

Banstead Community Junior School

The Horseshoe, Banstead, Surrey, SM7 2BQ

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress overall and, by the end of Year 6, standards in English and mathematics are above the national average and have been over the last few years. However, this was not the case in mathematics in 2012.
- Teaching is good and some is outstanding. Teachers are skilled at using questions that explore pupils' knowledge and understanding.
- Pupils read fluently because reading is well taught. This is supported by regular reading at home.
- The headteacher, ably supported by his developing leadership team, has created an exceptionally stimulating environment that fully uses both the indoor and outdoor spaces.
- Pupils are polite and behave well. They have good attitudes to learning. Parents and pupils alike feel that pupils are kept safe and secure.
- The governing body is committed to ensuring the school continues to improve. Governors realise that progress, especially in mathematics, is not as rapid as that seen in English and has to improve further. They are fully involved in checking the quality of teaching to ensure more teaching is outstanding
- Disabled pupils and those with special educational needs make good progress because support is closely matched to their needs.

It is not yet an outstanding school because

- Lessons in mathematics are not always planned with sufficient detail to ensure they meet the differing needs of all pupils, so progress is slower than in English.
- Wall displays do not give the same importance to mathematics as they do to reading and writing.
- Marking, especially in mathematics, does not always tell pupils exactly what they need to do next to improve. Opportunities for pupils to respond to the comments they are given are not regular enough
- Inexperienced leaders have not fully developed their skills in assessing the quality of teaching and learning.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, including some taken by outside specialists in drama and sport. They also looked at pupils’ work in books and on display.
- Meetings were held with members of the governing body, including the chair, a representative from the local authority, senior leaders and the leaders of English, mathematics and special educational needs.
- Inspectors met formally with two groups of pupils and spoke informally to others in and around the school. They also heard some pupils read.
- Inspectors took account of the 48 responses to the online questionnaire (Parent View) and to the school’s own questionnaire for parents. They also took account of the 17 responses to the staff questionnaire.
- Inspectors reviewed a number of school documents, including the school’s self- evaluation and development plans, minutes of the governing body meetings, school records of pupils’ standards and progress, information of the checks on the quality of teaching and learning and documents relating to safeguarding, behaviour and attendance.

Inspection team

Penny Spencer, Lead inspector	Additional Inspector
Andrew Lyons	Additional Inspector
Ken Bryan	Additional Inspector

Full report

Information about this school

- Banstead Junior School is larger than the average primary school and is expanding. It is now designated as a three-form entry school. There are currently three classes in Years 3 and 4 and two classes in Years 5 and 6.
- Most pupils come from a White British background and very few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium (extra government funding for children known to be eligible for free school meals, in the care of the local authority or from families of service personnel) is much lower than average. There are no children at present who are looked after by the local authority or from service families.
- The proportion of disabled pupils and those who have special educational needs supported at school action is lower than average but the proportion of pupils at school action plus or with a statement of special educational needs is broadly in line with that seen in other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has undergone significant redevelopment, including the addition of a new teaching block. There have been changes to the structure of the senior leadership team, including several new appointments.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and further raise achievement, particularly in mathematics, by making sure:
 - all teachers use a consistent approach to marking pupils' work, especially in mathematics, that clearly identifies the next steps pupils need to take to move their learning forward
 - teachers give pupils time to respond to feedback and to improve their work more frequently
 - teachers develop their skills by having more opportunities to see outstanding teaching in practice
 - further develop mathematical displays to match the quality of those seen for English.
- Ensure training opportunities for less experienced leaders develop their skills to combine the use of assessment information, lesson observation and work scrutiny to make secure judgements on the quality of teaching and learning.

Inspection judgements

The achievement of pupils is good

- All groups of pupils make good progress from starting points that are rigorously moderated when pupils enter the school. Pupils' standards at the end of Year 6 are consistently well above the national average in English. Standards in mathematics have been above average for several years but dipped to average in 2012.
- Whilst progress is good overall, pupils make faster progress and attain higher levels in reading and writing than they do in mathematics. Assessment information for current learners in mathematics shows all pupils to be making at least expected progress, with a higher proportion doing better than this. As a result, standards in 2013, at the end of Year 6, are predicted to be higher than in 2012, and to improve further over time.
- Pupils' writing is of high quality and the recent introduction of a whole-school spelling programme and more opportunities to write at length is ensuring standards improve even further. Inspectors were impressed with the quality of writing and the books produced by pupils based on a fantasy theme, 'The Forest of Doom'.
- Pupils enjoy reading and the school celebrates this with exciting classroom displays that include pupils' high quality work. Displays of pupils' work in mathematics are less evident.
- Pupils who read to inspectors showed high levels of skill in reading, tackling unfamiliar words confidently; they were enthusiastic about reading. Most pupils read regularly at home, which further supports their progress.
- Disabled pupils and those with special educational needs make good progress because support programmes are carefully matched to their needs and are delivered by experienced staff.
- Pupil premium funds are used effectively to support eligible pupils, whose progress is monitored carefully on an individual basis. In 2012, attainment and progress for this group of pupils appeared to be worse than their classmates but a significant proportion also had special educational needs. They were a year behind in English and two years behind in mathematics. Analysis of achievement for current learners and work seen in pupils' books shows this group to be making progress at least in line with all other pupils in all subjects and in some cases even better. The school predicts that standards will rise steadily over the next few years and the gap in attainment will close.

The quality of teaching is good

- Teaching is usually good and some is outstanding, particularly in reading and writing. Consequently all groups of pupils make good progress.
- Teachers use skilful questioning to explore pupils understanding and develop it further. Pupils are given lots of opportunities to talk to each other and collaboration is encouraged.
- Opportunities to enrich pupils understanding are built into the sequence of how their learning will develop. Pupils in Years 3 and 4 were observed thoroughly engrossed and making good progress in a wide variety of exciting activities, including drama, design, and information and communication technology, based around their topic work on the ancient Egyptians.
- Teaching of mathematics is organised into sets. Although this provides a structure that groups pupils by a narrower range of ability, some teachers do not always plan work within this range that allows all of them to make enough progress because it is sometimes too easy or too hard.
- Teachers mark pupils' books regularly. The system for giving pupils advice on how to improve their work in English is clear and progress is easily measured. Marking in mathematics is less developed and pupils are not given enough advice on what they need to do next to move their learning forward. As a result, progress is slower than in English. In both English and mathematics, pupils are not given enough regular opportunities to respond to marking and correct their work.

- Disabled pupils and those who have special educational needs are supported well by highly trained teaching assistants and their progress is good. When supporting pupils more generally in the classroom, teaching assistants are skilled in ensuring pupils develop independent learning habits and do not become too reliant on adult help to complete their work.

The behaviour and safety of pupils are good

- Pupils love coming to school. Parents are highly satisfied with the way the school keeps their children safe and most parents feel their children are happy. As a result, attendance is high and improving.
- Pupils have good attitudes to learning and are keen to do their best although, in a few lessons, they wait too long to ask for help or do not take enough initiative to find things out for themselves.
- Pupils are courteous and respectful and behave well around the school. This enables them to take full advantage of the excellent outdoor facilities where they have fun and play sensibly.
- Pupil's spiritual, moral, social and cultural development is strongly promoted. Pupils and staff have total respect for each other regardless of ability, race or religious belief and, as a result, pupils work and play together very well.
- The school has a clear behaviour policy that is consistently applied so lessons are rarely disrupted. Pupils who may have more challenging behaviour succeed because they have individualised plans that are clearly understood and supported by all staff and parents.
- School behaviour records show there are very few incidents of poor behaviour and that any that do occur are investigated fully.
- Pupils have a good understanding of bullying in all its forms and think bullying is extremely rare. They have confidence in their teachers to sort out any problems. A very small minority of parents are not convinced bullying is tackled well enough. Evidence examined by inspectors and discussions with a wide variety of pupils do not support this view.
- Pupils learn how to stay safe and be healthy. The school actively promotes cycling and walking to school and there are regular sessions devoted to road safety. They are taught well how to manage risk when using the internet.
- Pupils take their positions of responsibility extremely seriously, including being members of the school council, house captains, playground buddies and gardeners. As a result, they develop into mature, responsible young people who are well prepared for the next stage in their education.

The leadership and management are good

- The headteacher provides clear direction for the school. He is supported by a developing team of senior and middle leaders with a good mix of experience. There is a strong, determined drive for continued improvement in all areas that supports the good progress pupils make. School leaders recognise the need to improve teaching and learning in mathematics still further and plans for this are already in place.
- The headteacher monitors the performance of teachers effectively. New policies for teachers' performance management are in place and targets related to movement up the salary scale are now closely linked to pupils' progress.
- Leaders have a realistic view of the strengths and weaknesses of the school and their self-evaluation is accurate. Development plans are clear and the progress of the school towards challenging targets is carefully monitored and evaluated.
- There is a strong emphasis on improving teaching. Coaching and mentoring strategies are successfully used by senior leaders to ensure teachers improve. Recent training for some teachers in the teaching of mathematics has been successful and further sessions are planned for all teachers.

- Opportunities to observe outstanding practice are less frequent but links with local outstanding schools are being developed to improve this aspect of teachers' professional development.
 - New leaders have good support from their experienced colleagues and their attendance at specific leadership training programmes is developing their understanding of how to link together a variety of evidence to make secure judgements on the quality of teaching.
 - The school offers a very broad range of subjects. Topics are interesting and activities are arranged that appeal to all pupils. Music and sport are very strong and all pupils enjoy taking part, many to a very high standard. During the inspection, a visit from the captain of the England women's cricket team followed by a morning of cricket for the girls was a great success.
 - The local authority provides light touch support for this good school but is working with the leaders to provide training and support for mathematics.
 - **The governance of the school:**
 - The governing body is passionate and committed in its drive to ensure the school becomes outstanding. The governors have recently restructured committees to make them more effective. Governors understand the information about school performance. They receive detailed information about the quality of teaching, pupil progress and how the budget is being managed. This is supplemented by their regular visits and links with particular members of staff or subject areas. As a result, they are well informed and are able to challenge, or praise success, confidently.
 - Governors know how teachers' performance is checked and make sure that salaries are matched to performance closely. Governors are rigorous in checking that the budget is spent wisely, including the funds allocated through the pupil premium. This reflects their determination that all pupils will have equal opportunities to succeed. Governors played a pivotal role in ensuring that the site is secure and they were fully involved in the detailed finish of the new building. All statutory safeguarding and child protection arrangements are securely in place.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125023
Local authority	Surrey
Inspection number	411834

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	302
Appropriate authority	The governing body
Chair	Colin Sutherland MBE
Headteacher	Steven Scott
Date of previous school inspection	1–2 February 2010
Telephone number	01737 351788
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