

# Carwarden House Community School

Inspection report

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<b>Unique Reference Number</b>	125465
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293270
<b>Inspection dates</b>	2–3 May 2007
<b>Reporting inspector</b>	Jacque Cook

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>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	10–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	128
6th form	18
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr E Owen
<b>Headteacher</b>	Mr J G Cope
<b>Date of previous school inspection</b>	30 January 2001
<b>School address</b>	118 Upper Chobham Road Camberley GU15 1EJ
<b>Telephone number</b>	01276 709080
<b>Fax number</b>	01276 709081

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Carwarden House has almost twice as many boys as girls on roll and three pupils are looked after. There are very few minority ethnic pupils. In Years 6 to 11, most pupils have moderate learning difficulties. Other areas of need are speech, language and communication difficulties and autistic spectrum disorder. A few pupils have sensory impairments or emotional and behavioural difficulties. Over the last few years, some pupils that join the school have had more complex needs. There is provision for students with speech, language and communication difficulties who are older than sixteen. Occasionally pupils transfer from Carwarden House, but most join from other special schools. There is an outreach service for local schools.

From September 2007, the school is re-designated for 11 to 19 year olds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Carwarden House is a good school with several outstanding features. Pupils' personal development is excellent. They enjoy learning and behave exceptionally well. Several parents commented on how independent their children had become since joining the school. One parent described her son, who is shortly to leave, as confident, polite, rounded and well-educated. This is in large part because the quality of care, guidance and support provided by staff is outstanding. Most pupils begin to develop healthy lifestyles, eating healthy food and taking regular exercise. A comprehensive personal, social and health education (PSHE) and citizenship programme contributes to pupils' excellent understanding of how to stay safe. Pupils are encouraged to contribute to the school and the wider community. Outstanding work-related learning prepares pupils very well for college and the workplace.

Although most pupils join the school with low levels of attainment, from this low base, most achieve well. The teachers' in-depth knowledge of pupils' needs is a major factor in the progress made. Through an increased emphasis on the teaching of reading and spelling in Years 6 to 9, pupils have made outstanding progress in these areas. Generally, due to the close monitoring of individual pupils, there is no difference between the progress of different groups including looked after children. However, a few pupils in Year 10 with more complex needs, including speech, language and communication difficulties, did not make as much progress as their peers last year. A more relevant curriculum to match their needs has been introduced. Overall, the curriculum is good.

The quality of teaching and learning is good. Teachers generally plan lessons well and, due to excellent assessment procedures, ensure work is at a suitable level for all those in the class. Lessons are interesting, particularly where information and communication technology (ICT) is used by teachers and pupils. However, in several subjects, the use of ICT is not well developed. Work in school is complemented by an excellent homeworking system that involves parents very successfully in helping their children to learn. The school works very well with others to ensure pupils can make good progress.

Good leadership and management have built a committed team of staff who work well together. The headteacher and senior management team provide excellent direction for the school so that there is a clear capacity to continue to raise standards. Since the last inspection, opportunities for pupils to gain awards and examination passes have increased. Further excellent partnerships are being established with other schools and with industry to improve pupils' well-being and their learning. The outreach service is valued highly by the schools it serves. The school has collected a great deal of data about the progress made by pupils which is used well to set individual targets. However, monitoring of the progress of groups is not consistently analysed and targets for examination success are not always set at a high enough level.

## Effectiveness and efficiency of the sixth form

### Grade: 2

The Post-16 provision is good. There are effective arrangements to ensure students settle in well when they join the centre including visits before they are due to be admitted. Students are successfully prepared for the next stage of their education and well prepared for the world of work. They achieve well because they are taught well. With the help of speech and language

therapy and a relevant curriculum they make good progress in improving their communication skills.

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

- Improve the progress made by a few pupils in Year 10 who have more complex needs.
- Ensure information and communication technology is taught well through all subjects.
- Analyse some data more effectively and set suitably challenging targets for examination successes for all students.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

The attainment of pupils in the school is low but most make good progress and achieve well. However, a small group of pupils in Year 10 were identified as not making the progress of their peers. This was primarily due to their lower levels of attainment and communication difficulties. Although it is early to judge their overall progress since changes were made, it is clear that their communication skills have improved. The improvements in reading and spelling made by pupils in Years 6 to 9 have been so marked that similar effective strategies are being introduced for pupils in Years 10 and 11. The good achievement of students in the Post-16 provision last year ensured that all those who left went on to further education.

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

### **Grade: 1**

#### **Grade for sixth form: 1**

Pupils enjoy coming to school and their attendance is very good. One commented 'It is a fun place to be' and another stated 'You want to get up to come here'. Pupils' spiritual, moral, social and cultural development is outstanding. They have a keen sense of right and wrong and expect rules to be followed. For instance, older pupils, studying Shakespeare, devised sound advice for Romeo and Juliet. Pupils are very helpful to each other. Responsibilities are taken seriously, including being a prefect or a reading buddy. School council members are proud to talk about what they have achieved, particularly as a contribution towards a healthy lifestyle. Pupils exercise regularly and mainly eat sensibly. They have a good awareness of a range of cultures, for instance writing Japanese style poetry and exploring aspects of world religions and ancient Greek decorations for pottery.

Pupils make excellent contributions to the community through regularly raising money for local and national charities. Post-16 students, for example, support the Global Action My Friend Needs a Teacher campaign and also sold cakes they had made for Comic Relief. In school, they help to run the breakfast club.

Throughout the school, pupils' behaviour is outstanding. The few pupils with behaviour difficulties are very well supported to improve and conform to what is expected.

## Quality of provision

### Teaching and learning

**Grade: 2**

**Grade for sixth form: 2**

Teaching and learning are good overall. At times they are outstanding and occasionally they are satisfactory. In all lessons, staff are outstandingly good at praising and encouraging pupils. This reinforces very good behaviour and builds pupils' self esteem. As a result, learning is tackled with confidence. Detailed assessment procedures are used well to plan lessons so that pupils make good progress because work is pitched at the right level. Pupils are frequently taught in small groups so that work is closely matched to their needs. For example, in an English lesson, one group acted out a scene from a play while other pupils wrote letters to characters. In this way, both groups gained insight into characterisation. Teaching assistants work well as part of a team. Most are highly skilled in prompting and helping pupils to achieve well. However, there are instances where they do too much for pupils and reduce opportunities for independence.

Where teaching is satisfactory learning objectives are either not clearly established so that staff and pupils know what they are to achieve by the end of the lesson or they are too numerous. Where ICT is not used routinely during lessons in some subjects, opportunities are missed for pupils to develop their skills.

### Curriculum and other activities

**Grade: 2**

**Grade for sixth form: 2**

The curriculum is planned well to include the remaining primary year group alongside the secondary school. These pupils have the continuity of being taught often by their form teacher but also have lessons with subject specialists. Due to careful planning, the curriculum is usually well-suited to meet the needs of all the pupils. A new curriculum is being developed for a few low ability Year 10 pupils, however, who did not achieve as well as their peers last year. Introducing drama and life skills to improve their communication skills has been successful. They are also keen to learn mathematics through running the school shop. Throughout the school, work-related learning is a strength and includes work sampling, work experience and activities such as Young Enterprise. Pupils enjoy attending vocational courses at college, such as hairdressing and motor vehicle maintenance. Pupils in Years 10 and 11 study a good range of examination and award bearing courses. They are well prepared for the world of work.

Swimming lessons in the school's indoor pool encourage pupils to participate in healthy exercise. After school clubs and Friday afternoon clubs enhance the curriculum further. Pupils develop new interests and join in sporting activities.

The programme for Post-16 students is well developed. Whether they attend for one, two or three years, they have good opportunities to study for examinations and awards. There is a good focus on achieving life-skills and preparing for students' next steps in further education and the work place.

## Care, guidance and support

### Grade: 1

#### Grade for sixth form: 1

The arrangements for safeguarding pupils are outstanding. Child protection procedures are robust. Supervision is rigorous but at a level that enables pupils to develop their independence successfully. Students are helped to travel independently and safely. The PSHE and citizenship programme in the school and in the Post-16 provision gives pupils excellent guidance and support to help them make clear judgements. As a result, they are very aware of how to keep themselves safe and, for instance, know to avoid the potential dangers of alcohol and drug misuse. The Connexions service works very well with the school and contributes to the high quality careers education. Staff have a very good knowledge of the needs of the pupils and individual academic and personal progress is monitored very well. Looked after children are closely monitored and foster parents responding to the questionnaire praised the excellent communication they have with the school.

Excellent support is given to parents who agree to help their children using the homeworking scheme through training and the use of communication books. Most pupils in Years 6 to 9 are involved as well as a few older pupils. The mathematical games are highly successful and improve pupils' numeracy extremely well. There are excellent links with the speech and language therapists that work in the school and in the Post-16 provision. Close working with staff maximises their effect on improving pupils' communication skills.

## Leadership and management

### Grade: 2

#### Grade for sixth form: 2

The leadership team work well together and provide excellent direction to move the school forward. Recent refurbishment of rooms has improved facilities considerably. Partnerships with industry have led to an improved library and a new equipment store. The change in age range as primary admissions have been phased out has been managed well. As a result, pupils in Year 6 are making good progress. Self-evaluation procedures are good and the work of the school is monitored effectively. Middle managers contribute well to this process. A systematic audit by the ICT co-ordinator, for example, successfully pinpointed subjects where ICT was less well developed. Information about pupils' progress and their targets for the next year is used to establish overall targets. Whilst information about individual pupils, including those with speech, language and communication difficulties is analysed, their performance as a group is not evaluated rigorously to check their overall progress. Work on setting targets for pupils to achieve in examinations is becoming more accurate. Although the number of examination passes and awards has been increasing, some pupils have still been forecast to achieve at lower levels.

The governance of the school is good. Governors provide effective challenge to the headteacher and senior management team. However, while a few governors visit the school when it is in session, there is not enough formal monitoring which is reported back to inform the whole governing body.

The outreach service has increasing demands on its services. At present the school and local authority are working on procedures because there is a lack of criteria for the selection of who

to support and for how long. Training sessions provided for staff in the area are particularly well attended.



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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>	<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>	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	4	4
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

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
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

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

<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>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	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, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
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**

15 May 2007

Dear Pupils

Inspection of Carwarden House Community School, 118 Upper Chobham Road, Camberley, GU15 1EJ

Thank you very much for your welcome when I visited your school recently. I would like to particularly thank those pupils that came and told me about your school. You were very helpful.

This is what I liked about your school:

- it is a good school and there are several things that are outstanding
- you are all making good progress and those of you in Years 6 to 9 have made outstanding progress in reading and spelling
- your attitudes and behaviour are outstanding; you are excellent at trying to stay healthy and safe; you help others and learn things that will help you when you leave school
- staff look after you extremely well
- you are taught well, have interesting lessons and say you enjoy using ICT in your work
- the 'homeworking' scheme is excellent
- the school is run well; the headteacher, deputy headteacher and senior management team are outstandingly good at leading the school forward.

This is what I have asked your school to do now:

- help the pupils who have had difficulties to make more progress
- check information about your progress and make sure that in Year 11 you are expected to get high enough examination passes
- make sure that you have opportunities to use ICT in all subjects.

With best wishes

Jacque Cook

Lead Inspector