However, inspectors do agree with the overwhelming number of comments from so many parents who are 'very impressed' with 'the dramatic improvement so far' and with a parent who sums up that 'in time I feel The Warwick will be a credit to Redhill'.

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

- Ensure that routines for classroom management and movement around the school are consistently applied so that all students have a good learning environment.
- Raise levels of attendance and improve punctuality.
- Raise standards, particularly in English, and levels of achievement for all students by ensuring greater consistency in the quality of teaching.
- Ensure that the strategies and policies, which are clearly set out by the headteacher, are effectively implemented and monitored by managers at all levels.

## **Achievement and standards**

### **Grade: 4**

Students enter the school with generally average levels of attainment although nearly a quarter have not secured the levels expected for their age.

Overall achievement and standards have declined since the last inspection and are now inadequate. Although the school has set challenging targets for 2007, national test and examination results in 2006 indicated a downward trend over three years in outcomes for students in both Key Stages 3 and 4. Boys especially, do less well than they should by the end of Year 11.

Standards in English are the key weakness in the school. By the end of Year 9 progress is just satisfactory with outcomes in science and mathematics compensating for very low test results in English. Boys' underachievement in English language at GCSE means that students' progress is inadequate by the end of Year 11. The proportion of students achieving five or more A\*-C grades at GCSE including English and mathematics has declined steadily from 51% in 2003 to 36% in 2006 and is now well below national averages. Similarly, the numbers of students gaining five A\*-C passes declined from 58% in 2003 to 44% and well below national averages in 2006. The percentage of pupils achieving 5 A\*-G passes also fell from 97% to 89% during the same time.

Students with learning difficulties or disabilities do less well than others, although all students, but particularly boys, do much better in some subjects such as art, geography and design and technology where pass rates are considerably higher than national averages and much improved since the last inspection.

Specialist status is starting to have impact in science where standards and achievement are improving, particularly in Key Stage 4.

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

### **Grade: 3**

Personal development and well-being are satisfactory. Spiritual, moral and cultural development are satisfactory overall, but social development is good and fostered by more recent

developments in the curriculum. The majority of students socialise and work together well and there are good opportunities for students to involve themselves in the life of the school.

Although there is a high exclusion rate, and many parents still feel behaviour should be improved further, the students say behaviour is improving. Behaviour in lessons and around the school can be good; especially where staff give consistent messages about what is expected. When expectations are less clear, behaviour deteriorates, sometimes noticeably. The students say that school is now more enjoyable and that lessons are improving. As one boy stated, 'This school was spiralling out of control. Now it is better because behaviour has improved and there is less disruption in lessons'. Though attendance was below average in 2006, the school has invested many resources in monitoring absence and attendance has improved since then. There are effective systems for chasing up absences, but punctuality to school is unsatisfactory.

The students understand they need to eat healthily, participate in regular exercise and adopt safe practices, although they are not always enthusiastic about taking these options. Their contribution to the community is satisfactory, with, for example, support for local charities. The student council gives the students a voice in the running of the school and they believe they are listened to. It has promoted changes to school uniform and the provision of a welcome outdoor covered social area. Students learn about the world of work and benefit from opportunities to take part in work experience, but preparation for their future economic well-being is only satisfactory because their skills in literacy and numeracy are below average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is inadequate. Students do not make adequate progress because of the variation in the quality of lessons.

Where teachers know their students well, encourage confidence and create a calm, hard-working atmosphere, students are well focused. Good classroom management strategies are having a real impact on students' learning. The good lessons are well planned to use a variety of activities, which are matched to the needs of the students, helping them to enjoy their work and progress well. For example, in a geography lesson, students made good progress because the teacher shared clear learning objectives at the start of the lesson and engaged them in a variety of tasks at a brisk pace. Information technology was generally used well but its full potential is yet to be exploited.

A definite start is often lacking in weaker lessons, with teachers not insisting that the students were settled and quiet before beginning, leading to disruptive behaviour. Available information is not used fully to match the teaching to the students' needs. There is a lack of challenge, with low expectations and too much teacher-led activity. Questioning of students is weak with the answers being shouted out by students. 'Some lessons are a bit boring', commented one student.

The quality of the marking of students' work varies significantly, with some students not being given the help needed to improve. Teaching assistants are not always used to best advantage as they are not given clear, planned instruction by the teachers on their role in the lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is being developed further, especially in Years 10 and 11, to reflect the individual needs of the students. Such moves are reflected in the good and growing opportunities for vocational education. The provision for lower attaining students, and those disaffected with school, is developing well. For example, there are now very good strategies for enhancing literacy skills and some students, for whom a more academic curriculum is inappropriate, are offered good opportunities to follow practical subjects. Provision for work-related learning is extensive. This reflects the school's very good partnership with two local colleges and many local firms. This has boosted the success of the school's specialist technology and vocational status. However, many of the initiatives are new and have had insufficient time to impact on results.

Suitable provision is made for personal, social, health and careers education (PSHCE), which includes citizenship. Extra-curricular provision is good with many students participating in sporting activities, after school clubs and school productions. Some efforts are also made to extend cultural awareness with theatre trips and a planned visit to Tanzania.

## **Care, guidance and support**

### **Grade: 3**

Students receive satisfactory care, guidance and support. The arrangements for their safety, including child protection, are fully in place. There is appropriate support for vulnerable students, enhanced by collaboration with external agencies. The students generally feel safe and secure and are now confident that any concerns they raise, including bullying, will be taken seriously and dealt with appropriately by the school. Students value the peer mentoring system provided and speak positively about it.

There is now active, daily tutorial work which follows a planned programme of activities including quiet reading to support literacy. Procedures for tracking students' progress are in their infancy with only some departments successfully recording their progress and setting realistic targets. Advice given to students about future education and employment opportunities is adequate with good liaison with local colleges and employers. Again, there is a new system in place since September 2006, which aims to provide more structured guidance based on identifying the skills and aptitudes of the students.

## **Leadership and management**

### **Grade: 3**

In September 2006 there was a big change in the senior leadership team, which now consists of the new headteacher, deputy headteacher, bursar and four assistant headteachers. The team works closely together with members having clear job descriptions and it has begun to put into effect a range of new initiatives to improve behaviour and raise achievement. Expectations of staff for dealing with behavioural problems are clearly laid down, well understood and appear to be well used by most staff.

A revised system of performance management which makes staff more accountable for students' progress is operational and linked to departmental reviews. Already some heads of departments are effectively applying new methods of assessment to improve the learning of the students,

and there has been an effort to share the good practice. However, as the new system is only part of the way through its first cycle of operation, it is too early to gauge the impact on achievement and standards.

The governors are now fully aware of the problems which led to the school's decline and they are working closely with the headteacher to tackle the changes needed and monitor the position carefully.

The appointment of the new headteacher and other senior staff has raised the morale of all staff and there is now an impressively strong corporate determination to work together to raise standards. The revised team responsibilities, the new whole school approaches to behaviour management, the assessment of students' learning and strategies for supporting literacy can all be seen to be bearing fruit, albeit it inconsistently. These are clear signs that the school now has satisfactory capacity to improve, even though it is too early to assess the full effect of the measures taken this year. It is also clear that many parents would agree.



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## Annex A

## 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>
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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>	4
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	3
The extent to which learners make a positive contribution to the community	3
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>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	4
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	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

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

On behalf of the inspectors who visited your school recently, I would like to thank you for making us welcome and helping us with the inspection. You were polite and courteous.

From what you and your parents told us, we got a very clear picture of the problems the school has had over the last few years and how things have grown considerably better since September 2006.

In particular we recognised:

- the impact your new headteacher has had in improving behaviour and raising expectations of what you can achieve
- the way some staff are showing you how to improve your work
- how some teachers are helping you to settle in class and quickly get on with your work
- that the school is starting to help you with your reading and writing, especially the quiet reading in tutor time
- the good range of courses and after school activities on offer.

There is still some way to go, however, until everything at your school is satisfactory and the school has been given a notice to improve several areas to ensure you all achieve as you should.

These are:

- to ensure that everyone, including yourselves, follows the expected routines in class and around the school so that there is a good learning environment for all of you
- that you arrive for school more punctually and improve your attendance
- that all lessons are as good as the best, to help you achieve higher standards, particularly in English
- that all the leaders and managers in your school keep a careful check that all staff are doing what the headteacher expects.

With best wishes for the continued improvement of your school,

Yours sincerely,

Mary Hoather Lead Inspector