



Warren Mead Junior School

Inspection Report

Unique Reference Number 124938
Local Authority Surrey
Inspection number 293146
Inspection date 6 March 2007
Reporting inspector Ian Hartland HMI

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

Type of school	Junior	School address	Roundwood Way
School category	Community		Nork
Age range of pupils	7-11		Banstead SM7 1EJ
Gender of pupils	Mixed	Telephone number	01737 353725
Number on roll (school)	287	Fax number	01737 371810
Appropriate authority	The governing body	Chair	Mr Tomos Davies
		Headteacher	Mr Tony Woodward
Date of previous school inspection	9 May 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This average-sized primary school has few pupils who receive free school meals, whose first language is not English or who are from minority ethnic groups. Most pupils are of White British origin. There are an average number of pupils with learning difficulties and disabilities, but no pupils have a statement of special educational need. The vast majority of the pupils transfer from the adjoining infant school. The headteacher was appointed in 2004. The school holds the Investors in People award, Primary Quality Mark and the Quality in Study Support Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Warren Mead Junior provides a good education for its pupils and exhibits a number of outstanding features and significant strengths. The school sees itself as providing an outstanding education and it does a number of things very well. The highly committed headteacher has a clear view of improvements needed and has had a considerable impact in developing the school. The school consistently enables its pupils to achieve above average standards in national tests and to do exceptionally well in mathematics. Good teaching enables many pupils to make good progress. The school provides an excellent curriculum and pupils receive first-rate care and guidance. Their personal development is outstanding. The school is a happy and harmonious community in which every child really does matter. The school does not stand still but constantly seeks ways of improving both the provision and the outcomes for children.

Although well on the way to becoming an outstanding school, the school does not yet ensure that all pupils are making good or better progress, year-on-year in English and science. The teaching is not yet of sufficiently exceptional quality to bring about the outstanding progress which is desired. More refined systems to track the progress of individual pupils and to set very challenging targets are being put in place to help to bring about improvements. The school evaluates much of its work accurately but has somewhat overestimated its strengths in some aspects, especially its measurement of pupils' progress. The school has made a good improvement since the last inspection having taken successful action to improve pupils' behaviour, the communication with parents and in enabling the pupils to take greater responsibility for their learning. The school has a good capacity for further improvement as shown by the carefully constructed future plans. Parents are very pleased with the school and with all that it provides.

What the school should do to improve further

- Ensure new systems for tracking pupils' progress result in speedy intervention when any pupils appear to be falling behind what they are capable of achieving.
- Improve the quality of teaching so that all pupils achieve as well as they can in English and science.
- Develop a greater rigour in evaluating the school's overall performance and the pupils' progress.

Achievement and standards

Grade: 2

The school judges itself to be outstanding. Although the school's performance is good, overall the pupils make good but not yet exceptional progress. The pupils' achievement is not yet sufficiently good in all respects to merit the accolade of first-rate. The school's own testing in Year 3 indicates that the pupils enter the school with levels of ability that are only slightly above average. By the time they leave the school they attain standards in English, mathematics and science that are consistently above

average overall and are outstanding in mathematics. The school also gained a higher-than-average proportion of the top grades in all these subjects. Results in mathematics are well above the national average. The school exceeded its challenging targets for mathematics and science but fell slightly short in meeting them for English. These good results are the successful outcome of considerable efforts by the school to maintain high levels of attainment.

Pupils generally make good progress in English, mathematics and science, but achievement dipped slightly in 2006 in English and science. The school is fully aware of this and is tackling the issue in a characteristically robust fashion. The signs are good, but it is too soon to be sure if the actions taken are having sufficient impact on the progress of those pupils who are not doing as well as expected.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding and their spiritual, moral, social and cultural development is very good. The pupils are very polite, confident, articulate and friendly and get on extremely well together. Their enjoyment of school is clearly evident from their good attendance, excellent behaviour and sustained attentiveness in class. Pupils feel very safe, report that bullying does not happen and know that there is an adult to turn to if they have a problem. A strong focus on the individual makes each pupil feel valued.

Pupils appreciate the way the school encourages them to lead a healthy lifestyle. They are very aware of healthy eating and enjoy school meals. They show a hugely strong commitment to the school community through the work of the school council, and for example, their labours on the school's own allotment, growing fruit and vegetables. Pupils in Year 6 especially develop strong 'workplace' skills and are very well prepared for the next stage of their education. This includes opportunities to take on added responsibilities and their involvement in county-wide activities on citizenship. They learn a great deal about the past, different cultures and the world around them through, for example, history, geography, citizenship, visits and listening to visitors. They make a highly effective contribution to the outside community by energetically raising money for good causes.

Quality of provision

Teaching and learning

Grade: 2

The pupils achieve high standards because they experience consistently good teaching and are highly motivated to succeed. Following testing in Year 3 the pupils are placed in one of three ability groups for the teaching of English and mathematics each morning. The less able pupils are very well catered for in small classes, each with an

assigned learning support assistant. These measures have a good impact on the quality of the pupils' learning.

The teaching is very well planned and well matched to the pupils' abilities. Teachers set high expectations and excellent relationships exist between staff and pupils, so that pupils are confident, feel valued and contribute well in lessons. The good teaching moves at a brisk pace, actively involves the pupils in the learning process and challenges them to think through problems for themselves. Interactive whiteboards, installed in all classrooms, are well used by staff to stimulate and maintain the pupils' interest. Teaching assistants give good support to those needing help. Marking is regular but is somewhat inconsistent in quality as it does not always give pupils sufficient feedback on what they need to do next to improve.

Curriculum and other activities

Grade: 1

The curriculum is excellent and more than meets statutory requirements. It is very well planned to meet the pupils' needs. There is a very strong emphasis on basic skills in literacy and numeracy and information and communication technology (ICT). There is a very wide range of enrichment activities including after-school and lunchtime clubs, with opportunities to develop social skills. These activities are very well attended and much enjoyed by the pupils. This extensive provision has a very positive impact on the pupil's enjoyment of school and their ability to work together as well as on their health and general well-being.

Music and ICT are particular strengths. Many pupils learn to play an instrument and perform in school productions. The school increasingly uses digital media and computers for learning very imaginatively. The curriculum is further enriched through the judicious use of the school's own extensive grounds and facilities, which include a swimming pool, along with regular visits to places of interest such as the Houses of Parliament. Specialist coaching provided in football and rugby has led to team success. An improved curriculum provision is helping Year 6 to maintain their enthusiasm for learning after they have taken the national tests.

Care, guidance and support

Grade: 1

Care, guidance and support are excellent. The school is very vigilant about health and safety matters, and the relevant procedures are in place for child protection with checks on all staff and volunteers. Careful records are maintained of all accidents. Pupils are very well supervised at break times. Communication and relationships with parents is much improved since the last inspection.

Pupils who have learning difficulties and disabilities, and those for whom English is an additional language, receive very effective support which enables them to make good progress. Academic guidance, through the tracking of pupils' progress and target-setting, is very good and is further improving with more refined processes being put in place to check on the progress of different groups of pupils. Pupils in the lower

ability groups receive high quality support from teachers and well-trained and dedicated teaching assistants.

Leadership and management

Grade: 2

Leadership and management are good with some outstanding elements. The headteacher provides excellent leadership with a clear view of the direction the school should take and well-conceived plans to bring about improvements. He has re-energised a whole-school drive for improvement and enabled staff to share his vision and to work together to achieve common goals. New staff structures, a dispersed leadership and the much greater involvement of parents and pupils, have successfully created a highly inclusive ethos. The senior leadership team, subject and year leaders are having a good impact in improving the outcomes for children. Work with pupils with learning difficulties and disabilities is well managed.

The school consults widely and evaluates much of its work accurately but has overestimated its strengths in some areas. However, it recognises those areas where improvements are needed. Effective management systems and continuing staff training are supporting the improvements taking place. Governors ensure the school meets its legal responsibilities and play an increasingly active and effective role in improving the work of the school and holding it to account. They are very well led by a chair who is passionate about the school. Parental responses to a recent questionnaire are very positive about what the school provides and indicate how much their children enjoy school. Parents praise the genuine care shown to their children and are appreciative of efforts made by the staff on their behalf.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to you following my recent visit to your school to let you know what I think about the school. Thank you for your help in talking to me about your work and what you think about the school.

I think your school provides you with a good education and that it is outstanding in a number of ways. It is getting better all the time. The school provides you with a broad range of subjects to learn and lots of interesting out-of-school activities. I saw, and your parents told me, that everyone in your school takes extremely good care of you. You get on very well with each other and I know how much you enjoy coming to school, because you told me so. You also told me that you feel safe and that there is always someone to talk to if you have a problem.

You show enthusiasm, behave very well and work hard in lessons. As a result you do well in the tests taken in Year 6, especially in mathematics. Your parents are happy with the school and with what it provides for you. Your headteacher is an exceptionally good leader. He, along with the teachers and other adults, are working hard to make the school even better for you.

I have asked the school to:

- help all your teachers to become as good as the very best so they can assist you all to make really good progress
- make sure that the staff keep very close checks on the progress you are making and to quickly help, if you begin to fall behind
- make sure that they get it right in understanding how well the school is doing.

With good wishes.

Ian Hartland

Her Majesty's Inspector