



**Additional Inspection Report**

**Warlingham Park School**

**November 2023**

## School's details

<b>School</b>	Warlingham Park School			
<b>DfE number</b>	936/6552			
<b>Early Years registration number</b>	EY2749555			
<b>Address</b>	Warlingham Park School Chelsham Common Warlingham Surrey CR6 9PB			
<b>Telephone number</b>	01883 626844			
<b>Email address</b>	info@warlinghamparkschool.com			
<b>Headteacher</b>	Mrs Annie Ingrassia			
<b>Chair of proprietors</b>	Mr Amit Mehta			
<b>Proprietor</b>	Inspired Learning Group Limited			
<b>Age range</b>	0 to 11			
<b>Number of pupils on roll</b>	117			
	<b>EYFS</b>	64	<b>Juniors</b> <b>(Years 1 to 6)</b>	53
<b>Date of inspection</b>	3 November 2023			

# 1. Introduction

## Characteristics of the school

- 1.1 Warlingham Park School is a co-educational day school. 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. 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. The Nursery is open for 51 weeks a year. The Nursery opened a baby room for babies from six months at the end of October 2023, which has been registered by Ofsted but not yet had its first full inspection by Ofsted. For this reason, it was not included in this inspection. Twelve pupils require support for special educational needs and/or disabilities (SEND), five of whom have an education, health and care (EHC) plan. Two pupils speak English as an additional language (EAL). The school's previous inspection was a regulatory compliance and educational quality inspection in January 2022.

## Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum) and 3 (teaching)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 9 (behaviour)	<b>Met</b>
Part 3, paragraphs 11 (health and safety) and 16 (risk assessment)	<b>Met</b>
Part 3, paragraph 13 (first aid) and Part 5, paragraph 24 (accommodation for medical needs)	<b>Met</b>
Part 3, paragraph 14 (supervision)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints)	<b>Met</b>
Part 8, paragraph 34 (quality of leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum and teaching [ISSR Part 1, paragraphs 2 and 3]

- 2.1 The school meets the standards.
- 2.2 The school implements a suitable curriculum policy designed to ensure that programmes of study are appropriate for all pupils. The supporting schemes of work are structured effectively to ensure the pupils of all ages and aptitudes have the opportunity to make good progress. For example, topics for all subjects have been broken down into specific skills to allow pupils to develop secure skills as well as knowledge and understanding. The curriculum is sufficiently flexible to be accessible to pupils with SEND, including those with an EHC plan, and this occurs in practice.
- 2.3 Teaching is planned effectively to enable pupils to make good progress according to their individual abilities and learning needs. The leadership monitors the impact of teaching through regular scrutiny of pupils' work and lesson observations. Pupils who may have additional learning needs are identified and suitable strategies are devised to assist their progress. Where, necessary leaders work with external agencies to ensure pupils receive suitable support. Planning is adapted appropriately to set tasks which present challenge for the more able and support for pupils with SEND. Senior leaders gain a clear picture of pupils' attainment and progress through careful analysis of their performance in both standardised and internal assessments. To ensure robust oversight of pupils' learning, governors with suitable experience in education regularly visit the school to observe teaching and talk with pupils. Pupils, including those with SEND and EAL, are confident they are making good progress. They showed good recall of previous learning, such as in a recent topic on the Mayan civilisation in which they showed great interest. Management of behaviour in class is appropriate and effective.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

#### Safeguarding policy

- 2.4 The school meets the requirements.
- 2.5 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.6 The school meets the standard.
- 2.7 Safeguarding arrangements are implemented effectively in line with current statutory guidance. The designated safeguarding lead (DSL) and deputies are suitably trained in accordance with local inter-agency procedures and all staff and the proprietor receive appropriate training which is updated regularly. Staff show suitable understanding of their safeguarding responsibilities. Recording and referring concerns promptly are embedded in the school's safeguarding culture. The DSL acts effectively to put in place early help strategies and works with parents and external agencies to provide additional support.
- 2.8 Staff are alert to the vulnerabilities and needs of pupils with protected characteristics, including those with SEND. In the EYFS, staff observe and respond to children effectively, particularly those not yet able to articulate their needs and feelings, to ensure they are safe, happy and secure. Similar care is taken to meet the needs of older pupils. The school integrates its evaluation of pupils' academic and pastoral needs, providing holistic care to promote pupils' wellbeing. Staff take care to ensure pupils feel they are listened to. As a result, pupils confirm that they have a range of adults to whom they can confide any anxieties, and they display confidence that staff listen to and are responsive to them if

they express concerns. Records of safeguarding confirm that when this occurs, suitable action is taken where necessary. Pupils report that they feel happy and safe in school.

- 2.9 Staff have an effective understanding of expectations for their own conduct. The school has suitable arrangements to report an allegation against a member of staff, including to register low level concerns. Suitable systems to monitor and filter online activity are in place and pupils confirm that they learn about safety in both computing and personal, social and health education lessons. The governors receive and consider detailed safeguarding and pastoral updates each term which enables them to provide effective oversight of the school's safeguarding arrangements.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]**

- 2.10 The school meets the standard.
- 2.11 The school's behaviour policy clearly sets out expectations for good behaviour based around a code of conduct specific to the school community. Whilst the policy sets out suitable rewards and sanctions, both pupils and staff report that generally a warning is sufficient reminder that a pupil's behaviour needs amendment. This is confirmed in behavioural records. Should pupils not respond to warnings, a period of reflection and restorative action is used to bring satisfactory resolution. When dealing with any misbehaviour, staff take into account the specific needs of individual pupils, including those with SEND. Both pupils and staff report that pupils' behaviour is normally kind, friendly and helpful.

### **Welfare, health and safety of pupils – health and safety and risk assessment [ISSR Part 3, paragraphs 11 and 16]**

- 2.12 The school meets the standards.
- 2.13 The school has a suitable policy which complies with health and safety legislation and guidance. Senior leaders ensure that this is implemented correctly. Services and the accommodation are maintained in good order. Records confirm that equipment is serviced at appropriate intervals by specialist contractors. Staff have an appropriate understanding of safe working practices and know how to report faults. The school's proprietors maintain efficient oversight of health and safety in the school.
- 2.14 The school identifies and manages risk effectively. It has in place suitable risk assessments for the whole site such as for fire and the buildings, as well as for activities such as break time and trips off site. Staff receive guidance from senior leaders when drawing up a risk assessment. These are updated regularly and monitored by senior leaders. The school assesses risk effectively for any physically or mentally vulnerable pupils and this successfully promotes their safety and welfare.

### **Welfare, health and safety of pupils – first aid and accommodation for medical needs [ISSR Part 3, paragraph 13 and Part 5, paragraph 24]**

- 2.15 The school meets the standards.
- 2.16 The school employs suitable arrangements to care for pupils who require first aid or who are unwell. These are steered by an informative first aid policy which also gives guidance in supporting pupils with medical conditions and the administration of medicine. First aid supplies are securely stored. Staff are suitably trained in first aid and all EYFS staff have undertaken a full paediatric first aid course. This ensures that informed help is always available, including on trips off site, and staff utilise their training effectively. Record keeping is efficient and confirms that most injuries are of a minor nature, such as bumps and grazes. Parents are informed of accidents, and contact is made immediately should a pupil sustain a head injury, after which any pupil is kept under careful observation. When such incidents

occur the school reviews them effectively and identifies areas for improvement where relevant or necessary. The school has a suitable medical room where pupils who are injured or unwell can be treated. This has a basin and is near to a washroom.

### **Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]**

- 2.17 The school meets the standard.
- 2.18 Suitable guidance for staff ensures they understand expectations for the supervision of pupils whilst they are on site. There are sufficient staff to provide adequate supervision throughout the school day, including should there be an emergency or accident involving any pupil. Pupils confirm they are not allowed in classrooms without a member of staff being present and that they can always see a member of staff. In the EYFS, the correct ratios of adults to children are observed. The school has suitable arrangements in place should additional support be necessary when the nursery is open outside of term time.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.19 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33]**

- 2.20 The school meets the standard.
- 2.21 The school has a suitable complaints procedure that is available to parents on its website. This allows for complaints to be initially investigated and resolved informally. The complaints record shows that since the previous inspection all concerns but one have been addressed and concluded at the informal stage. Should a parent remain dissatisfied with the school's response there are suitable measures to escalate the concern to the formal stage which may proceed to a panel of which one member is independent of the school's leadership and management. These measures are implemented effectively. All complaints, including those resolved at the informal stage are suitably recorded together with actions taken by the school as a result.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.22 The school meets the standard.
- 2.23 Senior leaders ensure effective communication and monitoring across all sections of the school which promotes pupils' academic progress and welfare. Similarly, governors exercise supportive oversight of all areas of school life. As a result, the governors and leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards and EYFS requirements are met consistently, and the wellbeing of pupils is promoted.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chair of governors, head of nurseries and head of operations. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.