



Mead Road Infant School

Inspection Report

Unique Reference Number 101603
LEA Bromley LEA
Inspection number 276549
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector David Marshall AI

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

Type of school	Infant	School address	Mead Road
School category	Community		Chislehurst
Age range of pupils	4 to 7		BR7 6AD
Gender of pupils	Mixed	Telephone number	02084671730
Number on roll	63	Fax number	02084677584
Appropriate authority	The governing body	Chair of governors	Mrs W Gordon
Date of previous inspection	19 June 2000	Headteacher	Miss S Waters

Age group 4 to 7	Inspection dates 2 November 2005 - 3 November 2005	Inspection number 276549
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Mead Road is a smaller than average size infant school with 63 pupils on roll. The school is set in a quiet, residential road in a refurbished country house with very extensive grounds. Most pupils come from white British backgrounds. There are six pupils identified as having learning difficulties. Although the area is deemed to be above average in socio-economic terms, the number of pupils eligible for free school meals is around the national average. The attainment of learners on entry is variable, but generally average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Mead Road is an outstanding school. The inspection findings agree with the school's judgement that they provide a highly effective education for all their pupils. Their motto of 'Small enough for everyone to count' is fully realised in all they do. Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work. Progress is very good and standards are high. They provide very good value for money and have continued to improve from the strong position at the time of the last inspection. Teaching and learning are outstanding. Teachers are very clear about the most effective ways to ensure that activities are appropriate for every pupil. Lessons are challenging and exciting, making sure that all pupils enjoy learning. Parents, who enjoy an exceptional relationship with the school, are very pleased about this. Teaching and learning in the Foundation Stage is excellent, and these young children make a very good start to their education. The need to provide a better outdoor area for their work and play has already been identified by the school. Pupils are cared for exceptionally well and all of them, including the most vulnerable, are safe and secure. The curriculum is exciting, covers all subjects very well and is enhanced by an outstanding range of additional activities. The head teacher provides first-rate leadership. She is very ably supported by her deputy and all staff and developments are driven forward at a very good pace. Teamwork is excellent. Having been given the opportunity, support staff are keen to develop their roles even further. The school's capacity to continue to improve is very good.

What the school should do to improve further

* Continue to develop the school's current effective systems for sharing best practice for support staff to enable them to use their skills most effectively. * Provide a better, purpose-built, outside play area for the Foundation Stage.

Achievement and standards

Grade: 1

The school and the inspection team agree that standards are consistently well above those expected for the pupils' ages and their achievement is very good. Most pupils enter the school with average attainment. When they leave the school their standards are well above average in speaking and listening, reading and mathematics, and above average in writing. Targets are challenging and were exceeded in last year's national tests with a high proportion of pupils achieving the higher than average level 3 and no-one below average. The school is especially good at assessing how well its pupils are doing so that gaps and weaknesses are identified straight away and tackled speedily. No time is wasted. There is an upward trend in standards across a wide range of subjects. Achievements in artwork and information and communication technology (ICT) are of a high standard and there are many opportunities for pupils to develop their creative, sporting and musical talents. ICT is used well across the whole curriculum, and this is a very good improvement since the last inspection. The provision for pupils

with special educational needs is very good, as is the provision for those pupils with special gifts or talents. Both of these groups achieve highly and make very good progress.

Personal development and well-being

Grade: 1

This is a strength of the school. Pupils' personal development and well-being are outstanding. Pupils are polite, well-mannered and confident when talking with each other and adults. They speak warmly about their school - one even saying 'being at school is best'. Attendance is above the national average and all pupils participate fully in lessons and behave very well. They feel safe at school and show great confidence in asking any adult for help if they need it. Pupils are developing a good understanding of how to stay healthy, by eating sensibly and enjoying physical activities. There are good opportunities for regular exercise in physical education lessons and in the spacious school grounds and using the good play equipment. Pupils' spiritual, moral, social and cultural development is very good. Pupils are respectful of each other, follow the school's clear moral code, and relate very well to each other and adults. They are keen to take responsibility both for classroom tasks and by taking on school roles. Pupils participate in a wide range of activities that help them to understand about the beliefs and lives of people from different cultures. Pupils' contribution to the community is outstanding. In addition to fund raising for different charities, they participate in many activities that have strong community links. They are learning the necessary skills well that will enable them to become good citizens in the future.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are never less than very good and frequently excellent. Teachers' planning is very good and in all subjects firmly based on the use of careful assessments. This ensures that tasks are pitched at the right level for all pupils. Learning is fun. Lessons zing along at a very good pace and pupils' attention is held throughout. The use of resources, such as the Interactive Whiteboards and the computer suite, inspire pupils to try their hardest. High expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are very skilful at creating a learning environment where pupils are encouraged to think for themselves and work together to meet the exacting challenges they are given. Marking is used very well and gives pupils very clear and immediate pointers about what they need to do reach even higher standards. Targets are used very well and all pupils know what they have to do to improve their work.

Curriculum and other activities

Grade: 1

The school's curriculum is outstanding. The planning and evaluation of the curriculum, and the way that this is linked with staff training and development, is very effective. Learners enjoy and benefit from a wide range of activities inside and outside the classroom. Approaches to learning match the needs of all pupils including those who have learning difficulties. Resources are very well used. There are real strengths in ICT, where improvement since the previous inspection has been exceptionally good. Pupils talk excitedly of using the Internet to 'find out what other people are doing'. There is an excellent range of high quality additional activities that enrich the curriculum and promote pupils development and enjoyment. The Shimmy Shake dance club, French and Saturday morning football are particularly popular. Provision for pupils personal, social and health development are very good and the school uses a very good range of community and other links to enhance learning. By the end of Year 2 pupils are well prepared for junior education and the transfer between schools is managed very well.

Care, guidance and support

Grade: 1

The school provides a very high level of care for its pupils, and related procedures, including child protection, are very good. Children settle into the Foundation Stage particularly well because of the Rising 5's Club the school provides. From this early start staff members know all pupils really well and treat them with respect and fairness at all times. This club is run by a teaching assistant. This is an example of the increased responsibility the teaching assistants have taken and on which the school is planning to build to use their many skills even more effectively. Comprehensive assessment information is regularly updated to plan an appropriate level of support for all pupils. Pupils with learning difficulties are very well supported. The opinions of parents and pupils are always valued and frequently acted upon. The partnership with parents is exemplary. They are well involved and aware of what is happening in school. Over 80% of parents returned the pre-inspection questionnaire and their responses were 100% positive. As one of them wrote - 'This is the school you dream about your child starting at.' Health and safety routines and risk assessments are firmly in place and carried out regularly. The accommodation and grounds are regularly checked so that pupils can work and play in a safe environment. The outdoor play areas and the spacious grounds are particularly well maintained. Pupils' safety and well being are paramount at all times, ensuring that the school is a very safe and supportive place to be.

Leadership and management

Grade: 1

Teamwork is of the highest quality and everyone plays a valuable part in moving the school forward. The head teacher's leadership is outstanding. The deputy head and all staff and governors provide first-rate support, which is one of the main reasons for

the exceptional teamwork. One of the key roles of all staff is to follow the head teacher's exemplary lead and liaise effectively with parents and the local community. In this aim they are outstandingly successful. There is a clear understanding by all concerned of the school's strengths and areas that need more development. The school's self evaluation is accurate and effective. The School Improvement Plan provides clear guidance on relevant issues for raising standards and as a result pupils' achievements continue to improve. Many of the governors are new. They already carry out their responsibilities well and bring a wide range of skills to their role. They keep a close eye on all that happens in the school, challenging decisions and requesting explanations where this is judged to be necessary. The school has outstanding links with a range of other schools and organisations, all of which promote a high quality education. Management at all levels is very good with very effective systems in place to monitor pupils' progress and the quality of teaching and learning. As a result teaching and learning have continued to improve. Within the school there is a high commitment to include all pupils in all activities and the care and concern for all pupils is high priority. Parents value this and see it as an important feature of the school. The school is very well placed to continue its successes and has a very good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming me into your school. I enjoyed my time with you and would now like to tell you what I found out about your school.

I think you all do very well and really try hard at all times. You are all making good progress and I was very impressed that you knew what to do to make your work even better. I saw that you know you are especially lucky to have so many different activities both during and after school. I also saw how keen you are to take part and how well you behave. Many of you told me how much you enjoy being at school, and how proud you are of what you can do. I am sure that you will continue to try hard so your school can be the fun place that you like and where you can all learn. When the new outside area for Robins that I talked about with your teachers is built, I am sure you will make the most of it. We also agreed that the teaching assistants will do even more to help you in the future.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards

David Marshall, Lead Inspector