

# Inspection of a good school: Warren Mead Infant School

Partridge Mead, Banstead, Surrey SM7 1LS

---

Inspection dates:

11 and 12 July 2023

## Outcome

Warren Mead Infant School continues to be a good school.

## What is it like to attend this school?

Pupils rate their school as 'ten out of ten'. Pupils say that their teachers are kind, that learning is fun and there is always help on hand. Skilled staff make sure that all pupils, including those with special educational needs and/or disabilities (SEND), access the same high-quality learning. Pupils talk enthusiastically about subjects such as art and design. Here, they hone their painting skills, creating impressive pieces in the style of Van Gogh. Pupils are proud that their families can view their artwork and sculptures in the school's exhibition.

School leaders have consistently high expectations of how pupils behave and should treat each other. This starts right from Nursery, where pupils are taught to share and take turns. The school is a calm, warm and friendly community. Pupils are thoughtful towards one another. They are happy and safe here.

Pupils enjoy a range of activities at lunchtime. There is always something fun to do, such as the trim trail or games with the giant parachute. Pupils enjoy regular trips and visits, which help bring their learning to life. Parents are very supportive of the school. One parent summed up the views of many, saying, 'The children are at the centre of everything at this school.'

## What does the school do well and what does it need to do better?

Leaders have put in place an ambitious and clearly sequenced curriculum. They make sure that all subjects are delivered in small, manageable steps. Pupils have regular opportunities to revisit what they have learned. They are taught to use subject-specific vocabulary well when they speak and write. Teachers explain learning very clearly and demonstrate how to complete the work, helping pupils to become confident in their learning. Notably, pupils with SEND show the same enthusiasm, competence and

confidence as their peers. The approach used by skilful staff allows all pupils to achieve well.

Reading is given high importance at this school. The structured approach to reading starts in nursery, giving pupils strong foundations on which to build. Well-trained staff teach phonics with consistency. Teachers quickly spot any pupils who fall behind and give them extra help. By the time they move on to junior school, pupils are confident and fluent readers.

Pupils get off to an equally strong start in mathematics. The mathematics curriculum is highly structured. In early years, children have plentiful opportunities to develop a secure understanding of numbers. In the topic of 'holidays', children enjoy counting their suitcases and aeroplanes. In key stage 1, pupils explain their mathematical reasoning with confidence and accuracy.

Behaviour around the school and in lessons is strong. Structured classroom routines and warm relationships mean that pupils are focused and resilient learners. In early years, pupils concentrate on activities for impressively sustained periods. Very occasionally, some pupils with SEND find it hard to behave as well as the school expects. Staff adeptly help these pupils to manage their feelings.

While the personal development programme has many strengths, some aspects could be improved further. Within the curriculum, pupils are taught about relationships, understanding themselves and staying safe. They show acceptance of different family units and different faiths. Pupils talk with conviction about the importance of equality. However, there are currently too few opportunities for pupils to take on meaningful leadership roles within the school. This means that many pupils do not actively contribute to school life. While there are some extra-curricular clubs on offer, these are limited. Too few pupils currently benefit from opportunities to develop their talents and interests outside of lessons.

Over recent years, leaders, ably supported by trust staff, have worked with focus and determination to make the necessary improvements to the curriculum. Leaders' plans have now come to fruition. Notably, the arrangements for pupils with SEND have improved significantly. Pupils' needs are swiftly and accurately identified. Pupils with SEND are supported in class effectively and achieve well. Leaders work closely with Warren Mead Infant School's partner junior school, sharing both staff and facilities. Leaders ensure that pupils are well prepared for a smooth transition to key stage 2.

Staff are proud to work here and are fully committed to the pupils. Staff feel supported by leaders and appreciate leaders' consideration of their workload and well-being. They value the training opportunities provided by the school and by the wider trust. Local governors and trustees understand the school's strengths and where it needs to further improve. They offer the right degree of support to school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders are proactive and determined in their approach. They make sure that staff are well trained and receive regular updates. Staff are confident in reporting any small sign that a child's welfare may be at risk. Leaders liaise effectively with external partners to get the best support for children and families. The school provides helpful support directly to families, for example giving information on strategies to improve mental health. Recruitment checks on new staff and volunteers are timely and thorough. The trust has a strong overview of safeguarding procedures.

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

### **(Information for the school and appropriate authority)**

- Some aspects of personal development are not as well developed as they could be. This means that not all pupils receive regular opportunities to play a meaningful part in the life of the school and so develop their leadership skills. The range of extra-curricular clubs and activities offered to pupils is relatively limited. As a result, too few pupils develop their talents and interests outside of lessons. Leaders should ensure that the school's personal development curriculum is strengthened so that all pupils can experience contributing positively to school life and more pupils enjoy a wider range of extra-curricular activities.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Warren Mead Infants, to be good in February 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146846
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10268464
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lynne O'Reilly
<b>Chair of local governing body</b>	Andrew Jennings
<b>Executive headteacher</b>	Scott Maclean
<b>Head of School</b>	Kellie Hall
<b>Website</b>	<a href="http://www.warrenmead.co.uk">www.warrenmead.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Warren Mead Infant School joined GLF Schools trust in 2019.
- GLF Schools has 42 schools in London and south-east England.
- The executive headteacher and head of schoolwork across Warren Mead Infant and its neighbouring junior school. The two schools work in close partnership.
- Warren Mead Infant runs its own nursery for 3- and 4-year-olds, which opened in 2019.
- The school run a breakfast and after-school club.
- Two years ago, the school reduced its pupil admission number from 70 to 60.
- The school does not currently use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.

- The inspector held a range of meetings with school leaders, including the inclusion leader, teaching and support staff.
- The inspector met with two members of the local governing body and talked to the chair of the trust board. She also spoke to several trust staff, including the chief executive officer.
- The inspector carried out deep dives in the following subjects: reading, mathematics and art and design. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work. The inspector heard pupils read aloud to a known adult.
- The inspector checked a range of policies and documents, including the school's single central record. She also reviewed the school's website and other records regarding the welfare of pupils.
- The inspector gathered evidence to explore the impact of pupils' behaviour and the school's wider curriculum.
- The inspector talked to pupils and staff throughout the inspection to gain their views about the school. This included the views of staff submitted via Ofsted's confidential surveys.
- The inspector talked with parents at the end of the school day and considered the views of parents submitted via Ofsted's online survey for parents, Ofsted Parent View.

### **Inspection team**

Maria Roberts, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023