

Warren Mead Junior School

Inspection report

Unique Reference Number	124938
Local Authority	Surrey
Inspection number	340687
Inspection dates	18–19 November 2009
Reporting inspector	Peter Thrussell

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair	Tomos Davies
Headteacher	Tony Woodward
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, staff, and a group of pupils. They observed the school's work and looked at documents including the school improvement plan, policies, monitoring records, governors' minutes, tracking data, local authority reports, and questionnaires completed by 120 parents and carers, 67 pupils and 31 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and their progress, and how well teaching contributes to their learning, especially in writing, and particularly for lower attaining pupils, including those with special educational needs and/or disabilities
- the effectiveness and use of assessment and the support systems to drive improvement
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvements.

Information about the school

This is a over-subscribed two form entry junior school. Most of the pupils are from a White British background. Few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. These pupils have a range of needs including speech, language and communication. The school has gained a number of awards including Healthy Schools, Activemark and International Schools.

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 Junior is a good school. It is well led and managed by the headteacher. He is well supported by the leadership team, staff and governors, who share a positive vision and ambition for the school's continuing development and improvement. Good systems for assessing and tracking pupils' progress ensure that any underachievement is quickly identified and additional support provided. Sessions at the start of each day, involving well trained teaching assistants, effectively target pupils who need additional support, including those with special educational needs and/or disabilities. This enables them to make good advances in their learning and other needs, such as speech, language and communication. Subject leaders make a thorough analysis of test results, identifying weaker areas for each year group to focus on. A dip in science standards was evident in the Year 6 national test results in 2008, which prompted the school to focus on investigational work and the use and understanding of scientific vocabulary. This brought about improvements in 2009, with over half of Year 6 pupils reaching higher than expected levels. The school has further identified that still more needs to be done to raise standards in writing and is providing more opportunities for pupils to discuss and develop their ideas before putting pen to paper. These actions are helping to ensure that the majority of pupils make good progress throughout the school and reach above average standards in English, mathematics and science when they leave in Year 6. Along with the school's accurate self-evaluation, these improvements also demonstrate the school's good capacity for sustained improvement.

Assessment is used well to organise three learning groups within each year for English and mathematics. This means that relatively large class sizes are reduced in the mornings, which particularly benefits less able pupils, including those with special learning needs, who work in smaller groups than others. More able groups are provided with an appropriately high level of challenge, especially in mathematics. Although teachers plan work that broadly takes account of the ability of each group, they do not always make the fullest use of assessments to plan more specifically for the full range of ability within groups. Consequently, work is sometimes too easy or too difficult for some so that progress slows. Where this occurs and pupils are not fully engaged in their learning, behaviour occasionally slips as pupils start to lose concentration and become restless. A small minority of pupils and a few parents are concerned about behaviour, but the inspection finds that it is mostly good and generally well managed.

Pupils say they enjoy school, which is reflected in their good attendance. They particularly enjoy the wide range of sports on offer, often organised by outside coaches. They have an excellent understanding of what constitutes a healthy diet and are keen to eat sensibly and keep fit, as recognised in national awards. Pupils make an excellent

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contribution to the school and local community and are encouraged to take on responsibilities. The school council was involved in the planning and equipping of the different playground areas, and organised and ran fund raising events to help finance developments. Young pioneers, a title taken from the school's links with China, support younger pupils at playtimes. Some pupils act as playground buddies for pupils in the nearby infant school. However, the school does not provide as much encouragement for pupils to take responsibility for their own learning and to help them to do even better. This is confirmed by a small minority of pupils who, from their inspection questionnaires, felt that they were not shown how to improve their work. The use of individual learning targets, based on ongoing assessment is inconsistent, with a number of pupils unsure as to whether they have them. The marking of work, although congratulating pupils for their efforts, does not always provide constructive comments to show them how to improve their work and move further forward in their learning. Lessons are at times over directed and do not provide enough opportunities for pupils to take more initiative for the work they are doing. The school has identified this weakness and teachers are starting to share with pupils the particular learning skills that promote greater responsibility, such as concentration, cooperation and risk taking.

What does the school need to do to improve further?

- Ensure that the school makes the fullest use of assessment information to plan more precisely what all pupils need to learn next so that all make the best progress possible
- Ensure that pupils take more responsibility for their own learning by:
 - setting individual targets for them to aim for
 - providing more opportunities for them to take initiative for their learning journey
 - using constructive marking that shows them how to improve their work.

Outcomes for individuals and groups of pupils**2**

The quality of learning observed in lessons during the inspection and gleaned from tracking data and pupils' work was good overall for all groups of pupils, including those with special educational needs and/or disabilities. As a result, the majority of pupils make good progress and attain above average standards. Excellent learning and progress were evident in a few lessons observed. Pupils were encouraged to respond to rigorous questioning, which helped to develop their understanding and ensured that they knew how to approach activities that were well tailored to their different needs. Inaccurate responses were not dismissed but used in a positive way to help maintain a high level of confidence and esteem. Pupils concentrated well, enjoyed what they were doing, and, at the end of these lessons, wanted to carry on working. In a few lessons, although teachers planned very precisely what pupils were expected to learn, this step-by-step approach for all pupils slowed the pace of learning as the opportunities for

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them to work independently were restricted. This was seen in a lesson where all pupils worked with exacting precision on the same skill, without a check being made on prior learning to show those who clearly had some understanding already.

Pupils feel safe in school, knowing that there is an adult they can talk to if they have any particular concerns. Young pioneers are also on hand to guide and support pupils in providing a positive playtime experience. Attractive displays around school celebrate pupils' achievements and help them to value their own and others' worth. They also demonstrate pupils' considerable skills in the use of information and communication technology (ICT). Pupils are particularly concerned about environmental issues, shown in the activities taking place in the Sustainable Development Week being held at the time of the inspection. Given these personal and academic skills and their developing financial awareness, pupils are well prepared for their future life and learning.

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	2
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	2

How effective is the provision?

Lessons are generally well planned, with clear learning objectives. They mostly provide appropriately challenging activities for the majority of pupils. Assessment, however, is

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

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not always used well enough to fine tune learning within ability groups and to set individual targets to ensure that all make the best progress possible. Interactive whiteboards and other ICT resources are used effectively to enliven lessons, especially introductions that provide a check on pupils' learning and show them what they are going to be learning next. In better lessons, a careful check is made on the quantity of work pupils are expected to complete, with time targets given for pupils to work towards. This helps to ensure that little time is wasted and that pupils are fully engaged in their learning. Good use is made of partner talk, where pupils share ideas with each other, but opportunities are sometimes missed to discuss these more as a class in order to develop further understanding.

The school has started to develop a more creative curriculum. While maintaining a strong focus on literacy and numeracy, this is successfully providing links between subjects to make learning more interesting and purposeful, and to draw on pupils' thoughts and ideas in its planning. Different learning skills are set to be at the heart of this. This approach has been shared with parents who appreciate the importance of pupils' developing skills, such as collaborative working and a willingness to try things out for themselves. A good range of well attended clubs, along with many visits and visitors, enhance pupils' social development. Their personal development is well planned, with opportunities for pupils to consider different aspects such as bullying. Year 6 pupils were well aware of the many types of bullying that included mental cruelty, racism and xenophobia, and why these should not be tolerated. Good links within a local federation of schools provide further provision for sport, drama, ICT and mathematics, supporting especially those who are gifted and talented.

Arrangements for the care of pupils are well organised and managed. Potentially vulnerable pupils, and their families, are well supported through the home'school link worker and learning mentor, drawing on the school's strong links with outside specialists.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

A wide range of monitoring activities is carefully planned over the course of a year. This includes lesson observations and a scrutiny of planning and pupils' work. Detailed feedback is given to staff, which carefully identifies where improvements could be made. As a result, the school maintains high standards and good progress, and ensures a good

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quality of teaching. It also demonstrates the leaders' ambition to drive forward improvements. However, the judgments on teaching are at times rather generous and do not take a full enough account of the actual learning taking place and the progress pupils are making. The regular tracking of pupils' progress, nevertheless, ensures that additional support is targeted where it is required, ensuring that equality of opportunity for pupils is promoted well. Governors support the school well, have a good understanding of its performance and are ready to challenge the school on this. They ensure that effective safeguarding arrangements are in place. Although the school has evaluated how well it promotes community cohesion, the governing body has yet to be a party to this evaluation. Pupils have a good understanding of cultures and communities beyond their own, enhanced by the school's international links. As well as strongly supporting the school through fund raising activities, parents are encouraged to be involved in their children's learning. The school regularly consults with parents, providing workshops to further their understanding of how learning takes place in school.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

About two fifths of parents and carers returned questionnaires. A very large majority agree with the inspectors that the school is effectively led and managed and keeps their children safe, and that it ensures that they are well supported, make enough progress and are happy in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warren Mead Junior 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	58	45	38	6	5	0	0
The school keeps my child safe	72	60	46	38	2	2	0	0
The school informs me about my child's progress	42	35	70	58	5	4	2	2
My child is making enough progress at this school	39	33	74	62	4	3	2	2
The teaching is good at this school	50	42	66	55	2	2	0	0
The school helps me to support my child's learning	49	41	65	54	2	2	2	2
The school helps my child to have a healthy lifestyle	61	51	51	43	4	3	2	2
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)	42	35	70	58	2	2	2	2
The school meets my child's particular needs	42	35	69	58	3	3	3	3
The school deals effectively with unacceptable behaviour	36	30	65	54	9	8	3	3
The school takes account of my suggestions and concerns	32	27	72	60	7	6	2	2
The school is led and managed effectively	62	52	55	46	1	1	2	2
Overall, I am happy with my child's experience at this school	66	55	52	43	0	0	2	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



20 November 2009

Dear Pupils

Inspection of Warren Mead Junior School, Banstead, SM7 1EJ

Thank you for taking part in the inspection. We spoke with some of you during our visit and you were interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. Warren Mead Junior is a good school.

These are the things that the school does well.

- You work hard in lessons and make good progress.
- You all know how to keep fit and eat the right things.
- You are encouraged to play your part in the day-to-day life of the school. We were impressed with how you helped with the layout of the playground.
- The school takes good care of you and supports those who need additional help.
- Your parents and carers are encouraged to play their part in the life of the school and to support you in your learning.
- Your headteacher, staff and governors are doing a good job.

We have asked the school to work on the following things.

- The school keeps a very careful check on how well you are doing. It must make the fullest use of this information to ensure that the work for each one of you is just right, not too difficult and not too easy. This will help all of you to make the best progress possible.
- You all need to know how well you are doing and to think more for yourselves about this and how you can do even better. To help you with this, teachers should provide each of you with targets to aim for, and ensure that when they mark your work they tell you how well you have done and how you could improve. Teachers guide and support you closely in lessons, but there are times when you need to get on by yourselves more, using the learning skills that teachers have discussed with you, such as avoiding distraction, collaboration and being prepared to take risks.

Thank you again for your help. You can do your bit to help by continuing to work hard and enjoying all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

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