

Warlingham Park School

Independent School

Inspection report

DCSF Registration Number	936/6552
Unique Reference Number	125435
Inspection number	330401
Inspection dates	24–25 June 2008
Reporting inspector	Ian Hartland

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Warlingham Park School is an independent day school for boys and girls from three to 11 years of age. The school was first established in 1986. It is located in a quiet rural area of Warlingham in Surrey. There are 69 pupils on roll. The vast majority of pupils are of White British heritage. There are no pupils with a statement of special educational needs or who have English as an additional language, but a small number have learning difficulties. The school *aims 'to provide a balanced all-round education for its pupils within a friendly and family-oriented environment'*. It believes that each child should be treated as an individual and that provision should be made *'for his or her varying needs and interests.'* The school prepares pupils for entry to independent and maintained secondary schools. A separate playgroup, taking children from two years of age, operates in purpose-built accommodation on the school site. The school's nursery provision was inspected by Ofsted's Children's Services in January 2005. The school was previously inspected by Ofsted in January 2005.

Evaluation of the school

Warlingham Park School provides a satisfactory education for its pupils. The majority of the parents are positive about the school and the pupils are happy in the family atmosphere which it provides. The school is successful in promoting the pupils' personal development and they are known well by their teachers, which enables them to become confident and articulate learners. The quality of the curriculum and of teaching are satisfactory and, as a result, pupils make satisfactory progress overall, and some make better progress in English and mathematics. The school fails to meet many of the regulations, especially in relation to the provision for pupils' welfare, health and safety, which is inadequate. There has been inadequate improvement since the last inspection.

Quality of education

The school provides a satisfactory curriculum overall. The curriculum is good in the Foundation Stage. A broad and generally well-planned range of activities is provided for children in the early years and these activities cover all the required areas of

learning. In the main school the curriculum is broad and balanced and provides for pupils of all abilities to make satisfactory progress. The small number who have learning difficulties are catered for well. The curriculum helps pupils especially to acquire skills in speaking, listening, reading, writing and mathematics. It is enriched by a good language provision with French, Spanish and Latin as well as good art and music, which is a particular strength of the school. There is a focus on design and technology (DT) which is much enjoyed by the pupils.

Pupils have limited opportunities to develop their research and information and communication technology (ICT) skills through access to the Internet. The provision for personal, social and health education (PSHE) is not sufficiently clear in the school's planning and this was the case at the last inspection, although elements of PSHE are woven into other subjects. The curriculum is enriched by a good range of extra-curricular activities and clubs as well as visitors, visits to places of interest and a residential stay. The curriculum prepares pupils satisfactorily for the next stage of their education. The school has a curriculum policy but schemes of work for the subjects taught are inadequate. They lack the necessary detail to support effective lesson planning which challenges the most able as well as supports those who find learning more difficult. They do not ensure that appropriate work can be planned with clear progression in pupils' learning across the year groups.

The quality of teaching and assessment is satisfactory overall. In the Foundation Stage good lesson planning and teaching, the effective use of resources, good record keeping, and the eagerness of the children to learn, together result in them making good progress. In the main school, the teachers successfully establish a calm, purposeful and respectful atmosphere and foster pupils' enjoyment of school and positive attitudes towards learning. The teachers' questioning is generally effective, and invites a range of different pupils to reply. The small classes ensure that teachers come to know each pupil well. Teachers often provide a good level of individual support, which is a feature many pupils appreciate about the school's provision. As a result, pupils respond positively to instructions and are eager to answer questions and to offer their views. They concentrate very well in lessons and are keen to complete the tasks given to them. The pupils' behaviour in lessons is excellent.

The teachers' knowledge of the pupils is not always used effectively to provide work which matches the learning needs of all pupils, especially the more able. Some work lacks sufficient challenge and the pace of lessons is not regularly as brisk as it might be. Too often, all pupils undertake the same tasks. As a result, the pupils who find learning easy sometimes have to wait while their slower classmates catch up with them. Teaching does not usually make it clear to pupils what they are expected to learn by the end of the lesson and these outcomes are not regularly revisited at the end of the lesson.

The school does not use an appropriate framework for assessment, which results in inconsistencies in marking as teachers follow their own preferences. This variation in

practice does not enable pupils to come to a clear view about their progress across subjects or allow for targets to be set to guide pupils as to what they need to do to improve. Marking is regular in most subjects but too often involves little more than a tick and the occasional word of praise. In some subjects, especially in English, it is more detailed and sometimes contains clear pointers to improvement, but this is not a consistent practice across all subjects. Pupils make satisfactory progress overall, although some make better progress in English and mathematics. Pupils undertake national tests at the ages of seven and 11 and usually achieve at least average or above average standards.

Spiritual, moral, social and cultural development of the pupils

The pupils' spiritual, moral, social and cultural development is good. Pupils have good interpersonal skills and are confident, articulate and self-assured. Relationships with the staff and with each other are strong, reflecting a high level of mutual respect between the staff and the pupils. They welcomed inspectors in a warm and friendly fashion. Throughout the school, behaviour is outstanding. Pupils approach lessons with good levels of interest and concentration. They respond positively to praise and co-operate readily with their teachers and one another. Pupils' attendance is good which reflects their enjoyment of school. The teachers have high expectations of pupils' behaviour, which helps them to develop a clear sense of right or wrong. The pupils are successfully helped to develop into lively and responsible young people and to prepare for their future economic and general well-being.

Pupils make a contribution to the school community through opportunities provided, for example, as class monitors but there are limited opportunities for them to take on other responsibilities in school. There is no school council and no set opportunity for pupils to express their views or make a contribution to improving school life. They contribute well to the wider community, for example in raising funds for charities, and the choir sings at various local events. An extensive programme of visits and visitors contributes strongly to pupils' personal development. Pupils' cultural development is promoted successfully through art, drama and music and there is a high degree of racial harmony. There are some opportunities for pupils to learn about different cultures. Pupils are encouraged to learn about public institutions and services.

Welfare, health and safety of the pupils

Although the school provides good day-to-day care for the pupils, the overall provision for their welfare, health and safety is inadequate. This is because the school does not have the essential policies and procedures in place which are in line with current legislation and guidance and has not carried out all the required checks on staff.

There are a number of policy documents, but many do not meet requirements as they lack sufficient information to support teachers in their day-to-day work and to

inform their practice effectively, the anti-bullying policy being one example. The school does not have an appropriately trained child protection officer and staff have not undertaken the required training. There is some provision for First Aid, with many staff qualified to administer it, and accidents are carefully recorded, but the school lacks the required policy. Health and safety procedures are not adequate. There has been no risk assessment for the school building and checks on electrical equipment have not been undertaken. Comprehensive risk assessments are not regularly undertaken to ensure pupils' safety on educational visits.

The behaviour policy includes a suitable system of sanctions to deal with incidents of inappropriate behaviour. The school has made the necessary provision for fire safety. The pupils have regular opportunities for exercise and are encouraged to eat healthy food. They feel safe in school and say there is no bullying. The school maintains an admission register and the attendance registers in accordance with requirements. The school does not meet the requirements of the Disability Discrimination Act 2002 as there is no three-year accessibility plan.

Suitability of the proprietor and staff

All staff have been checked at an enhanced level with the Criminal Records Bureau. However, too few of the further range checks now required have been undertaken to ensure the suitability of all staff to work with children and young people. The school does not have a single central record for all checks on each member of staff.

School's premises and accommodation

The school grounds and premises provide a good environment for learning. The school occupies a number of connected buildings on a large site with extensive grounds. The school building is in a generally safe and satisfactory condition and is maintained well. The school possesses a number of specialist facilities for art, DT, ICT, and for sports; there is also a library. The monitors in the computer suite are not all at an appropriate height, nor is there appropriate seating for the pupils. Classrooms are clean and bright and all are of a good size for the number of pupils in each class. The school has appropriate facilities for pupils who are unwell.

Provision of information for parents, carers and others

Some information, although too little to meet all the regulations, is to be found in the prospectus for parents and prospective parents. Parents are given too little information about the school's leadership and its policy on admissions, discipline and exclusions.

It is not made clear to parents and prospective parents that information is available on request relating to: child protection, health and safety, the promotion of good behaviour and sanctions, particulars of academic performance and details of the complaints procedure and the number of complaints during the preceding year.

Most parents report that they are happy with the quality of the information they receive and with the progress that their children make. They receive a brief report each half term. The annual reports provide a good amount of information on each curriculum subject but do not make it clear, in all subjects, what standards pupils have attained and what they could do to improve.

Procedures for handling complaints

The school has a written complaints policy which sets out the procedures it will follow in the management of any complaint. It contains information on all of the specific elements required by the regulations. There has been one formal complaint from a parent.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- provide appropriate schemes of work for each subject and each year group, and implement them effectively (paragraph 1(2))
- provide fully for personal, social and health education which reflects the school's aims and ethos (paragraph 1(2)(f))
- put a framework in place to assess pupils' work regularly and thoroughly and ensure the information from such assessments is used to plan teaching so that all pupils can make progress (paragraph 1(3)(g)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- prepare and implement a written policy to prevent bullying which has regard to the DCSF guidance *Bullying: don't suffer in silence* (paragraph 3(2)(a))
- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF guidance *Safeguarding children and safer recruitment in education* (2007) (paragraph 3(2)(b))
- prepare and fully implement a written policy relating to the health and safety of pupils on activities outside the school which has regard to DCSF guidance *Health and safety of pupils on educational visits* (paragraph 3(2)(c))

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- have regard to the DCSF guidance *Health and safety: responsibilities and powers* (paragraph 3(4))
 - produce and implement a satisfactory written policy on first aid (paragraph 3(6)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- ensure that prior to the confirmation of the appointment of all staff (including volunteers), appropriate checks are made to confirm their identity, medical fitness, right to work in the United Kingdom, previous employment history, character references and, where appropriate, qualifications and professional references and take this information taken into account in determining whether their appointment will be confirmed (paragraph 4(2)(a))
- ensure that the school maintains a single central register which records each member of staff in post on or after 1 August 2007 and shows checks made (and certificates obtained where relevant) of his/her identity and qualifications (where required) (paragraph 4C(2 and 3))
- ensure the register shows that a check was made on each member of a body of persons named as the proprietor in post on or after 1 August 2007 of: his/her identity; right to work in the United Kingdom; and whether an enhanced CRB check was carried out and certificate obtained, or where appropriate, confirmation that he/she is not barred from working in school under section 142 of the Education Act 2002 and the date on which any check was completed or certificate obtained (paragraph 4C(6 and 7))
- ensure that, if the register is kept in electronic form, the information so recorded is capable of being reproduced in legible form (paragraph 4C(9)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide furniture and fittings in the computer suite that are appropriately designed for the age and needs of all pupils registered at the school (paragraph 5(r)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide, where the proprietor is a body of persons, the address and telephone number of its registered or principal office (paragraph 6(2)(b))
- provide where there is a board of governors, the name and address for correspondence of its Chair (paragraph 6(2)(c))
- provide parents and prospective parents with particulars of the school's policy on and arrangements for admissions, discipline and exclusions (paragraph 6(2)(e))

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- ensure that parents are aware they can request particulars of policies relating to:
 - bullying, child protection, health and safety, the promotion of good behaviour and rewards and sanctions (paragraph 6(2)(h))
 - academic performance (paragraph 6(2)(i))
 - the complaints procedures and the number of complaints during the preceding school year (paragraph 6(2)(j))
 - the number of staff employed at the school including temporary staff, and a summary of their qualifications (paragraph 6(2)(k)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

School details

Name of school	Warlingham Park School		
DCSF number	936/6552		
Unique reference number	125435		
Type of school	Primary		
Status	Independent		
Date school opened	1986		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 30	Girls: 39	Total: 69
Number on roll (part-time pupils)	Boys: 14	Girls: 20	Total: 34
Number of pupils who are looked after	Boys: 0	Girls: 2	Total: 2
Annual fees (day pupils)	£5,985		
Address of school	Chelsham Common Warlingham Surrey CR6 9PB		
Telephone number	01883 626844		
Fax number	01883 625501		
Email address	info@warlinghamparkschool.com		
Headteacher	Mr M Donald		
Proprietor	IPSET Ltd		
Reporting inspector	Ian Hartland		
Dates of inspection	24–25 June 2008		