

# Wallington High School for Girls

## Inspection report

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<b>Unique Reference Number</b>	103012
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	363670
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Samantha Morgan-Price

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>	Grammar (selective)
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Girls
Gender of pupils in the sixth form	Girls
<b>Number of pupils on the school roll</b>	1300
Of which, number on roll in the sixth form	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Alison Myerscough
<b>Headteacher</b>	Mrs Barbara Greatorex
<b>Date of previous school inspection</b>	12 February 2008
<b>School address</b>	Woodcote Road Wallington, Surrey Surrey SM6 0PH
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<b>Email address</b>	wallingtongirls@suttonlea.org

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The number of lessons observed was 50, the same as the number of teachers seen. A telephone discussion was held with a parent and meetings were held with members of the governing body, staff and students. Inspectors observed the school's work, and looked at the school's improvement plan, minutes of the governing body, achievement data, lesson observation information, safeguarding documentation, curriculum and extra-curricular information and subject leaders' plans. The inspectors scrutinised 349 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement, teaching and assessment of students with special educational needs and/or disabilities who require more intensive school intervention and those from other Asian, Black African and White British backgrounds at Key Stages 3 and 4 to determine whether teaching is addressing their needs and enabling them to make the progress that is in line with their peers.
- The effectiveness of some subject leaders in improving subject performance.
- The effectiveness of support for students whose circumstances make them vulnerable, especially those with special educational needs and/or disabilities who require more intensive school intervention.

## Information about the school

Wallington High School for Girls is a larger than average girls' school. The school gained specialist engineering college status in 2004 and a second specialist subject of languages in 2009. Over half of the student population are from minority ethnic backgrounds; the largest proportion are of British Indian heritage. Over twice the national average number of students speak English as an additional language. There are fewer than average students with special educational needs and/or disabilities. There are no students with a statement of special educational needs and/or disabilities. The proportion of students known to be eligible for free school meals is significantly below the national average.

**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?**

**2**

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

**2**

## Main findings

Wallington High School provides excellent care, guidance and support for its students. Superb attention is given to students so that they develop a strong sense of self-confidence, become aspirational and have the determination to pursue their goals in life. Students say they feel exceptionally safe. The school's safeguarding procedures are exemplary. Students' behaviour, including those in the sixth form, is exemplary and they are highly motivated to do well, which has also resulted in high attendance.

Students make good progress and achieve high standards at the end of Year 11 and in their AS and A levels. In 2010, the proportion of high grades students attained at GCSE in many subjects improved on the previous year. The progress students made in English in 2010 fell significantly in comparison to the previous two years; early indications for 2011 are that it is set to improve. In 2010, the progress made by Black African and White British students was not as good as that made by other students. This has improved in the current year. The school's data indicate that in 2011, no group of students are underachieving. The school promotion of equal opportunities is exemplary. The highly effective care, guidance and support provided by the school enables students with special educational needs and/or disabilities, especially those students who require intensive school intervention, to achieve as well as their peers.

Teaching is not yet of the highest standard to enable students to make the best progress. Although much teaching is good, there is a significant proportion which is satisfactory. Inspectors observed only a few outstanding lessons. In the best lessons, the effective planning enabled teachers to inject good pace and variety into lesson activities; this resulted in students learning well. In the weaker lessons, although teachers had a range of assessment information available, in a few lessons they did not use the information to plan appropriately for the differing needs of the students in the class, particularly the most able. In some lessons, teachers set tasks that were not appropriately pitched to the right level or which directed students too closely so that they did not learn independently. These lessons often lacked challenging tasks and teachers talked for long periods of time. Often in these lessons, teachers did not check appropriately to identify whether students had understood the learning objectives; consequently, they were unable to move students on quickly enough through tasks so that they were able to make good progress.

The excellent partnerships and the good curriculum have contributed well to maintaining outstanding students' outcomes. The wide range of business, engineering and language partnerships have enabled students to gain valuable work experience. Engineering partnerships have enabled the school to become the lead partner in the development of the engineering diploma. The curriculum provides well for students' needs; however, the provision of information and communication technology (ICT) is piecemeal. Leaders do not

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have a firm understanding of how ICT is being used across the school. This has inhibited students from developing their necessary skills in this subject.

The headteacher and her senior leadership team work effectively together to communicate a vision of improving achievement. Areas of weakness are being tackled and key actions have been implemented to improve students' progress in English. The school's work with parents and carers has been highly effective. Many effective strategies have been introduced since the last inspection to increase the contribution made by parents and carers; for example, parents and carers took part in revising the school's vision, making changes to the curriculum and in planning for the new sports development. One parent commented that '♦worthy of note is the effective channels of communication between school and parent/carers'. Leaders have devised good plans and developed sound systems to improve teaching and learning. These good initiatives are increasing the proportion of good lessons in the school. These actions, along with the accurate self-evaluation, enable the school to demonstrate a good capacity to improve further. However, the school is aware that a more focused approach is required to improve the consistency of some subject leaders' assessment of the quality of teaching and learning so they can increase the proportion of outstanding lessons.

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

- Increase the proportion of outstanding lessons by the end of July 2011 by: ♦
  - ensuring teachers pitch the level of the lesson by using assessment information more effectively to meet the needs of the different abilities in the classroom
  - making sure that teachers provide more challenging tasks for the most-able students
  - providing more opportunities for students to learn independently without directed teacher support
  - bringing the standard of all teachers' marked work up to the level of the best
  - ensuring subject leaders are more consistent in their monitoring of teaching and learning in lessons.
- Improve and monitor effectively the provision for ICT.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Students' attainment on entry to the school is high. In 2010, students gained significantly above average grades in many subjects. Nearly all students gained five or more A\* to C grades, including English and mathematics, in their GCSEs. Students enjoy their learning and learn well when they are challenged to do their best. No groups of students are underachieving. The progress of White British, Other Asian over the last years, and African students, as well as those with special educational needs and/or disabilities, is as good as that of other groups. There were many good examples seen where students assessed their own progress in their learning and that of their peers. In lessons, students worked well in groups by supporting and encouraging each other to learn well. When the pace of lessons was fast and tasks were challenging, students responded well and worked effectively to make good progress. In these lessons, teachers enabled students to make

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good contributions to their learning. Where the pace of lessons was slower, students were not given opportunities to learn well.

Students make good use of the school canteen, and say they like the school menu as it is good value for money, especially the healthy options provided. They are aware of the important factors that affect their health and how these have informed their decisions on how to be healthy. However, not all students make full use of the sport facilities available to maintain a healthy lifestyle. Students say they have some good opportunities to make a contribution to the life of the school: for example, they were able to contribute towards the unit option choices in history and improving the equipment for physical education. The engineering specialism has facilitated students' contribution to supporting their local primary schools and Mencap. The language specialism also enables students to support their primary partner schools by supporting lessons in modern foreign languages. The school's newsletter and the community cohesion group are managed well by students. However, while there is evidence, for example, of students undertaking fieldwork in some subjects, their understanding of local issues and the opportunities provided to extend their contribution to their local community is more limited. Students expressed a desire to make more use of their ICT skills across their learning experiences within the school. Overall, students develop very well morally, socially and culturally. Students have opportunities to reflect upon their experiences in assemblies. However, there are fewer opportunities outside assemblies where students can reflect on their own experiences to help inform their perspective on life.

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

<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

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## How effective is the provision?

Effective planning was a key characteristic of the majority of lessons observed by inspectors. Where teaching was at its best, teachers used probing questions that enabled students to undertake sharp analyses of their learning and rise to the challenge of addressing the difficult tasks set. The quality of teachers' marking is more variable. High-quality marked work was seen where students were given clear guidance on the next steps on how to improve their attainment and where relevant National Curriculum levels were identified. Some marked work was not of this high standard.

The curriculum is constantly under review and its designers have been receptive to changing circumstances and the needs of the students. The engineering and languages specialisms make a significant contribution through a range of Key Stage 4 and sixth form courses offered which include 'themed days' and activities across the school. Twilight courses in Latin and Japanese further broaden options available at Key Stage 4. There are a good range of clubs on offer, although the participation rates are low for some groups of students. Students value the enrichment activities on offer, including educational visits.

Support is extremely well targeted for students who face challenging circumstances, which ensures they engage in their learning while making the progress expected of them, especially those who require more intensive school intervention. The effectiveness of transition arrangements enable Year 7 students to feel well supported, and for Years 9 and 11 students to make the best academic choices to secure their future economic well-being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The ethos of continual improvement is shared by staff and governors. The strong vision and commitment of the senior leadership team has enabled the school to maintain high attainment and levels of attendance. There are excellent procedures in place to safeguard students' well-being. The school has removed the barriers for the small group of students who required intensive school support and is excellent in promoting equal opportunities and tackling discrimination. Recently introduced reviews of subject performance are enabling senior leaders to undertake more effective critical analyses of subjects. The development of the engineering diploma enables the school to take a lead on curriculum design locally. Some middle leaders are new to their posts and are being well supported to enable them to carry out their roles effectively. The school has worked hard to successfully create a harmonious community where students feel safe and differing

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religions and beliefs are respected. The impact of the work in the local community to strengthen religious and ethnic links is yet to be fully realised. The governing body scrutinises and supports the work of the school well, and is increasing its challenge in all areas of the school's work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</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

Most students from Wallington High School for Girls progress on to the sixth form and enter with high levels of attainment. They make good progress in their learning to achieve high standards in both their AS and A level examinations. The curriculum is good and serves the needs of the students well. Students can choose from a broad range of A and AS level courses on offer. In the best lessons, teachers enabled students to develop good skills of analysis. In these lessons, students demonstrated high levels of understanding of the complex tasks set. Many students are independent learners. Students make a good contribution to the school and local community as many assume effective mentoring roles to support students in lower years. The outstanding care, guidance and support provided by the school include a well-supported programme for students applying to the best universities. The school is addressing the performance of some subjects where the grades achieved were not in line with the expected results.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The vast majority of parents and carers stated that the school kept their children safe. A very large majority of respondents were of the opinion that their children enjoyed school. A few expressed a concern that the school did not take account of their suggestions and concerns. The inspection team did not find evidence to support this view. Regular and effective communication to parents and carers is in place. A few respondents' concerns regarding the school not supporting their children well enough to help them to maintain a healthy lifestyle were supported by the views of the students.

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

Ofsted invited all the registered parents and carers of pupils registered at Wallington High School for Girls 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 349 completed questionnaires by the end of the on-site inspection. In total, there are 1300 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	152	44	180	52	15	4	0	0
The school keeps my child safe	153	44	187	54	7	2	0	0
My school informs me about my child's progress	83	24	229	66	31	9	2	1
My child is making enough progress at this school	158	45	173	50	12	3	1	0
The teaching is good at this school	111	32	215	62	17	5	1	0
The school helps me to support my child's learning	75	21	202	58	50	14	8	2
The school helps my child to have a healthy lifestyle	68	19	215	62	46	13	10	3
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)	115	33	187	54	17	5	5	1
The school meets my child's particular needs	118	34	189	54	22	6	2	1
The school deals effectively with unacceptable behaviour	80	23	209	60	23	7	7	2
The school takes account of my suggestions and concerns	56	16	196	56	41	12	6	2
The school is led and managed effectively	111	32	197	56	21	6	5	1
Overall, I am happy with my child's experience at this school	152	44	178	51	13	4	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



14 January 2011

Dear Students

**Inspection of Wallington High School for Girls, Wallington SM6 0PH**

Thank you for welcoming us to your school. We enjoyed talking to some of you and hearing your views. We know that you enjoy attending school and that you work very hard. The inspection team were particularly impressed with the confident and articulate responses to our questions. The school provides you with excellent care, guidance and support, particularly for those of you requiring more intensive school support. We judge your school to be good in most respects. You make good progress in your learning to achieve high standards in your GCSEs, AS and A levels examinations. This is, in the main, due to the good quality of teaching and a curriculum that provides good choices.

You have good opportunities to develop as individuals as well as developing relationships with your peers and teachers. You are highly motivated to learn and contribute well to your lessons. We noted that you did not feel you had good opportunities to develop innovative skills in ICT across the curriculum. Your attendance is high and your behaviour is exemplary. The inspectors noted that you feel that the school provides a very safe environment. We judged that the school's procedures for safeguarding your well-being are exemplary. The headteacher and senior managers lead and manage the school well. Your managers and teachers have maintained your success in your examinations.

Managers have clear plans of how they want to improve the work of the school to make it even better. The inspection team have asked the school to:

- increase the proportion of outstanding lessons you receive by the end of July 2011 by ensuring that teachers: use assessment data more effectively to pitch lessons at the right level for all of you; provide more challenging tasks for the most able; encourage you to be more independent learners and that senior managers ensure all marked work is at the level of the best and make accurate checks on the standard of your lessons
- improve the provision for ICT and for senior managers to check how well it is being used across the school.

You can do your part by taking the opportunity to improve how you reflect on your own experiences and to make a better contribution to your local community.

Yours sincerely

Samantha Morgan-Price

Her Majesty's Inspector

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