

# Wimbledon College

Edge Hill, London, SW19 4NS

**Inspection dates** 18–19 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment is well above national averages and students make good progress from favourable starting points. Students eligible for pupil premium funding make good progress as a result of carefully targeted support from teachers and other staff.
- Teaching is good and improving as a result of the school's focus on learning and progress supported by strong relationships and high expectations which contribute significantly to the school's positive culture. Subject knowledge is strong and questioning skilful.
- Students' behaviour is of a very high standard and they feel happy and safe at school. They are respectful of those from different cultural backgrounds. Equal opportunities are well supported. There is a positive ethos in and around the school. Students are proud of their school.
- The school is very well led and managed. Senior leaders have a very strong understanding of the school which is increasingly shared by middle leaders who are fully included in the management processes.
- Perceptive and knowledgeable governors effectively support and challenge the school's performance. They have a very clear view of the strengths and weaknesses of the school as well as the quality of teaching.
- Very comprehensive and effective opportunities are provided for students' spiritual, social, moral and cultural awareness. As a result, students work very well together and relationships are harmonious and supportive.
- The sixth form is good. Students make good progress to achieve well as a result of good, and sometimes outstanding, teaching.

### It is not yet an outstanding school because:

- Achievement is improving but not yet outstanding as progress is still variable across groups including higher attainers and those eligible for pupil premium funding.
- Not enough teaching is outstanding to ensure that students consistently make outstanding progress given their starting points.
- A small minority of staff feel that professional development is not sufficiently targeted on helping them to raise the quality of teaching.
- Lessons and lesson planning are not sufficiently tailored to the needs of all students, especially higher attaining students, and do not always encourage students to demonstrate their love of learning.
- Marking is variable and does not always provide students with clear guidance on how well they are doing and what they need to do to improve.

## Information about this inspection

- Inspectors observed 46 lessons or part-lessons including four joint lesson observations with senior staff. They held meetings with groups of students in all key stages and looked at samples of work focusing on attainment and progress.
- Meetings were held with senior leaders, middle managers and other staff including the head of sixth form, the special educational needs coordinator and the designated child protection officer. The lead inspector met with two representatives of the governing body and a representative of the local authority.
- The school’s improvement plan and self-evaluation were scrutinised. Inspectors also looked at information showing students’ achievement in the 2013 examinations, performance management data, lesson observation records and minutes of governing body meetings.
- Inspectors took into account 222 responses to the online questionnaire (Parent View) as well as 38 staff questionnaire responses.

## Inspection team

Paul Metcalf, Lead inspector

Additional Inspector

Sam Hailey

Additional Inspector

Helen Pennington

Additional Inspector

Gill Walley

Additional Inspector

Michael Elson

Additional Inspector

## Full report

### Information about this school

- Wimbledon College is a larger than average sized boys' Roman Catholic comprehensive for 11 to 18 year olds under the trusteeship of the Society of Jesus. The sixth form operates in partnership with the Ursuline High School in Wimbledon.
- About half of the students are White British with significant numbers of Other White, African and Asian students. The proportion of students from minority ethnic groups and the proportion who speak English as an additional language are above national averages.
- The percentage of disabled pupils and those with special educational needs supported through school action is above average. The proportion of students supported by school action plus or with a statement of special educational needs is below the national average. Four students attend alternative off-site provision at Carshalton College, Merton College and Melbury College.
- The proportion of students known to be eligible for the pupil premium is below average. Pupil premium is additional funding for students in receipt of free school meals, children looked after by the local authority and children from service families. A small number of Year 7 students were eligible for catch-up funding which is for those who did not achieve expected levels in reading or mathematics at the end of Key Stage 2.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Increase the proportion of outstanding teaching by ensuring that:
  - lessons and lesson planning are more closely tailored to the needs of all students, especially higher attaining students and those eligible for pupil premium funding
  - students are encouraged to demonstrate their enthusiasm and thirst for learning across all subjects
  - quality marking provides students with feedback on how well they are doing and what they need to do to improve their work
  - ongoing personalised professional development is provided for all staff to raise attainment and accelerate students' achievement.

## Inspection judgements

### The achievement of pupils

is good

- Attainment over time is significantly above national averages although the 2012 results, while in line with national averages, were affected by an unprecedented drop in the English results which had an impact on the proportion of students gaining five GCSE A\* to C grades including English and mathematics. The results in mathematics remained significantly above the national average.
- The school acted swiftly, decisively and successfully to address the issue with noticeable improvements in the percentage of A\* to C grades awarded in English and mathematics, exceeding the high attainment recorded in 2011. Unvalidated results in 2013 suggest that 80% of students gained five GCSE A\* to C grades including English and mathematics.
- Students join the school with attainment which is well above average. At the end of Key Stage 4, in 2012, the proportion of students making three or more levels of progress was very good in mathematics but less so in English. The proportion of students exceeding three levels of progress was good in mathematics and English. Unvalidated data for 2013 confirm good progress in mathematics and English.
- During the inspection, high levels of achievement were witnessed in English and mathematics lessons as well as other subject across the curriculum. Good achievement was confirmed in work samples and discussions with students. Class records, where available, confirm that students are in line to meet and exceed the challenging targets set for them.
- The school entered small numbers of students early for GCSE examinations in the past, but only when appropriate with no evidence of this limiting students' potential. Students who attend alternative provision elsewhere make expected progress and the school receives regular updates on their achievement, attendance and well-being.
- The school uses Year 7 catch-up funding effectively to provide additional support for lower-attaining students, for example through extra support in lessons, catch-up sessions after school and maintaining high levels of attendance. School data show a positive impact on the progress that these students are now making.
- In English and mathematics in 2012, Year 11 students who were eligible for pupil premium funding were half a GCSE grade below their peers in English and one and a half grades below in mathematics. The gaps narrowed in 2013 but the school acknowledges that further intervention work is needed to eliminate any differences.
- Disabled students and those who have special educational needs, as well as students from ethnic minority groups and those speaking English as an additional language, make good progress because of the school's strong support and inclusive ethos. Extensive data are used well to identify and quickly address any underperformance.
- Achievement in the sixth form is improving and the majority of students make good progress. Retention rates are high and students are well prepared for the next stage of their education, training or work with three quarters of all students taking up university places. Significant numbers proceed to universities such as Oxford and Cambridge.

### The quality of teaching

is good

- The quality of teaching over time is good and improving. There is an increasing proportion that is outstanding as a result of the school's focus on learning and progress as well as the programme of monitoring and support using formal observations and learning walks. Where teaching is not good or better, staff are provided with individual meetings and ongoing support.
- Good or better teaching is characterised by secure subject knowledge which allows teachers to structure learning, identify resources and address misconceptions. Questioning is skilfully used to probe and deepen students' knowledge and understanding. Strong relationships and high expectations contribute significantly to create a climate for learning and progress.
- Where teaching is not as good, teachers do not always plan their lessons to take account of the

spread of ability, especially higher attaining students, and provide work that is stimulating and challenging. Teacher talk dominates so that students have fewer opportunities to fully involve themselves in their learning.

- While many teachers provide helpful feedback on what students need to do to improve, this is not applied consistently across the school. Where there is high-quality feedback, it is helpful and involves students in a dialogue about next steps. However, in some books, there was little marking seen and students were unclear about what they needed to do to improve.
- Disabled students and those who have special educational needs, as well as students from ethnic minority groups and those speaking English as an additional language, are effectively supported by the school's focus on literacy and the concern which staff, and other students, show for their welfare and well-being.
- Students eligible for the Year 7 catch-up premium and pupil premium funding receive good support from their teachers and additional adults in the classroom, including teaching assistants, who are used well to support students' learning.
- The quality of teaching in the sixth form is good and some of it is outstanding. Teaching is carefully matched to students' capabilities and encourages independent learning as well as the effective use of research skills.

### **The behaviour and safety of pupils** are good

- Students' behaviour around the school and their attitudes to learning are good. The school has well-established strategies for encouraging positive behaviour. Students listen well to one another showing respect for different opinions and viewpoints. Students and staff confirm that behaviour seen during the inspection is typical of behaviour over time.
- Behaviour and safety are not outstanding because low-level disruption is still a feature of a small minority, particularly in Key Stage 3. Limited opportunities for students to demonstrate their enthusiasm, independence and thirst for learning were evident in a small number of classes where teachers talked too much.
- Attendance has improved considerably and is now above the national average. The proportion of persistent non-attenders is falling as a result of the school's effective tracking and liaison with parents and carers. The number of permanent and fixed-term exclusions has steadily decreased since the last inspection as a result of the school's behaviour management policies.
- Students feel safe and secure at the school. They are fully aware of the different forms that bullying can take and have a good awareness of issues concerning cyber bullying and social networking. They say that bullying is rare and quickly dealt with.
- The school has been particularly successful in promoting a respect for students from different cultural backgrounds. Equal opportunities are well supported. Students have every confidence in the school's ability to deal with any problems should they arise.
- Sixth form students lead the school in a variety of drama, music and sporting events as well as acting as role models for younger students in their quest to be 'men for others'. They support the school in public events and act as learning and reading mentors for younger students. Attendance and punctuality in the sixth form are good.

### **The leadership and management** are good

- The headteacher provides exceptionally strong and pragmatic leadership. Strategic planning is well considered and strategies to raise attainment, while maintaining high levels of support for students' personal development, are carefully planned and subject to rigorous monitoring. Self-evaluation and development planning are strong although the latter might benefit from a hierarchy of priorities.
- The senior leadership team, supported by middle leaders, has a very clear view of the strengths

and weaknesses of the school. Middle leaders are well supported in appreciating and undertaking their responsibilities, although a small minority of other staff feel that there is not enough professional development and that appraisal is cursory.

- The school's systems for monitoring students' achievement, the quality of teaching and the performance of subject areas are all extremely rigorous and link together particularly well. The progress of students is monitored frequently and carefully. Data are used effectively to target interventions and address any potential underachievement.
  - The traditional curriculum is broad and balanced. Adaptions are made to suit individual needs including off-site provision. Careers advice and guidance are timely and supportive. Literacy skills are suitably highlighted across the curriculum and numeracy skills are strong. The sixth-form curriculum provides a large number of academic courses and Level 2 courses.
  - The curriculum is significantly enriched by a wealth of extra-curricular activities covering sport, music and drama. Participation rates are high especially for students in receipt of pupil premium funding. Sixth form students enjoy a wide range of activities in and out of the school including trips to India to work with children as part of an education programme called 'Project Manvi'.
  - The development of students' spiritual, moral, social and cultural awareness is highlighted as a fundamental part of the purpose of the school. Provision is of the highest quality with frequent opportunities presented through the school's liturgical services and assemblies. Students involve themselves in a wide variety of charitable events and eagerly participate in visits to theatres, museums and art galleries as well as many trips abroad.
  - Parents and carers are engaged in a variety of ways including parent-support evenings, regular parent questionnaires and parent focus groups. Responses to Parent View endorse parents' and carers' confidence in the school and confirm that children feel happy, safe and well looked after. One parent or carer wrote to the inspection team to say how her sons had 'benefited from the very rich and diverse environment, culturally, academically and socially'.
  - The Year 7 catch-up premium has been appropriately spent on providing support for students' reading, supported study and reducing class sizes. Pupil premium funding has been used to provide additional support for students' literacy and numeracy skills as well as fund careers advice, school counselling and extra-curricular provision.
  - The leadership and management of the sixth form are strong and students commented positively about the support and guidance which they receive as well as the good advice provided in helping them to choose suitable courses and universities.
  - The school benefits from the light-touch support provided by the local authority.
  - **The governance of the school:**
    - Governors are supportive, perceptive and well informed. They know their school extremely well as a result of careful monitoring and timely updates. They have a very clear view of the strengths and weaknesses of the school and they are not afraid to hold the school to account for its performance. Governors have undertaken a range of training to help them to be more effective in their roles.
    - The governing body has a knowledgeable understanding of how the Year 7 catch-up premium and the pupil premium are spent as well as the impact the expenditure is having on students' progress and narrowing the gap.
    - Governors are aware of the quality of teaching, the relatively new policy on performance management and the links between teaching, performance and pay. They regularly review statutory policies and ensure that safeguarding meets statutory requirements.
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## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	102681
<b>Local authority</b>	Merton
<b>Inspection number</b>	400563

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,298
<b>Of which, number on roll in sixth form</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Stone
<b>Headteacher</b>	Adrian Laing
<b>Date of previous school inspection</b>	9–10 December 2009
<b>Telephone number</b>	020 8946 2533
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