



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Warlingham Park School

January 2022

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School's Details

School	Warlingham Park School		
DfE number	936/6552		
Address	Warlingham Park School Chelsham Common Warlingham Surrey CR6 9PB		
Telephone number	01883 626844		
Email address	info@warlinghamparkschool.com		
Headteacher	Mrs Sarah Buist		
Proprietor	Mr Amit Mehta Inspired Learning Group Limited		
Age range	2 to 11		
Number of pupils on roll	81		
	EYFS	31	Juniors 51
Inspection dates	18 to 21 January 2022		

1. Background Information

About the school

- 1.1 Warlingham Park School is an independent co-educational day school. The school comprises two sections: the Early Years Foundation Stage (EYFS) which includes Reception and Nursery and the junior department for pupils in Years 1 to 6.
- 1.2 Since the previous inspection the school has had a change of ownership and has opened the Nursery for 51 weeks a year. The school is part of the Inspired Learning Group of independent schools and nurseries, which is owned by a proprietor who is supported by a board of advisory governors.
- 1.3 During the period March to June 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, Reception to Year 6 pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Nursery pupils received on site learning through this time.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to give every child the opportunity to develop their individual talents within a supportive environment. It seeks to promote excellence in learning and exceptional behaviour, embracing a broad and challenging curriculum that incorporates new educational ideas, whilst still building academic success.

About the pupils

- 1.9 Most pupils come from within a five-mile radius of the school and represent the ethnically diverse population of the local area. Nationally standardised data indicate that the ability of the pupils on entry is broadly average. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for a range of needs including dyslexia, hearing loss and autism. Three of these pupils have an education, health and care (EHC) plan. Two pupils speak English as an additional language (EAL), whose needs are supported by their class teacher. The school makes provision for more able pupils and those with particular talents within the curricular and extra-curricular provision.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are

maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils are confident communicators, who willingly present ideas and information to others.
- Pupils of all ages make good progress, although the achievement of more able pupils is sometimes restricted as a result of limited challenge in lessons.
- Pupils' ability to analyse, argue and reason logically are well developed.
- Pupils have positive attitudes to learning and demonstrate the ability to work confidently on their own, although their ability to use their own initiative to direct their learning is less well developed.

3.2 The quality of the pupils' personal development is excellent.

- From the earliest age, pupils actively support each other in a highly collaborative atmosphere, respecting and recognising individual differences and needs.
- Pupils demonstrate an acute understanding of right and wrong and a mature appreciation of the importance of kindness.
- Pupils display an excellent understanding and appreciation of non-material aspects of life, whether religious, philosophical or other.
- Pupils have an extremely strong appreciation of different cultural backgrounds and diversity within society.

Recommendations

3.3 The school is advised to make the following improvements:

- Enhance more able pupils' achievement by raising expectations and incorporating a higher level of challenge into all lessons.
- Enable pupils to develop the ability to use their own initiative and become more independent by providing more open-ended and self-directed learning tasks.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils achieve at levels which are good in relation to their abilities, as confirmed by their results in national and standardised tests. Pupils make good short- and long-term progress, as recorded and monitored by the school's detailed tracking system. In the inspection questionnaire, all pupils agreed

that teachers help them to learn and make progress. Children in the EYFS make notably strong progress from their starting points, with some reaching levels of development above national expectations in many areas. There is no discernible difference in the achievement of male or female pupils. However, more able pupils do not always achieve at the highest levels, as teaching does not consistently include challenging tasks matched to their individual abilities. Pupils with SEND achieve very well in relation to their abilities due to the small classes, support which is tailored to their needs and the systems in place to monitor such pupils.

- 3.6 Pupils' knowledge, skills and understanding are good, successfully developed through the provision of a broad and balanced curriculum and the pursuit of the school's aim to encourage pupils to achieve their full potential. The youngest pupils demonstrated great application of skills in a cookery activity, where they adeptly transferred their advanced understanding of healthy food, number and scientific concepts such as melting when making pizza. Pupils think carefully about the knowledge and skills they acquire. This was seen in a history lesson, where pupils successfully researched written evidence regarding attitudes to crime and punishment by different cultures. Pupils were able to reach judgements and verbally compare the situation to the present day.
- 3.7 Pupils have a strong set of communication skills in all aspects of speaking, listening and reading but this is not always matched in written work. This was evident in a lesson on writing a newspaper report, where children used excellent knowledge about the recent Tsunami in Tonga and had a great understanding of needing to use the five w's: who, what, when, where and why to produce a good piece of work. However, the finished piece of writing did not reflect their ability to apply these skills to the same sophisticated level. Pupils listen attentively in all year groups, can speak succinctly on a range of subjects, and respond to others with engagement, empathy and understanding. Pupils read well and this skill reflects the priority placed by the school's leadership on promoting this through initiatives such as a daily reading period and book of the month. Pupils speak with confidence, fluidity, and clarity, expressing themselves well; this is a feature of some of the most effective learning in lessons where questioning deepens learning.
- 3.8 Pupils' mathematical competency develops steadily as they move up through the school, supported by a curriculum that is well-planned and assessed. Positive pupil outcomes are most evident where opportunities for independent and collaborative investigation and high-level numerical challenge are more frequent. For example, when older pupils were observed measuring volume and mass because of the support, guidance and challenge they received they achieved a high standard. Pupils can apply mathematical knowledge effectively to real life situations, as seen by younger pupils confidently using number whilst undertaking an individualised problem-solving activity regarding eggs, which they had enthusiastically collected from the chickens earlier in the same day.
- 3.9 Pupils achieve success in a range of academic and other achievements throughout their time at school, encouraged by the celebration of their successes through a plethora of different avenues, such as house points, stickers, and certificates. Pupils regularly gain places at their chosen senior school, with some pupils successful in attaining academic and sports scholarships. Pupils' creative talents and expertise were evidenced through high-quality displays, including chairs made from wire, and 2D and 3D dinosaurs created as part of a cross curricular topic of rocks, soil and fossils. In the questionnaire, a small minority of parents felt the school did not provide a suitable range of extra-curricular activities. Inspectors found that those on offer enabled pupils to develop their skills and achieve in the areas which their talents and interests lie, such as success in an ISA art competition. Pupils interviewed stated that they enjoy the success they achieve in the clubs available and believed the offer to be good.
- 3.10 Children begin to acquire good skills in ICT in the EYFS, learning to use different programmes to present and interpret information and to write in code as they move throughout the school. Older pupils are able to manipulate data and to present their research effectively to an audience, as evidenced by the oldest pupils using their ICT skills to produce excellent leaflets about the school, which were used on open day. Pupils of all ages effectively use computer programmes and online resources to reinforce

their understanding across the curriculum. Research in a French lesson on matching weather terms to places in France highlighted pupils' ability to gather information using recently acquired iPads. This technology is used to good effect for research, presentations and for work tasks.

- 3.11 Pupils' study skills show incremental development as they progress through the school. Almost all parents who responded to the questionnaire agreed that the school equips their children with the team working, collaborative and research skills they need in later life. Pupils draw knowledge effectively from sources to which they have been directed and develop their thinking and learning to a higher level. Older pupils, for example, displayed considerable analytical skills to reach sophisticated conclusions regarding questions to ask the ten Sikh Gurus. Pupils of all ages concentrate, focus, and behave extremely well and this creates a good learning atmosphere where pupils can practice and develop their study skills in a nurturing environment.
- 3.12 Throughout the school pupils display positive attitudes and an enthusiasm for learning as evidenced by their endeavours in lessons and activities observed during the inspection. They are productive when working individually, with their learning partner or in a group, though they are often reliant on teachers and are not consistently offered the opportunity for independence in their learning. Younger pupils effectively explore their aesthetic and creative talents through topic themes and are just as productive when mark making on their own as they are when joining others on a flora and fauna hunt. Older pupils apply themselves during their lessons with gusto and maturity, as witnessed in a drama lesson by pupils' positive attitude to their role in the school play. Pupils' enthusiasm is encouraged by committed staff reinforcing a productive work ethic and positive can-do approach. Pupils' value their community and gain a sense of personal achievement and satisfaction from contributing to the success of the school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have a notably strong appreciation of the non-material aspects of life. Starting in the EYFS, pupils enjoy weekly outdoor learning activities, in which they acquire strong observational skills and a real appreciation for all aspects of life, thanks to the commitment of leadership and management to taking full advantage of the school's open surroundings to inspire, challenge and motivate children to learn. The pupils' sheer delight in one such session when a robin came very close was palpable, as was the awe and wonder experienced by finding a 'precious worm' or taking care not to step on the bluebells. The high quality of pupils' spiritual understanding and development is evident throughout the school. Pupils show a respectful appreciation of the wider world through the opportunities they have to learn about and celebrate many religious festivals. The excellent art on display around the school demonstrates the pupils' appreciation of beauty and their capacity to think beyond day-to-day issues.
- 3.15 Pupils are extremely socially aware and their cooperative and supportive responses towards peers and younger children are instinctive. Pupils said they missed regular opportunities to mix across the age groups due to the pandemic. Younger pupils were often seen collaborating effectively, engaging in discussion, and enjoying successfully completed shared tasks, such as finding natural objects in an outdoor learning lesson. Older pupils build strong relationships and feel respected by their warm, friendly teachers, who clearly want them to do well in all aspects of school life. These factors help pupils to develop into highly considerate and empathetic young people who demonstrate a strong sense of loyalty to their school and who work together to fulfil common goals.
- 3.16 Pupils across all ages have the confidence to share ideas and exhibit high levels of self-esteem in a humble and respectful manner. This was evident in an English lesson where through words and actions, all pupils confidently explained a traditional tale with a twist, with peers instinctively encouraging and supporting all. They develop high levels of self-knowledge and resilience because leaders and staff reinforce positive attitudes and encourage them to always do their best. All parents

in the questionnaire stated that the school helps their child to be confident and independent. However, a minority of parents believed that their child was not well prepared for life in senior school. Inspectors found plenty of examples of when pupils were self-reflective and challenged with a good understanding of how to improve their own learning, so that they are well prepared for the next stage of their lives.

- 3.17 From the earliest age, pupils show a keen awareness of the needs of others. Pupils' contributions to the well-being of all within the school are obvious, positive, and highly effective. They are extremely willing to help and support their peers both inside and outside the classroom. For instance, a younger pupil on realising that a classmate was left out of a game at breaktime went to immediately include them; an older pupil stopped an ICT activity, without hesitation, to help a peer who was struggling to log on. The oldest pupils described with great pride their roles as leaders, such as school council representatives, as well as their fulfilment when acting as support for younger pupils. Pupils contribute productively to charitable causes and through discussions it was clear that they enjoy and understand the importance of helping the wider community, such as making rainbows for the NHS and providing food for a local food hub.
- 3.18 Pupils are able to make decisions that will have an impact on their lives. The youngest pupils showed a mature ability to bounce back after difficulty sharing toys in the sand and went on to seek a new challenge and take risks. Choice is a common feature of many lessons, and by the time they reach the older classes, pupils are able to recognise the implications and difficulties of making important decisions and of having the courage of their convictions in deciding which course to follow. Pupils understand that the decisions they make have a bearing on their own well-being and on that of others. At the same time, they are diligent in seeking ways in which to minimise upsetting others when doing so, whilst taking heed of the school's advice to be honest and open.
- 3.19 Pupils show a keen sense of wanting to do the right thing; they have pride in their good behaviour and respect for one another, taking responsibility for their part in maintaining a friendly and safe space to learn. A family ethos where all pupils display and discuss their inherent values of knowing what is expected and how to be kind and respectful is a strong feature of the school community. Pupils say that they have very little experience of bullying at school as there is no tolerance for unkind behaviour and immediate interventions are put in place to address unfavourable actions or resolve friendship issues. On one occasion that there were unkind words spoken, a pupil was asked to reflect on how someone might have felt and immediately said sorry.
- 3.20 Pupils engage naturally and without hesitation with those of backgrounds and cultures other than their own, in response to the ethos of kindness and mutual respect which permeates the school. Pupils have a thoughtful awareness of British society and in particular the role of tolerance. Pupils confirmed in discussion that they aim to be the best version of themselves, recognising that others may have different views from themselves, but everyone is equally valued, irrespective of ability, opinion or belief. In the questionnaire, almost all pupils agree that the school encourages them to respect and tolerate other people. Pupils value the opportunity to learn about other religions and cultures, and their knowledge and understanding of these is well developed as opportunities for them to do so is woven through the core curriculum and a wide range of topic days – such as European day of languages and a day to celebrate Diwali.
- 3.21 Pupils are not just physically healthy: they radiate cheerfulness and care for each other, in large part because of the priority attached by the leadership and management of the school to the fostering of their emotional well-being. Pupils fully understand the importance of staying safe and healthy in different activities, such as when surfing the internet or walking near roads. A small group of younger pupils were challenged to select items for a balanced meal, justifying why the chosen items were healthy and good for them. The oldest pupils described the importance of a good diet, plenty of exercise and speak appreciatively of the provision of worry boxes, understanding the importance of mental well-being in their lives.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Ruth Loveman	Reporting inspector
Mrs Louise Salmond Smith	Compliance team inspector (Head, IAPS school)
Mr Stephen Challoner	Team inspector (Former director of staffing, HMC school)