

# 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>	340770
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Paul Scott

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>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	118
Of which, number on roll in the sixth form	22
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	John Cope
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	118 Upper Chobham Road Camberley GU15 1EJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. They observed the school's work, and looked at a range of school documentation including current information about students' progress, 59 parental questionnaires and monitoring reports about school provision. Observations of 11 lessons took place and meetings were held with staff, students and governors.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the post-16 provision improves access to college courses and outcomes for students
- how the school is contributing to the provision for special educational needs in mainstream schools
- how technology is used to enhance opportunities and improve outcomes for all students.

## Information about the school

Carwarden House Community School is a small special school with post-16 provision that serves a wide area. All students have a statement of special educational needs. This includes students with speech, language and communication difficulties, autistic spectrum disorder, and visual, hearing or multiple impairment, in addition to learning difficulties. Students come from a range of ethnic heritages, with White British students making up most of the school population. About one in five students is eligible for free school meals. Students generally join the post-16 provision from other special schools and aim to build skills and confidence, particularly in communication, to take up further education placements in a range of special and mainstream colleges.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Carwarden House Community School is very successful, with students central to all it does. The staff of the school form a strong team that ensures they are able to identify the individual needs of students and enable them to achieve very well, given their starting points.

The strong leadership in the school is well established and responsibilities are very effectively distributed at all levels. This enables the school to develop sustainable high-quality provision and ensure that there is no complacency about the successes so far. Staff are passionate about the work they do and the excellent professional development means they are skilled within their subject areas as well as understanding a wide range of students' needs and how to ensure they are catered for effectively.

The teaching in the school is of high quality. The adults in classrooms ensure all students are appropriately supported. The teaching assistants, teachers and other professionals all work together to ensure that students' academic and personal needs are met to a high standard. Staff know the students very well and understand how they best make progress. This ensures classrooms are productive and challenging. Plans are effective but not all give a high level of detail to learning objectives.

The students' behaviour is exceptional and a high degree of care and empathy for each other is demonstrated. Students eagerly showed inspectors around the school and took on a range of responsibilities to help in the school community. A small group helped the site manager to prepare the school hall for the afternoon and looked after the ornamental pool, demonstrating their willingness to contribute to the school community and the exceptional relationships and camaraderie that exist between adults and students.

There is a successful and clear strategy to empower students and prepare them to contribute and to work as independently as their own circumstances will allow. The school has invested a great deal of time in developing a highly tailored curriculum that seeks out a widening range of external accreditation for students' achievement. All students now leave Year 11 with at least an entry level certificate in English, mathematics and information and communication technology (ICT). This prepares them well for the next stages of learning and all students secure places in education, employment or training. The many work-experience placements help students to develop greater independence. Communication skills are developed well, particularly within the post-16 provision, through a variety of personalised strategies; these build students' confidence. They are then able to access courses in further education colleges, some within one or two years.

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Carwarden House provides a variety of support to the local community with high- quality outreach work that enables mainstream schools to enhance their provision and offer more effective learning opportunities for special educational needs in a mainstream setting.

Accurate tracking of students' progress, along with a range of indicators of achievement in its widest sense, enables leaders and managers to demonstrate the outstanding progress made, both in personal development and academically, within the school. However, this information is not always interrogated with fine rigour to give further clarity to the strengths and areas for even further improvement for individuals.

The excellent care, guidance and support systems in the school are integral to the work with all students. Partnerships between professionals are strong and this ensures students are able to get on with the business of learning. The support for students during transition into the school and onto their next steps is very strong.

The school has robust self-evaluation and leaders, managers and governors are always seeking to improve things further. The continuing high level of success and proactive approach demonstrate the school's excellent capacity for further improvement.

## **What does the school need to do to improve further?**

- Refine lesson planning with greater detail about expected learning for all students.
- Hone the analysis of progress to identify individual students' progress more precisely.

## **Outcomes for individuals and groups of pupils**

**1**

Students make excellent progress in Carwarden House. They develop independence and their considerable efforts are rewarded by gaining a range of nationally accredited examinations that help them onto the next stage in learning. Students demonstrate their feelings of safety and security and increased confidence in the way they engage with the learning opportunities. They show in lessons that they can take risks in their learning because they are sure of staff and have a high level of trust in them. Their huge enjoyment of learning and their rapidly increasing independence was evident in all lessons, as were their positive relationships with each other and the staff. Students make effective choices about keeping healthy and are able to talk about ways of ensuring healthy living.

The school has a very clear rationale for success. By the end of Year 11, all students go on to college placements and some have secured additional employment. Students that join the post-16 provision all access placements in colleges within three years with many taking up placements earlier. These next-step destinations also demonstrate the success of the school.

The moral and social development of students is very strong. Cultural understanding of sports, art and music is developed well. However, while students' knowledge of the range of cultures and religions in the wider world is good, this not as extensively or as

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deeply ingrained.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons are successful as adults work together very effectively and know students very well. They ensure classrooms are welcoming and well resourced, making good use of technology to enhance lessons. Teachers plan lessons well but do not always highlight the detail of key learning points in lessons. Outstanding lessons seen during the inspection involved high levels of questioning that engaged and challenged learners. The teacher checked understanding throughout lessons and adjusted the lesson to take account of the progress made by each student. Teaching assistants make very significant contributions to learning, understanding the balance of when to support, prompt or demand more independence of students.

The focus on individual students' success is a key element of the school's ethos. Staff at

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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all levels are committed to supporting this success and the school is an extremely positive and vibrant place of learning. The curriculum provides rich opportunities and innovative experiences, and is extremely well customised to allow students full access, whatever their abilities and disabilities. A highly flexible approach and closely personalised programme allows the school to refine strategies rapidly when needs are identified. The care of students is exceptional. Effective communication between partners supports students' progress regardless of challenges faced by individuals. Multi-agency professionals and use of new technology make an excellent contribution to students' support.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides the school with drive and passion that ensures all staff have a clear vision and ambition for continued improvement. Staff feel valued and work as an excellent team, extremely committed to ensuring access and equal opportunities for all students. No groups are disadvantaged and they are able to access the opportunities provided. Morale in the school is very high and leaders at all levels are contributing extremely well to monitoring and improvement. A strong focus on teaching and learning in the classroom has secured excellent development, and leaders and managers are well aware of areas for fine-tuning, such as refining lesson planning and use of individuals' data.

Partnerships with professionals are excellent and enhance the provision and outcomes for students. The school has developed a range of outreach support for local schools and this is much valued by the schools and local authority. Partnerships within the local community are very strong and the school works hard to ensure the curriculum is enhanced with the variety of links. The mutual benefits for the students and local businesses are recognised by all concerned. The school is strong in promoting cohesion locally but its detailed audit and evaluation recognises it has not yet fully exploited opportunities nationally and internationally. A strategy to improve this is well underway. Governors are committed and provide excellent challenge for the school as well as support. They ensure the school is providing high-quality experiences, and they are questioning practice and seeking further ways of engaging all stakeholders. They ensure that good practice is adopted in safeguarding and that it is fully integrated into the curriculum. Training in safeguarding is of good quality.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The post-16 provision is very effective at preparing students to access further study opportunities. Students explained how much they enjoyed their learning and were very clear about the high-quality relationships and support provided in the school. Students make outstanding progress and all are successful in achieving challenging individual targets.

The school provides highly tailored personalised opportunities that engage students and allow for high levels of progress. Students confidently contributed to discussions with inspectors and in lessons. Teaching assistants were highly adept at recognising when direct support was needed and when prompts and encouragement were enough to drive progress.

Despite some unplanned changes in staffing, the leadership of the school has ensured that students' outcomes remain outstanding. Monitoring is highly effective and the sixth-form leaders are extremely clear about strengths and the next steps for development.



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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Views of parents and carers

The vast majority of parents and carers had very positive views about the school, with all of the parents and carers responding agreeing that their child's overall experience in the school was a positive one. A small number of parents and carers would like further help to support their child. A small number also think their child could make more progress. There was much support for the headteacher and the staff, with a clear appreciation of their commitment and skill. Inspectors concur with these positive views. They found progress was excellent and help given to parents and carers extremely strong.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carwarden House Community School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	75	15	25	0	0	0	0
The school keeps my child safe	48	81	10	17	0	0	0	0
The school informs me about my child's progress	37	63	21	36	1	2	0	0
My child is making enough progress at this school	39	66	15	25	3	5	1	2
The teaching is good at this school	43	73	15	25	0	0	0	0
The school helps me to support my child's learning	37	63	17	29	4	7	0	0
The school helps my child to have a healthy lifestyle	36	61	22	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	63	19	32	1	2	0	0
The school meets my child's particular needs	44	75	14	24	1	2	0	0
The school deals effectively with unacceptable behaviour	41	69	16	27	1	2	0	0
The school takes account of my suggestions and concerns	35	59	16	27	1	2	0	0
The school is led and managed effectively	44	75	14	24	0	0	0	0
Overall, I am happy with my child's experience at this school	43	73	16	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 July 2010

Dear Students

Inspection of Carwarden House Community School, Camberley GU15 1EJ

Thank you very much for welcoming us so warmly when we inspected your school. We really enjoyed seeing you work, play and contribute so much.

You know your teachers work very hard to make lessons interesting and challenge you. You told us adults in the school care a great deal for you. They work as a team and give you a wide range of outstanding opportunities. The sport, music, trips, lessons, work experiences and wide range of examination courses mean you are well prepared for the next stages of learning and you are able to live more independently. Your trip to Florida sounded fantastic, although I am not quite sure about the alligators!

The leaders are clear about the many strengths in the school and are always trying to make things even better. The new building and new courses that this lets you do are good examples.  We have asked them to change some of the lesson plans a little to make learning objectives more detailed and to analyse progress a bit more. This will help you to achieve even more.

I wish you well in all that you do. You can help by making use of the many opportunities in the school. You contribute a great deal in making the school outstanding.

All the very best

Yours sincerely

Paul Scott

Her Majesty's Inspector

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