

School inspection report

18 to 20 March 2025

Warlingham Park School

Chelsham Common

Warlingham

Surrey

CR6 9PB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor and leaders plan the school's development effectively. They collaborate with staff to identify the school's most successful areas and areas for development and use this knowledge to promote pupils' academic and pastoral wellbeing. Leaders provide a wide-ranging curriculum and a variety of extra-curricular activities which enhance pupils' knowledge, interests and skills.
2. Leaders establish effective relationships with parents and ensure they are well informed about school life. The website, formal parents' meetings, regular reports and opportunities for informal conversations with teachers provide parents with details about school activities and knowledge of their children's progress.
3. In all year groups, teachers make typically effective use of varied teaching methods and different resources. As a result, pupils make progress across the curriculum, learn to listen carefully and speak with clarity and confidence. However, not all lessons are sufficiently well planned to meet pupils' needs and in these lessons knowledge and skills are not so successfully embedded.
4. Leaders promote pupils' emotional wellbeing effectively. Teachers' consistent application of a well-understood code of conduct contributes substantially to the calm, supportive atmosphere that prevails in the school. Frequent praise and encouragement, together with opportunities to take on positions of responsibility, enhance pupils' self-esteem.
5. Through personal, social, health and economic (PSHE) education, religious studies and relationships and sex education (RSE), pupils acquire knowledge of social structures and how humans grow and change physically. They learn about different faiths and types of families and are taught to value tolerance and show respect for others.
6. Leaders ensure that pupils' physical wellbeing is prioritised. Effective physical education (PE) and games lessons build pupils' physical strength and enhance their co-ordination. Appropriately trained staff administer medicines and first aid to provide injured or unwell pupils with suitable support when required. Leaders maintain the premises and accommodation in accordance with health and safety regulations.
7. Staff teach pupils how to build positive relationships with their peers. Children in Reception learn how to play co-operatively and take increasing responsibility for their possessions. Older pupils contribute effectively to school life as monitors and school councillors. They help younger children and pupils with activities such as reading and successfully contribute ideas for school improvement.
8. Leaders support pupils to learn about life outside school. Teachers provide pupils with suitable careers information and, in the PSHE programme, teach pupils about democracy and financial matters such as interest and taxation. Teachers support pupils in contributing to the local community through charity fundraising and singing to residents in care homes.
9. Leaders manage safeguarding effectively. They respond appropriately and in line with current statutory guidance should any safeguarding concerns arise.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that all teaching is sufficiently well planned to meet pupils' needs and develop their knowledge and skills consistently and effectively.

Section 1: Leadership and management, and governance

10. The proprietor and advisory governors have a programme of regular visits to the school, which includes lesson observations, meetings with leaders, teachers and pupils, and scrutiny of key documents. They use their rigorous oversight to provide both support and challenge to leaders to ensure that they fulfil their roles effectively. The proprietor and advisory governors work closely with leaders in a continuous process of self-review and reflection. Leaders use their knowledge and understanding to develop the school in accordance with its aims and values so that it consistently promotes the wellbeing of pupils.
11. Subject leaders monitor the effectiveness of teaching carefully to ensure that pupils of all ages acquire new knowledge, skills and conceptual understanding.
12. Positive links between home and school support the academic and emotional development of the pupils. Leaders ensure that parents are provided with all required information. The website provides details regarding school aims and policies. Each term the school gives parents an outline of the curriculum their children will be following. Parents receive regular informative reports on their children's progress which include guidance about how they can improve their work further. Senior members of staff and class teachers are regularly available at drop-off and collection times to speak informally with parents.
13. The school complaints policy puts forward an appropriate complaints procedure, which is available on the website. Leaders respond promptly and appropriately to any complaints received and maintain detailed records of these, and of any actions taken in response.
14. Leaders manage risk rigorously and appropriately. They ensure risk assessments with suitable mitigations are in place for school activities and educational visits and that these risk assessments take into consideration the needs of pupils, including those who have special educational needs and/or disabilities (SEND). Leaders also take account of contextual risks such as the potential for radicalisation, including from far-right political views. They train staff in the school's risk assessment procedures and track any trends carefully. Leaders review any incidents or near misses and take any required remedial action promptly. They review risk assessments regularly to ensure their continued effectiveness.
15. Leaders maintain effective links with external agencies, such as children's services and speech and language therapists. The Early Years Foundation Stage Profile results are reported to the local authority on request. The school also provides the local authority with information about the use of funds for any pupils who have an education, health and care (EHC) plan.
16. The school meets the requirements of the Equality Act 2010. Leaders maintain an appropriate accessibility plan which is reviewed regularly and amended appropriately. Leaders ensure that no pupils are discriminated against by any aspect of the school's provision.
17. Leaders ensure that the statutory requirements relating to the early years are met. Suitably qualified staff provide appropriate supervision of the children and stimulating activities to enable them to make good progress.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. The well-planned curriculum is designed to enable all pupils to learn and make progress, including those who have SEND. Schemes of work extend pupils' knowledge, understanding and skills beyond the national curriculum. Teachers plan the learning in different subjects so that pupils can make links in their learning across the curriculum. Leaders review schemes of work regularly and adapt them to take account of pupils' needs, making changes, for example, to the PE programme in response to some pupils' anxiety about some activities.
20. Early years teachers focus on teaching children the sounds that letters make and the different numbers that can be used to make ten. Children use their numeracy skills when counting money during role-play in the early years shopping area. Teachers ask challenging questions to enable children to make rapid progress in their understanding. Staff model appropriate language so that children develop their speaking and listening skills successfully. Children are engaged purposefully in the carefully planned activities provided by their teachers. As a result, by the end of Reception, children attain a good level of development and are well prepared for their move to Year 1 and the next stage in their education.
21. Teachers plan most lessons effectively and make use of different methods to develop pupils' knowledge and skills. For example, cross-curricular work in art, English and history, supported by structured role-play in the forest area, enables them to learn about different aspects of stone age societies. Appropriate questioning matched to pupils' aptitudes and interests stimulates creativity and builds analytical skills. Staff teach pupils to express their ideas clearly and emphasise the importance of listening to others. They provide many opportunities in lessons and assemblies for pupils to practice these skills. As a result, pupils have highly developed speaking and listening skills and share their thoughts confidently. However, there is some inconsistency in the quality of lesson planning. Many lessons take account of the needs and aptitudes of all pupils. However, this is not the case in every lesson and teaching does not always provide sufficient challenge to enable pupils to develop their knowledge and skills as effectively as possible. As a result, in these lessons pupils do not make as much progress as they might.
22. Leaders utilise a suitable assessment framework to track pupils' progress carefully and effectively. Their analysis of this information enables teachers to plan any adaptations to teaching and targeted support required to meet pupils' needs. Leaders also consider assessment information as part of their curriculum review and identification of key areas for improvement.
23. Staff give pupils helpful written and verbal feedback. Pupils discuss this with their teachers and use the guidance provided to help them improve their work and develop their learning. Pupils across the age and ability range value their teachers' feedback, which contributes to their good progress.
24. Leaders assess pupils' needs before they join the school and this enables the early identification of pupils who have SEND. Teachers provide targeted support, and regular observations ensure that the effectiveness of these strategies is carefully monitored. Reasonable adjustments are made to support these pupils and enable them to participate in all school activities with their classmates and to make good progress from their starting points.

25. The few pupils who speak English as an additional language (EAL) currently in the school do not require any additional support for their English. However, the school's approach to early identification equips the school to provide support for pupils who speak EAL should this be required.
26. Teachers provide pupils with a range of extra-curricular activities such as football, Japanese and cookery. Pupils engage enthusiastically in these activities which enhance their learning through the development of new interests and the acquisition of additional skills.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 27. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

28. Leaders successfully create a warm, welcoming environment and embed key values such as respect, perseverance and kindness across the school. They use form periods, assemblies and PSHE lessons to teach pupils about their rights and responsibilities. Pupils learn about the harm caused by different types of discrimination, for example against those with physical disabilities. As a result, pupils speak positively about themselves and others and learn to appreciate diversity.
29. Leaders act thoughtfully in support of pupils' emotional wellbeing. Pupils often take responsible roles in school assemblies, such as leading one section of the school during community singing. Assemblies typically conclude with pupils and staff spending quiet time thinking about the challenges of the day ahead and reflecting on how to behave at their best. Staff praise and encourage pupils for their efforts and attainment in a range of activities, which further supports their self-esteem and self-confidence. Pupils raise any concerns or worries that they might have with trusted adults, confident that they will receive prompt and supportive guidance.
30. Consistent, effective behaviour management underpins pupils' calm, courteous conduct. Adults model appropriate behaviour which supports pupils in understanding how they are expected to conduct themselves. Staff give effective support to any pupils involved in behaviour incidents. They help pupils to reflect on their behaviour, apologise to anyone they have offended and learn how to avoid any repetition of the incident.
31. Staff provide suitable supervision of pupils. They maintain the required adult-to-child ratio in the early years. In the dining hall and during breaktimes, appropriate numbers of staff are available to provide suitable support for the pupils' play and recreation.
32. Pupils learn about the world's major faiths and the importance of respecting different spiritual beliefs through religious education lessons and assemblies. Leaders organise visits by faith leaders who answer pupils' questions about their beliefs, philosophies and practices. Through art, music and literature, staff support pupils' appreciation of spiritual, non-materialistic aspects of life. In science lessons and activities in the forest area, for example, pupils show a sense of awe and wonder at their discoveries in the world around them.
33. Staff receive specific training to teach RSE, which they teach as part of the PSHE programme. The programme is well planned and meets the requirements of current statutory guidance relating to RSE. Pupils learn in an age-appropriate way about pertinent topics such as puberty, consent, different family structures and different sexualities in a way that promotes tolerance and respect. Leaders consult parents annually about the programme so that they have the opportunity to ask questions and raise any concerns. They also provide parents with the resources to be used in lessons.
34. Early years staff plan activities that enable pupils to develop their physical skills effectively. For example, colouring, painting, playing with bikes and use of the climbing wall enhance their co-ordination and build their physical strength. PE lessons for older pupils are taught by specialists. Pupils develop key skills such as running, jumping and ball handling. They are also taught to swim through regular lessons.

35. Leaders monitor attendance carefully and maintain accurate admission and attendance registers in line with statutory guidance. Leaders provide the local authority with timely information about pupils joining or leaving the school outside standard transition points.
36. There is suitable medical accommodation and staff ensure that any medicines are stored safely. Qualified staff trained in first aid, including paediatric first aid, provide suitable support for any pupils who are injured or unwell and administer medication and first aid appropriately when required.
37. Leaders ensure that the premises and accommodation are well maintained and that all regulatory requirements are met. Leaders give appropriate attention to all aspects of health and safety. They implement regular checks and maintenance, including of fire safety equipment, and utilise external audits to evaluate the effectiveness of health and safety and fire safety arrangements. Staff carry out regular fire evacuation drills so that pupils know what to do in case of emergency.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 38. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

39. Leaders ensure that teaching promotes an understanding of democracy, individual freedom and respect for others and their importance in British society. Through assemblies, form periods and the wider curriculum, teachers prepare pupils effectively for the next stage in their education and for positive involvement in wider British society.
40. In Reception, staff teach social skills so that children are able to interact confidently with one another and with pupils in other year groups. Adults support children to develop their play, so that they learn to share and take turns calmly. Children work together on creative and construction tasks and discuss how to complete challenges successfully. As a result of such activities, children develop their understanding of right and wrong and how to resolve differences. Staff establish consistent routines which enable children to become more independent, such as when organising their belongings at the start of each day.
- Older pupils' understanding of right and wrong is further developed in form periods and PSHE lessons. They consider why rules and laws are required and explore ethical issues such as the relationship between crime and punishment. They also learn about the harm caused by different forms of prejudice and explore how these problems can be addressed.
41. Staff provide pupils with leadership opportunities as form and house captains and Year 6 monitors. Monitors take on responsibilities as reading partners for younger pupils and help others who are worried or concerned about issues in school.
42. Pupils learn about democracy in PSHE lessons. They are taught about the role of Parliament and how democracy works in the United Kingdom. Leaders provide them with practical experience of democratic decision-making in school life. Form captains and members of the school council are elected by pupils. Leaders take account of discussions and votes within the school council in making decisions, such as those relating to the provision of playground equipment and menus provided in the dining hall.
43. Leaders ensure that pupils are able to play a constructive role in the local community. The choir sings for residents of a care home and pupils participate in activities to mark Remembrance Day. Pupils are also involved in the forest workshops provided by staff for the local community. Leaders develop pupils' understanding of wider society through fundraising for national and international charities. Pupils also learn about services such as the fire, police and National Health Service.
44. Staff teach pupils about how money is used and key financial concepts. Children in Reception learn about money through numeracy lessons and have practical experience handling coins in the role-play shop. In PSHE lessons, older pupils are taught about loans, interest, taxation and how to manage their own finances. These lessons are developed through their completion of a life skills programme with a national bank.
45. Leaders promote pupils' understanding of the roles they might play in adult society through a careers programme. Professionals ranging from composers and artificial intelligence specialists to costume designers give presentations on their work and answer pupils' questions about the skills

required. Pupils are given the challenge of writing their own curriculum vitae for assessment by a recruitment consultant.

46. Leaders ensure that pupils are well prepared for each subsequent stage in their education. Younger pupils have moving-up days in the summer term when they can visit their new classroom and meet their form teacher for the following year. Teachers prepare Year 5 and 6 pupils for assessments to selective senior and secondary schools, including through mock interviews and the completion of practice papers.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 47. All the relevant Standards are met.**

Safeguarding

48. The school's safeguarding arrangements are effective. The policy and procedures reflect the requirements of current statutory guidance.
49. Leaders with designated safeguarding responsibilities are appropriately trained for their role. They ensure that all members of staff receive suitable safeguarding training, including at induction. Leaders provide staff with regular updates on safeguarding issues and procedures. Frequent assessments ensure that staff's knowledge about safeguarding issues and procedures is secure and that they understand how to respond to any concerns, including those raised through disclosures by pupils or relating to adults working at the school.
50. The safeguarding team respond to safeguarding concerns appropriately and keep detailed records of these and the school's responses. They maintain close links with external agencies, including the local authority and children's services. Any required referrals to these agencies are made promptly.
51. Leaders ensure that safer recruitment procedures are implemented effectively. No adult begins work in the school before all the mandatory checks have been satisfactorily completed. Leaders maintain a suitable single central record (SCR) of appointments which accurately records the checks that have been carried out.
52. Pupils are taught how to stay safe, including when using the roads as pedestrians or cyclists. They learn about online safety through PSHE and computing lessons. Leaders implement appropriate filtering and monitoring of the school's internet use and respond promptly to notifications of any potentially inappropriate searches.
53. The proprietor maintains effective oversight of the school's safeguarding policy and procedures. The board-level lead for safeguarding visits the school frequently to check staff's knowledge of safeguarding procedures, speak to pupils and ensure all documentation, including the SCR and personnel files, is properly maintained. The proprietor receives termly reports from safeguarding leaders and conducts an annual review of safeguarding arrangements. The safeguarding policy is reviewed annually, revised in accordance with statutory guidance and formally approved by the proprietor.

The extent to which the school meets Standards relating to safeguarding

- 54. All the relevant Standards are met.**

School details

School	Warlingham Park School
Department for Education number	936/6552
Registered early years number	2749553
Address	Warlingham Park School Chelsham Common Warlingham Surrey CR6 9PB
Phone number	01883 626844
Email address	info@warlinghamparkschool.com
Website	http://warlinghamparkprepschool.co.uk
Proprietor	Inspired Learning Group London Ltd
Chair	Mr David Tidmarsh
Headteacher	Mrs Annie Ingrassia
Age range	2 to 11
Number of pupils	144
Number of children in the early years registered setting	18
Date of previous inspection	3 November 2023

Information about the school

55. Warlingham Park School is an independent co-educational day school located in the village of Warlingham in Surrey. The school is part of the Inspired Learning Group London Ltd, whose oversight of the school is supported by an advisory board of governors.
56. The school caters for pupils aged from 2 to 11 years and comprises a Nursery, pre-school, infant and junior department. There is also a separate early years setting which is registered with Ofsted. This consists of a baby room and Nursery and provides for children aged 6 months to 4 years of age.
57. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school has an education, health and care (EHC) plan.
58. The school has identified a very small proportion of pupils who speak English as an additional language (EAL).
59. The school states its aims are to provide an environment in which all pupils benefit from a high level of pastoral care and to help pupils thrive in the classroom and beyond.

Inspection details

Inspection dates

18 to 20 March 2025

60. A team of three inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

61. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school

62. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

63. A separate Ofsted inspection of the early years registered setting took place at the same time as the ISI inspection of the school.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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