

# Warren Mead Infant School

## Inspection report

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<b>Unique Reference Number</b>	125030
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315127
<b>Inspection date</b>	5 October 2007
<b>Reporting inspector</b>	Jane Chesterfield

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs L Day
<b>Headteacher</b>	Mrs F Dennis
<b>Date of previous school inspection</b>	12 May 2003
<b>School address</b>	Partridge Mead Banstead SM7 1LS
<b>Telephone number</b>	01737 351962
<b>Fax number</b>	01737 379263

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<b>Age group</b>	4-7
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## Introduction

This was a reduced tariff inspection carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated achievement and standards, pupils' development and well-being, care, guidance and support, and leadership and management. Evidence was gathered from performance data and other documentation; discussions with senior staff, pupils and the chair of governors; sampling of lessons and of pupils' work; observations of children and adults around the school, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Warren Mead Infant School serves a residential community of owner-occupied and social housing. The proportion of pupils eligible for free school meals is low. The numbers from minority ethnic groups are below the national average and there are currently no pupils learning English as an additional language. The proportion of pupils with learning difficulties or disabilities is below average.

## 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 Infants is a good school with some outstanding features, where pupils achieve well. As one parent commented, 'There is a lovely atmosphere within the school which makes it a very happy place to be.' The vision, drive and purpose of the headteacher and her assistant heads are outstanding, and the school knows itself very well. It has a good capacity for future improvement.

Excellent pastoral care means that pupils' personal development and well-being are outstanding. Staff at all levels adopt the same consistently calm and patient manner with pupils, setting clear expectations for behaviour and providing excellent examples for the pupils to follow. During lessons, teachers and teaching assistants give pupils every support and encouragement to do their best, while at lunchtime midday staff help pupils manage their food and get involved in their games. Procedures for safeguarding pupils are robust, and relationships between adults and children are excellent, developing pupils' confidence and sense of security. Parents are full of praise for the outstanding way in which the school works in partnership with families to promote their children's well-being, particularly if they have had difficulties.

Thanks to the happy atmosphere in which they find themselves, pupils greatly enjoy all the school has to offer. One parent remarked of her daughter, 'Her confidence has soared since she came and she is now very independent', and this is typical of the pupils at Warren Mead. In class they are very enthusiastic, showing lively, inquisitive and enquiring minds as they tackle their activities and ask questions about their work. One pupil felt that what she likes best of all about school is that, 'It helps you to learn.' Their behaviour in lessons, around the school and in the playground is excellent because they have a strong sense of responsibility towards one another and know what is right and what is wrong. They are very keen to be involved in improving their school, and have made a significant contribution to developing the playground, the dinners and the new science garden. Attendance is good and pupils have a good understanding of how to be healthy and stay safe. They are developing good basic skills for the future.

The senior staff have a very accurate insight into the quality of teaching and learning in the school. They recognise that it is good overall, and know where there are elements of outstanding teaching and where satisfactory teaching needs to be developed. Where teaching is good, teachers have a humorous and engaging approach, keeping their lessons moving at a good pace and presenting ideas in a lively way to motivate their pupils. Interactive whiteboards make a very positive contribution to this. There is good teamwork between teachers and teaching assistants, and they use resources thoughtfully to support pupils' learning. The curriculum is good. Information and communication technology (ICT), for example, which was an area for improvement at the time of the last inspection, has been greatly developed since then through the introduction of laptops. Consequently, pupils now have good ICT skills and are confident about using computers. The school has found it difficult, though, to lead all subjects of the curriculum effectively with only a small number of teachers. Consequently, it has introduced a new curriculum leadership structure. Academic guidance for pupils is good. Teachers' marking is supportive and encouraging, and they set targets for pupils to improve their work. There are some excellent examples of pupils beginning to evaluate their own work, but this is not yet consistent practice across the school.

Because of the good provision in the school, pupils achieve well and make good progress. They enter Key Stage 1 broadly in line or just above expectations for their age, and consistently reach standards in reading, writing and mathematics that are above average by the time they leave the school. Pupils with learning difficulties and disabilities achieve equally as well as their classmates because they are well supported. Senior staff are not complacent about the school's success and are constantly striving to ensure that all pupils fulfil their potential. In 2006, for example, the school's end of key stage test results were not as high in reading as they were in writing and mathematics, and boys performed less well than girls in reading. Subsequently, the school worked hard to track pupils' progress closely and target support precisely where it was needed, so that in the 2007 tests there was a significant improvement in reading and boys performed very well at the higher levels. The school has identified that some pupils could do better in writing, which stayed at the same level in 2007.

This emphasis on challenge to bring about improvement in all areas of the school's work is characteristic of the headteacher and senior staff. They have worked tirelessly to refine systems for tracking pupils' progress and monitoring the performance of the school, so that it now has excellent procedures for self-evaluation. The school improvement and development plan, for example, is very sharply focused on a manageable number of carefully thought out priorities, and gives a clear direction to the school's work. Senior staff have adopted an imaginative teamwork approach to curriculum leadership, with groups of staff working together to lead the different subjects. The new structure has been introduced this term, to ensure that all subjects are led and developed, that newer staff have the chance to learn from experienced colleagues, and that expertise is not lost if staff leave. Governance of the school is good. Governors have a good grasp of their role and offer the school both rigorous challenge and helpful support.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage offers children a rich variety of exciting and inviting activities that cover the whole curriculum well and provide a good range of outdoor experiences. There is a wide range of attainment on entry, but most children are broadly in line or just below expectations for their age. In recent years there has been a decline in the literacy and numeracy skills they have when they arrive. Adults interact skilfully with children, drawing in the more uncertain learners and ensuring that the more advanced learners get the right stimulation. As a result, children make good progress in the Foundation Stage and achieve well. Careful planning ensures that children in all three classes receive the same experiences and opportunities.

### **What the school should do to improve further**

- Raise standards still further in writing by the end of Key Stage 1.
- Develop curriculum leadership in order to share subject expertise amongst staff.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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**

12 October 2007

Dear Children

Inspection of Warren Mead Infant School, Banstead, SM7 1LS

Thank you for being so helpful and friendly when I visited your school. I really enjoyed meeting you and talking to you. I agree with you and your parents that Warren Mead is a good school and I know you like going there very much. You are doing well in your lessons, because your teachers have got to know you well and know how to make your work interesting so you learn new things.

I was very impressed with your excellent behaviour in the school and in your lovely playground, and I thought that you all get on very well together. The staff take excellent care of you, and those of you who need extra help are well supported.

Your headteacher and her staff run the school very well and know how to make it even better in the future. We have agreed that they are going to give you all every opportunity to do as well as you possibly can in your writing. You can help by letting your teachers know if you need any help with your writing. We also agreed that they are going to share their special skills and talents for different subjects with one another, to make your lessons even more enjoyable.

Well done to you all and best wishes for the future.

Jane Chesterfield

Lead inspector