

Lady Bankes Junior School

Inspection report

Unique Reference Number	102388
Local Authority	Hillingdon
Inspection number	355181
Inspection dates	12–13 July 2011
Reporting inspector	David Shepherd

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	319
Appropriate authority	The governing body
Chair	Avtar Sherri
Headteacher	George Knox
Date of previous school inspection	29 April 2008
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Introduction

This inspection was carried out by three additional inspectors, who observed nineteen lessons led by thirteen different teachers. Meetings were held with the senior staff, a group of pupils and two members of the governing body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 100 parents and carers, 33 staff and 100 pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why girls appear not to perform as well as boys in mathematics in Year 6 and whether this is replicated throughout the school.
- The level of challenge for more-able pupils in English.
- How consistently effective teaching and assessment are throughout the school.
- The impact of the monitoring carried out by senior and middle leaders on pupils' progress and attainment.

Information about the school

This school is larger than most primary schools and draws its pupils from the local area. The proportion of pupils from minority ethnic backgrounds is average, as is the proportion who speak English as an additional language. A lower than average proportion of pupils have special educational needs and/or disabilities as is the proportion who have a statement of special educational needs. Lower than average proportions of pupils are known to be eligible for free school meals. The school has gained Healthy School status and the Activemark award.

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

Lady Banks Junior School is a good and improving school. Pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. This is because teaching is good. Excellent care, guidance and support mean that pupils really enjoy school, feel extremely safe, get on well together, lead very healthy lifestyles, behave well and play a significant part in enabling the school to run smoothly. Attendance is high.

Pupils' attainment at the end of Year 6 has been rising steadily during the past three years and is now above average in English and mathematics. Throughout the school, both girls and boys are making good progress in these subjects. More-able pupils have achieved well and improved in English as well as in mathematics this year. The proportions of pupils reaching the higher levels in these subjects are above average.

Relationships between pupils and adults are consistently good, and this is a key feature of lessons. As a result, pupils try hard to please staff. Teaching contains a number of strengths. Planning is good but, whilst the purpose of lessons is included in planning, on a few occasions there is not always sufficient detail about what pupils at different levels of ability are expected to learn. This means that teaching is not always closely linked to pupils' individual needs. Feedback to pupils through marking is encouraging and often provides good guidance for pupils about how to improve as well as ensuring there is time for them to respond to suggestions made. However, these good features are not consistently present. The curriculum is enriched by a wide variety of visitors to the school and visits to places of interest. Effective links with outside agencies are leading to improved outcomes for pupils, particularly those with special educational needs and/or disabilities.

The headteacher provides clear leadership, and strong teamwork between the headteacher, staff and the governing body is a notable feature of leadership and management. The headteacher and senior staff understand the school's strengths and weaknesses well. Their evaluations are accurate and rigorous, and have led to clear improvements in provision and outcomes. Senior staff are supporting middle leaders well in developing their skills of monitoring and evaluation, and are having a marked impact in improving progress and attainment in their areas of responsibility.

Links with parents and carers are good. The governing body is keen and supportive. Self-evaluation is accurate and appropriate priorities for development are identified. This, along with the good relationships throughout the school and the school's success in raising attainment in English and mathematics, demonstrates the school's good capacity to sustain further improvement.

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What does the school need to do to improve further?

- By April 2012, improve the quality of teaching and assessment by ensuring that all teachers consistently:
 - identify what pupils of different abilities are to learn in lessons
 - indicate in marking the next steps in learning and provide pupils with opportunities to correct their mistakes.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good, given that the pupils start in Year 3 with attainment in reading, writing and mathematics that is broadly average. They progress to the point where test results, as well as standards seen in lessons and books by inspectors, are above average. Pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, successfully apply their well-developed basic skills across the curriculum and are well equipped with wider skills and personal qualities for their future lives. The progress made by pupils known to be eligible for free school meals is also good. Unlike in 2010, girls in Year 6 this year have performed at similar levels to boys in mathematics. This reflects the national pattern in this subject. Girls reach higher levels than boys in English throughout the school but the difference is as is typical nationally.

Pupils settle down quickly to their work. For example, in Year 6, pupils responded thoughtfully as they were keen to consider the feelings of different groups of people on VE Day, such as soldiers, families at home and evacuated children. Year 4 pupils worked eagerly when comparing and ordering numbers using mathematical symbols to indicate 'more than' and 'less than'. However, the same tasks were set for all pupils during the introduction to the lesson and those who finished quickly were asked to wait whilst others caught up. This sometimes took a long time because the tasks were too hard for less-able pupils, who then needed support.

Pupils have an excellent knowledge and understanding about healthy eating and the importance of regular exercise. They really enjoy physical activities in lessons and after school which help promote their very healthy lifestyles. The impact of the work done to achieve Healthy School status and the Activemark award can be seen by pupils' positive responses in their questionnaires. Pupils indicated in their questionnaires and confirmed in conversations with inspectors that they feel very safe in school. Their behaviour was good during the inspection, and was often exemplary. However, a few pupils indicated in their questionnaires that behaviour is not always as good as this. Pupils make a good contribution to the school and local communities. For example, they act as monitors carrying out jobs around school, some are house captains and vice-captains and all have raised money for a wide range of charities at home and abroad. They lead on growing their own vegetables and fruit in the organic garden. Elected pupils represent their peers on the school council. Pupils reflect thoughtfully upon some of the broader issues in life, such as the importance of getting on with others. Their high attendance reflects their enjoyment of school.

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Please turn to the glossary for a description of the grades and inspection terms

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers' planning and classroom organisation are effective in enabling lessons to flow smoothly. Teachers and teaching assistants provide good guidance and support for pupils. However, on a few occasions during the inspection, teachers did not ensure a wide range of pupils in the class were involved in answering questions. Teachers and teaching assistants support pupils with special educational needs and/or disabilities and those who speak English as an additional language well. Support is given on an individual and/or group basis and this helps these pupils in their understanding of particular aspects of their work. This additional teaching helps these pupils make good progress. Occasionally, the introductions of lessons are too long for some pupils to sustain their concentration, and the pace of learning in these lessons drops.

Provision to promote pupils' personal development is included effectively throughout the curriculum. Pupils receive good opportunities to develop their computer skills, and learn about the world around them now and in the past in geography and history lessons. Very occasionally, work in mathematics is too repetitive and does not challenge pupils sufficiently. In a few classes, not enough opportunities are provided for pupils to carry out their own investigations in science. Enrichment activities, including residential visits and after school clubs, are plentiful and varied and make an excellent contribution to the curriculum.

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Pupils joining the school at the beginning of the school year settle very quickly. Pupils feel that they are looked after very well by staff. One parent reflected this when writing, 'The staff are approachable, caring and dedicated to meeting children's needs. The headteacher is skilled and able to understand difficulties and provide effective solutions.' Procedures for promoting attendance are excellent, as indicated by the low levels of absence. Transition arrangements are outstanding from Year 6 to secondary education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Morale is very high because staff feel that their contributions are valued by the headteacher and senior leaders. There is a strong sense of pulling together to achieve goals because the headteacher, ably supported by senior leaders, has successfully instilled a sense of ambition and drive to improve the work of the school. The school identifies appropriately the strengths and weaknesses of teaching and learning and incorporates the areas for development into plans of action. Occasionally, these plans focus too much on provision rather than on the impact of that provision. In this respect, they are not always rigorous enough to rapidly correct the few inconsistencies in teaching and learning.

The school has good relationships with parents and carers. As one parent, reflecting a typical view, wrote, 'I think the school has excellent teaching and support staff with a fabulous headteacher, who always puts pupils first. The school is very open to parents and I always feel listened to.' Initiatives such as the school website, weekly newsletters, text messaging and school noticeboards all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings and curriculum evenings.

The governing body is effective. It is keen, enthusiastic and ambitious for the school to do well. It is supportive and shows high levels of commitment to the school. The governing body provides determined challenge to the school, but does not always fully follow through what needs to be done to improve provision and outcomes for pupils. Safeguarding procedures are outstanding. Staff are rigorously vetted and trained regularly in child protection procedures. The school's child protection policy and format for risk assessments are used by the local authority as exemplars of good practice. Links with the local authority and medical services are good and help to promote effectively the personal development and well-being of pupils. However, links with the infant school are providing a limited picture of attainment on entry.

The school promotes equality well for the different groups in the school and tackles any racist behaviour and discrimination effectively. This enables all groups of pupils to make

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good progress in all subjects and achieve well. Community cohesion is good. Pupils have a good knowledge and understanding of their local and national communities, and the school has growing links with international communities.

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	1
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

The views of parents and carers are positive. Approximately one quarter of the questionnaires returned included written comments, most of which were positive. Parents and carers say that their children enjoy school, are taught how to lead healthy lifestyles and are kept safe. They feel teaching is good and the school helps them to support their children's learning at home. One parent wrote, 'In my opinion, the school is outstanding in all areas. I am very proud to say my child goes to Lady Bankes Juniors.'

A small number of parents and carers wrote about a few concerns that they had about the school but these were not typical of the cross-section of parents and carers who returned the questionnaire.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Banks 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	58	39	39	2	2	0	0
The school keeps my child safe	69	69	30	30	0	0	0	0
My school informs me about my child's progress	50	50	45	45	4	4	1	1
My child is making enough progress at this school	55	55	37	37	7	7	1	1
The teaching is good at this school	54	54	42	42	2	2	0	0
The school helps me to support my child's learning	44	44	53	53	2	2	1	1
The school helps my child to have a healthy lifestyle	41	41	59	59	0	0	0	0
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)	55	55	38	38	4	4	0	0
The school meets my child's particular needs	49	49	44	44	5	5	0	0
The school deals effectively with unacceptable behaviour	44	44	46	46	8	8	1	1
The school takes account of my suggestions and concerns	36	36	49	49	6	6	2	2
The school is led and managed effectively	58	58	35	35	5	5	0	0
Overall, I am happy with my child's experience at this school	63	63	34	34	3	3	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



14 July 2011

Dear Pupils

Inspection of Lady Banks Junior School, Ruislip HA4 9SF

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a good school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You make good progress and reach standards that are above average.
- You feel very safe and really understand the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are well behaved, get on well with each other and make a good contribution to the school.
- You enjoy going on school visits, including residential trips.
- You have good teachers who look after you well.
- Your attendance is excellent and this shows you like coming to school.

We have asked your headteacher, teachers and the governing body to do two things to make your school better.

- Make sure teachers plan work that is just right for each of you - not too hard or too easy.
- In marking, show what you need to do next, and give you time to carry out the improvements suggested.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd Lead inspector

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