School report

Carwarden House School

Upper Chobham Road, Camberley, Surrey, GU15 1EJ

Inspection dates	21–22 January 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	**Good**	**2**
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because:

- Teaching is almost always good and sometimes outstanding. This is the result of rigorous and sustained monitoring by the senior team.
- As a result of good teaching, the rate of pupils' progress has continued to improve. Pupils make good progress in English and mathematics, and in many other subjects.
- Pupils in the sixth form achieve well because of good teaching and robust monitoring. They thrive as a result of an outstanding curriculum which prepares them well for the next stages in their education.
- The curriculum across the school is adapted well to meet the needs of pupils, with a good emphasis on the basic skills of reading, writing and number.
- The management of behaviour has been very successfully and rapidly improved. The behaviour of pupils is now outstanding. There are excellent relations between pupils and with staff. Pupils report that they feel safe and happy, a view confirmed by parents and carers. Their attendance is above average.
- School leaders at all levels manage the school well. They robustly monitor and evaluate each aspect of provision, and ensure that standards of teaching and pupils' performance continue to improve.
- The governing body has a good grasp of the school's strengths and remaining areas for development, and governors provide significant challenge to, and support for, the school's leaders.

It is not yet an outstanding school because

- Not enough good or better teaching enables a large majority of pupils to make outstanding progress.
- Teachers sometimes do not effectively record all the small steps in learning which pupils make. As a result, sometimes, plans are not sharply focused to ensure all the pupils achieve their best.
- Teachers, on occasion, do not clearly show pupils how to improve their work and reach their learning targets.

Information about this inspection

- The inspector observed 10 lessons and other parts of lessons. Almost all the observations were conducted as joint observations with senior staff.
- Meetings were held with teachers, senior staff, members of the governing body and a representative of the local authority. Informal short discussions were held with a number of other staff and pupils.
- There were no current responses to the online parents' questionnaire (Parent View) but the school's summaries of parental surveys were taken into account as well as 31 completed staff questionnaires.
- The inspector observed the school's work and looked at a range of documentation, including self-review reports, development planning, details of the curriculum and the governing body minutes. Records of pupils' progress, behaviour and well-being were scrutinised as well as monitoring reports on the quality of teaching. Attendance records were checked in addition to procedures relating to the safeguarding of pupils.

Inspection team

Melvyn Blackband	Lead inspector	Additional Inspector

Full report

Information about this school

- The school provides for pupils with statements of special educational needs, predominantly with moderate learning difficulties.
- There are an above average number of pupils eligible for the Year 7 'catch-up' and pupil premium funding, which is allocated for pupils who are eligible for free school meals, are in the care of the local authority or who are the children of service families. Currently there are no children in the care of the local authority.
- Most pupils are of White British heritage and the remainder are from a range of minority ethnic backgrounds. There are more boys than girls at the school. There are currently no pupils who speak English as an additional language.
- About a fifth of pupils are in the school's sixth form.
- There are no pupils who have entered the school early and there is no alternative provision on other sites.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make the best possible progress by:
  - ensuring teachers consistently record the small gains in learning which pupils make to enable them effectively to sharpen their planning for the next step for each pupil.
  - making sure that pupils are always given clear oral or written feedback on their work, so that they are able to make their work better.

Inspection judgements

The achievement of pupils is good

- The attainment of pupils on entry to the school is low, due to their learning difficulties. Despite this, the overwhelming majority of pupils make good progress at rates expected of pupils nationally in similar schools. The school is aware of the need to sharpen assessment and feedback to pupils to improve progress still further. The proportion of pupils making progress above the rates expected has steadily increased over recent years. As a result, almost every pupil in Year 11 achieves success in Entry Level qualifications and a few gain GCSE passes, at lower levels, in one or more subjects, including English and mathematics.
- Progress in the sixth form is good also. Through good teaching and leadership, the pupils start to gain qualifications in a range of academic, vocational and independence-oriented courses. These qualifications are transferable to courses at local colleges and thus prepare the pupils well for the next stage in their learning.
- Different groups achieve equally well. Their progress is closely monitored through the school's effective tracking procedures. For instance, pupils eligible for the pupil premium and Year 7 'catch-up' funding have consistently narrowed the gap in their performance in relation to other pupils and are now achieving at broadly comparable levels. Specific resources for literacy have been provided for these pupils, including commercial electronic books, and this has proved successful in motivating them and improving their progress.
- The school's accurate monitoring ensures that no group or individual is allowed to fall behind and, should this happen, effective intervention programmes in literacy and mathematics are put in place. Pupils' reading ages continue to rise throughout the school. The equal opportunities of all pupils are central to the school's vision and there is no discrimination.
- Pupils read often and literacy work is used successfully to enhance the pupils' knowledge and understanding across the curriculum. Teaching in Year 10 was successful in teaching pupils to read and compare the language of Shakespeare in *Romeo and Juliet* with modern speech. Library lessons are timetabled for each class. Sixth-form pupils effectively apply their reading and number skills across the range of their activities, for instance in reading bus tickets, in shopping lists, or in calculating the cost of items and giving change.

The quality of teaching is good

- Teaching has consistently improved over time and since the previous inspection. This is because of extremely rigorous monitoring and support by senior leaders. As a result, teaching in all subjects, including English and mathematics, is almost always of a good standard, and a small but increasing proportion is outstanding. Teaching in the sixth form is equally good. This has a significant impact on the good progress of all groups of pupils.
- Teaching is not yet outstanding since not all pupils always make the progress of which they are capable. This is because, on occasion, teachers do not effectively record small steps in learning noted in the individual lessons. This makes planning for the next small step less focused and can slow down the pace of learning. In contrast, teachers are uniformly scrupulous in recording pupils' progress over longer periods such as half a term. Progress meetings are held for each pupil after these assessments and the pupils' learning targets are reviewed and adapted as appropriate.
- Teachers have high expectations. Teaching is adapted well to take account of the learning needs of each pupil. Higher-ability pupils, for instance, are stretched by extended challenging exercises and, in older groups, through being in separate classes for pupils who are more able. Teachers are skilled at regularly checking pupils' understanding by well-directed questions and adapting activities as necessary. This means almost always pupils learn at a good pace and maintain interest in and enthusiasm for their work.
- Teaching was outstanding in Year 10, where three groups of pupils worked with adults at their own pace to learn to recognise coins and in the higher group, to give change from 50p. All the

pupils worked with great interest, reached their learning targets and had tremendous satisfaction in their achievement. Pupils practise reading and writing skills throughout the curriculum. Teachers consistently emphasise the importance of literacy and give good support to help pupils improve their skills.

- Classrooms are managed well. Teachers organise groups calmly and efficiently. Support assistants, some of whom are trained to a higher level, provide excellent support. They confidently teach small groups and the pupils value the help they receive. Through their individual support, in most cases, pupils clearly understand how well they are doing and how to improve their work further. For example, support assistants ensure that they work with each individual in their group to promote their understanding. On a few occasions, however, adults do not explain well enough to pupils how to make their work better, and this can be confusing for them.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Procedures for the management of behaviour have been radically altered and very substantially improved on since the previous inspection. New recording systems and an emphasis throughout the school on rewarding and celebrating acceptable conduct have succeeded in encouraging pupils to reach very high standards of behaviour.
- Over time the school's records show a dramatic decline in incidents requiring intervention. Fixed-term exclusions, which amounted to over one hundred each year at the time of the previous inspection, have almost disappeared. For instance, only one day's exclusion for a single pupil has been recorded since September 2013.
- Pupils, parents and carers, and the great majority of staff are confident that behaviour is now excellent. Bullying has almost been eradicated. This is because of strenuous efforts by the school to educate pupils about unacceptable behaviour, for instance through very regular sessions in personal, health and social education, which is seen as a 'core' activity by the school, by robust policies and clear procedures involving parents and carers, and by indicating to pupils how important freedom from bullying is in such events as the annual 'Anti-Bullying Week'. Sixth-form pupils were observed responding to role play involving internet bullying. They had a clear understanding of the issues and knew very well how to keep themselves safe.
- Pupils' attitudes to learning are excellent in all lessons. They look forward to lessons, they are punctual and they try their best at all times. This is reflected in their above-average attendance. They listen attentively and work happily in small groups where they relate very well to adults and to their classmates.
- There is a harmonious and supportive atmosphere throughout the school. Pupils go out of their way to help others, they have a very clear understanding of acceptable behaviour and, because they are relaxed and happy, they socialise very successfully. This has a positive impact on their spiritual, moral, social and cultural development.
- The school's work to keep pupils safe and secure is outstanding. Pupils, and their parents and carers, report that they feel safe at all times. Specific lessons and assemblies teach the pupils effectively about dangers and how to keep themselves free from harm. As they progress through the school, the pupils develop excellent understanding of how to avoid unsafe situations.

The leadership and management are good

- The headteacher has provided strong leadership. The school is characterised by an uncompromising drive to improve standards in the pupils' achievement and their behaviour, and the headteacher has been the linchpin around which this drive has been maintained. He has received enthusiastic support from the leadership team which has evolved into a highly effective group. In addition, the governing body gives committed support and challenge to the school.
- Since the previous inspection, the local authority has provided valued advice and support, particularly in managing behaviour and in the development of the senior team. As a result, standards continue to rise rapidly.
- The school has a clear direction due to the rigorous and regular self-evaluation of each aspect of

work. This leads to detailed planning for improvement. Standards of teaching, pupils' performance and behaviour remain as priorities. Governors and the local authority have contributed fully to establishing action planning and in monitoring results.

- There are well-established procedures for monitoring the work of teachers and other staff. Senior staff are well aware, for example, of occasional inconsistencies in assessment and feedback to pupils and are actively working to improve the situation. The monitoring provides a good platform from which to manage staff performance and to provide further training or support where necessary. As a result, teaching is constantly good and performance is linked consistently to teachers' pay.
- The curriculum is well adjusted to the needs of pupils. There is a suitable emphasis on basic skills of reading, writing and number across the curriculum and well-thought-out programmes ensure that pupils, including those eligible for pupil premium funding, make good progress in the classroom and, in some cases, in special intervention groups to accelerate progress.
- Pupils in Years 10 and 11 have benefited from the widening range of courses and this is shown in their examination success. The sixth form curriculum is outstanding in terms of the wide and appropriate range of courses, all of which contribute to college activities and which prepare pupils very well for the next chapter in their education. The sixth form is very well led and managed. All pupils enjoy the many out-of-school activities and clubs. For instance, pupils in the sixth form have annual trips abroad: last year to Paris, and a planned visit this year to Barcelona, which has a positive impact on their spiritual, moral, social and cultural understanding.
- Safeguarding arrangements are excellent and meet all statutory requirements.
- **The governance of the school:**
  - Governors are very well informed about the pupils' progress and how it compares with similar schools. Led by an enthusiastic and knowledgeable chair and vice-chair, the governing body critically examines all aspects of pupils' achievement and teaching standards, and provides significant positive challenge to the school's leadership. Governors manage finances well; they have a clear monitoring role in performance management, and in pupil premium funding and its impact on pupils' progress. Members undergo regular training in, for instance, finance and child protection. They are up to date in regulations regarding the appointment of staff, and ensure they maintain strategic management and monitoring of health and safety and the safeguarding of children.

What inspection judgements mean

School Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	125465
Local authority	Surrey
Inspection number	432143

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

Type of school	Special
School category	Community special
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	107
Of which, number on roll in sixth form	26
Appropriate authority	The governing body
Chair	Brad Goodwin
Headteacher	Jarlath O'Brien
Date of previous school inspection	12 October 2012
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