

Warren Mead Infant School

Inspection report

Unique Reference Number	125030
Local Authority	Surrey
Inspection number	359820
Inspection dates	30–31 March 2011
Reporting inspector	Ted Wheatley

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Lindsay Day
Headteacher	Alison Downing
Date of previous school inspection	5 October 2007
School address	Partridge Mead Banstead Banstead SM7 1LS
Telephone number	0173 735 1962
Fax number	0173 737 9263
Email address	info@warren-mead-infant.surrey.sch.uk

Age group	4–7
Inspection dates	30–31 March 2011
Inspection number	359820

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors, who saw 11 lessons taught by seven teachers. Meetings were held with staff, members of the governing body, and pupils. Inspectors observed the school's work and looked at documentation about pupils' progress, policies, particularly those for safeguarding, as well as school development planning and evidence of self-evaluation. They considered 132 questionnaires returned by parents and carers.

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

- The team considered whether teaching is challenging enough to ensure that attainment rises.
- Inspectors explored whether the school is doing enough to reduce the gap in performance between boys and girls.
- They investigated the extent to which all leaders are checking how well the school's efforts are reversing the recent fall in attainment.

Information about the school

Warren Mead Infant is an average-size school and pupils come from mostly White British heritages. A very small proportion of pupils do not speak English as an additional language, but none are in the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average, and a below average proportion have special educational needs and/or disabilities. The school has Healthy Schools status.

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

Warren Mead Infant is a good school. It is improving and has many excellent features. In particular, the school provides outstanding care, guidance and support and this is underpinned by exceptionally strong partnerships with external services. Parents and carers are pleased with the quality of education it provides. One parent or carer wrote, 'The staff are extremely caring and supportive and the teaching is very good.' Another wrote, 'This school understands the importance of parental involvement in children's education', which reflects the excellent way the school involves parents and carers in pupils' learning.

Pupils' attainment is above average, and is generally rising, despite the dip in the end-of-Year 2 assessments in 2010. The school has reversed the fall and dealt well with differences in performance between subjects. It has gone some way towards dealing with the relatively lower attainment of boys compared with girls. However, there is still a gap in performance with some boys not explaining their ideas or understanding in enough depth and detail. This is most noticeable in their speech, and to a lesser extent in their writing. Pupils of all abilities and from all backgrounds make good progress, and occasionally their progress is excellent. Overall pupils' progress is improving.

Good and occasionally outstanding teaching contributes to pupils' improving progress. Lessons are usually challenging and interesting and, for the most part, assessment information is used well to plan work matched to pupils' needs. However, occasionally the range of activities is not wide enough to meet all pupils' needs by ensuring they all stay focused on the learning objectives. Sometimes, the time spent in whole-class discussion is too long and boys in particular lose concentration. Learning is generally best when pupils work in small groups. Marking is thorough in literacy and gives pupils good information about how well they are doing and how to improve. It is not so detailed in numeracy and often does not tell pupils how to improve their work. Nevertheless, pupils have a good grasp of their targets and what the next steps in learning are because teachers explain verbally what needs to be done next. Relationships are good and pupils are confident learners. The curriculum provides a wide range of activities to make learning enjoyable and to develop good literacy, numeracy and computer skills.

Pupils come to school enthusiastically. Their attendance is above average and they behave well. They say they always feel safe and that there is never any bullying. They are very considerate towards each other, take on responsibilities willingly and carry them out remarkably well. They make extremely good contributions to the school and wider community; some were involved in interviewing the headteacher. The great majority of pupils have an excellent understanding of the importance of healthy eating and exercise.

Leaders and managers are effective and the headteacher provides excellent direction for school improvement. The school's self-evaluation is accurate and has led to effective

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

action in improving the school's work, and pupils' progress. The governing body is very well-informed and supportive, and provides a high level of challenge for the headteacher and school. Given the improvements made in attainment and progress, and the school's focused action to maintain development, the capacity for further improvement is good.

What does the school need to do to improve further?

- Raise boys' attainment in literacy in all classes, by providing more opportunities for them to:
 - fully explain their understanding and thinking in both speech and writing
 - consistently take an active part in whole-class discussions.
- Improve the quality of all teaching so that:
 - a range of activities keeps pupils focused in all lessons
 - pupils work in small groups where they learn best, rather than in whole-class activities where for some learning is slower
 - marking gives the same detailed information on how well pupils perform, and how to improve in all subjects, as it does in literacy.

Outcomes for individuals and groups of pupils

2

Children start school at broadly the levels expected for their age. By the end of Year 2, they have reached above average levels of attainment. Pupils have a good vocabulary and write and speak well. In conversation, most pupils express their ideas articulately and in great detail although some boys do not unless they are encouraged to do so. For example, in a follow-up literacy lesson after a science experiment, girls in particular explained in some detail what conditions are needed for plants to grow properly. Writing skills are good and most pupils read well and with enthusiasm. Progress is especially good when pupils work in small groups and discuss the work they do. For example, in a lesson on sorting data into sets, pupils worked in groups of twos and threes to discuss the patterns and colours of fish and decide how to group them in easily explained ways. Pupils with special educational needs and/or disabilities make good progress because they are encouraged to work independently and to check their own work. In a small group, where some pupils were learning to count, they were encouraged to count coloured blocks aloud and then to swap with partners and count each other's blocks. This gave them confidence and reinforced their own learning. The small numbers of pupils from minority ethnic heritages make good progress because work is challenging and, where necessary, they have sensitive support and guidance.

Pupils enjoy school and learning. They make significant contributions to the school and wider community. For example, the school council checked every class to find out the ethnic backgrounds pupils came from so that 'welcome' signs in appropriate languages could be put up round school. Others were involved in the community tea to thank all those people, organisations and other schools that support the school in any way. The Healthy Schools status recognises pupils' high level of involvement in physical activities and grasp of the importance of having a healthy diet. Pupils' spiritual, moral, social and cultural development is exceptional. They have an extremely good understanding of the

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

traditions of different cultures, an excellent grasp of right and wrong and get on well with pupils from a very wide range of different backgrounds.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Learning is good and pupils usually find work is fun. Work is well matched to pupils' learning needs in most lessons, although in a few lessons activities do not capture all pupils' imagination and interest, particularly of some boys. The best learning occurs when pupils have opportunities to work in pairs or small groups. For example, in a mathematics problem solving lesson, pairs of pupils worked together on practical and then reasoning tasks that stretched their understanding and the need to express their knowledge accurately. All pupils made extremely good progress, and enjoyed their learning. In the same lesson, questioning, in particular directed at boys, had a significant impact on widening pupils' ability to explain their mathematical ideas. Marking of numeracy work is sometimes too general and gives too little idea about how well pupils are doing and too few suggestions on how to improve or extend learning.

The curriculum is well organised. Trips and visitors are used effectively to enrich pupils' experience. The use of computers to enhance learning is good, and extending into all subjects. The school grounds are used well, for example so that pupils can learn from first-hand experience how plants grow. Links with other schools are used effectively. For example, a local specialist science college has provided subject expertise that has played a

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

significant part in raising attainment in science. Reading, writing, speaking, measuring and data handling are embedded in most areas of the curriculum to help drive up attainment in literacy and numeracy. The school is acquiring a good range of books and other materials to support boys' learning.

There are excellent links with other schools, families and external services to ensure a smooth transition between this and the next stage of their education. The support for pupils and families whose challenging circumstances make them vulnerable is outstanding. Support for pupils with special educational needs and/or disabilities is extremely good and enhanced by excellent relationships with home. The school sustains high levels of attendance through rigorous monitoring and following up of absent pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's improvement is driven by the headteacher's ambition and determination. She is well supported by other leaders who play their part in identifying areas for improvement extremely well. Those relatively new to a leadership role are becoming increasingly effective. Efforts to improve teaching are successful. Excellent links with other schools provide opportunities to gain and share expertise, to the benefit of the school. Engagement with parents and carers is extraordinarily strong, with well-supported activities for them to learn about literacy, numeracy and using computers. All parents and carers participate in consultation evenings and the school engages them effectively in helping plan school improvements. The parents' organisation works well to support the school. The governing body works closely with the school to engage parents and carers. The governing body is effective and works closely with the headteacher and staff to help drive improvements. The school promotes community cohesion outstandingly well and has evaluated its provision accurately. It has extensive and increasing links with other communities nationally and internationally. Pupils, parents and carers from very different backgrounds are brought together well. Links with the local church, cultural groups, charities, and senior citizens are extremely good, and the school is striving to further extend its links with other religious groups. These have all had a positive impact on pupils' tolerance, respect and understanding of cultures other than their own.

Safeguarding procedures are fully met, and the school takes account of pupils' and parents' concerns well. Equal opportunities are promoted effectively, and the school is working effectively to reduce the difference in performance by different groups of pupils. Procedures to eliminate all forms of discrimination are effective and well established in all aspects of the school's day-to-day life.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

By the time children leave Reception, they have skills above those expected for their age in all areas of learning. Their progress is good. The great majority have a wide vocabulary and speak confidently and well. For example, children express their opinions strongly about 'Doctor Who' stories, with a wide range of descriptive vocabulary. Nevertheless, some boys' progress lags a little behind that of girls, mainly because they only speak in depth and detail when prompted to do so. Most children write simple words accurately and with well-formed letters. Numeracy skills are generally good. Social skills are good. Children play, share resources, work together well and develop good independent-learning skills. Provision is good and for the most part children have free access to indoors and outdoors. The outdoor area has been improved significantly recently, and the next step is for a planned covered area, when funds are available. Adults question and encourage children to think for themselves. They provide stimulating activities that encourage independence and confidence to choose activities and manage their own learning. Links with nursery providers, external agencies and with families are excellent. Leaders and managers work well to ensure provision steadily improves and to manage limitations to current accommodation well.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About two thirds of parents and carers responded to the parent and carer questionnaire and their responses were almost entirely positive. A very small proportion of parents and carers feel that communications with home are not good enough. However, inspectors found communications to be extremely good. A very small minority of parents and carers feel that the school does not pay enough attention to their concerns. Inspection findings support the views of the great majority who say that that the school listens to concerns. Evidence shows that the school does its best to resolve concerns where possible.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warren Mead Infant School 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	73	33	25	1	1	0	0
The school keeps my child safe	100	76	32	24	0	0	0	0
My school informs me about my child's progress	83	63	47	36	2	2	0	0
My child is making enough progress at this school	88	67	41	31	3	2	0	0
The teaching is good at this school	95	72	35	27	0	0	0	0
The school helps me to support my child's learning	97	73	33	25	2	2	0	0
The school helps my child to have a healthy lifestyle	89	67	41	31	1	1	0	0
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)	65	49	44	33	3	2	0	0
The school meets my child's particular needs	85	64	40	30	2	2	0	0
The school deals effectively with unacceptable behaviour	68	52	56	42	0	0	0	0
The school takes account of my suggestions and concerns	66	50	57	43	5	4	0	0
The school is led and managed effectively	80	61	48	36	1	1	1	1
Overall, I am happy with my child's experience at this school	98	74	33	25	1	1	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



1 April 2011

Dear Pupils

Inspection of Warren Mead Infant School, Banstead SM7 1LS

Thank you for the welcome you gave us when we visited you. You gave us a lot of useful information to help us decide that you go to a good school. Teaching and your progress are good and improving, and the following things are particular strengths of the school.

- Teaching is good. The headteacher, staff and governing body work hard to make sure the school continues to improve.
- You feel very safe in school and you are looked after exceptionally well. The school works extremely closely with lots of organisations to provide the best care it can for you.
- The school works extremely well with your parents and carers so that they can help you learn.
- Your behaviour is good and you are very considerate to other people.
- Many of you have responsibilities, and you carry them out really well.
- You know how important it is to take part in physical activities and eat healthily.

In order for the school to be even better, we have asked your teachers to:

- help you, especially the boys, to talk and write about what you know and understand, in as much detail as you can, and during the time you are listening on the carpet make sure you always take part in what is going on
- make sure you have lots of different activities to help you learn and that you have more opportunities to work in small groups because that is where you learn best. Also to make sure marking always tells you how well you are doing and how to improve your work.

You can all help by making sure you always try to take part in lessons and when you explain something, give as much detail as you can.

Yours sincerely

Ted Wheatley

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.