

Lady Bankes Junior School

Dawlish Road, Ruislip, HA4 9SF

Inspection dates 22–23 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils currently in the school do not make consistently good progress in reading, writing and mathematics across the school.
- Teaching over time has not been good enough to ensure that all pupils make good progress and attain well particularly in lower Key Stage 2.
- Although attainment has been consistently in line or above national averages in reading, writing and mathematics, progress in the 2013 national tests was below average in reading and mathematics.
- Standards and progress in reading and mathematics are not high enough because teachers do not use information from assessments well enough to make sure all pupils make good progress.
- Pupils have a limited understanding of different forms of bullying.
- Adults do not always check pupils' understanding in lessons or regularly ask questions that allow pupils to demonstrate their thinking and ideas.
- Pupils supported through the pupil premium, disabled pupils and those who have special educational needs make steady progress in reading and writing but not in mathematics.
- Not all leaders have the opportunity to make effective checks on their areas of responsibility or provide feedback to improve teaching and standards of achievement.
- Although governors are informed about pupils' achievements and the quality of teaching, the information lacks sufficient detail to enable them to check well on the progress of all groups of pupils.

The school has the following strengths

- The headteacher has implemented new initiatives designed to rapidly improve teaching and raise the achievement of pupils supported through the pupil premium funding.
- Pupils enjoy and do well across a range of sporting activities. The sports funding is being used effectively.
- There are clear strengths in the quality of writing across the school.
- The spiritual, moral, social and cultural development of pupils is promoted well.
- Pupils behave well in class and learn a wide range of subjects. They enjoy coming to school and attendance is above average.

Information about this inspection

- Inspectors observed 24 lessons and part-lessons including 15 joint observations with senior leaders. In addition, inspectors heard pupils reading in Years 3 and 6. Books across all year groups were scrutinised.
- Meetings were held with groups of pupils, as well as informal discussions in the playground. There were also discussions with the Chair and other members of the Governing Body, school staff and a representative from the local authority.
- Inspectors took account of 29 responses to the online questionnaire (Parent View) as well as informal discussions at the start and end of the school day.
- Inspectors observed the school’s work and analysed a large range of documents and policies, including the school’s own data on pupils’ current progress, planning and monitoring documentation and records relating to behaviour. Safeguarding documents were also scrutinised.
- The views of staff were analysed through the 34 responses to the staff questionnaire.

Inspection team

Narinder Dohel, Lead inspector	Additional Inspector
Anna Majcher	Additional Inspector
David Westall	Additional Inspector

Full report

Information about this school

- Lady Banks Junior School is larger than the average-sized junior school.
- Since September 2013 the school has undergone many changes in staffing. Approximately two thirds of the teaching staff have been appointed in the last 14 months.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than the national average. Pupil premium is additional funding for looked after children and pupils known to be eligible for free school meals. Currently there are no looked after children in the school.
- The majority of pupils are of White British background.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups is average. The number of pupils whose first language is not English is also similar to the national average.
- There is after-school provision which is run by the governing body.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- The school has achieved the silver kite mark for sports
- There is currently no substantive Chair and Vice-Chair of the Governing Body and some other vacancies remain.

What does the school need to do to improve further?

- Improve the quality of teaching so that all is good or better by:
 - ensuring teachers ask probing questions that extend pupils' thinking and check on their level of their understanding
 - making sure teachers make good use of information from assessments to set work at the right level for all pupils, especially those in Years 3 and 4
 - ensuring that marking provides pupils with guidance on how to improve their work.
- Improve standards and progress in mathematics and reading by:
 - providing opportunities for pupils to explain their methods of working out problems in mathematics
 - ensuring all work is sufficiently challenging
 - ensuring pupils supported through the pupil premium, disabled pupils and those who have special educational needs are enabled to make better progress in mathematics
 - consistently reinforcing pupils' reading skills across all subjects.
- Improve the provision for pupils' safety by:
 - making sure pupils understand and can identify different types of bullying
 - reassuring parents that the school deals effectively with any bullying.
- Improve the effectiveness of leadership and management by:
 - ensuring senior leaders make careful checks on the quality of teaching
 - ensuring governors receive sufficiently detailed information to enable them to provide greater challenge so as to raise achievement
 - making rigorous checks on the impact of support provided for pupils eligible for the pupil premium funding, disabled pupils and those with special educational needs
 - ensuring middle leaders have opportunities for further training so they can better judge the quality of teaching and provide feedback so as to raise achievement in their areas of responsibility.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management **require improvement**

- Although school leaders have correctly identified the key areas for improvement, the school's judgements on its performance are not fully accurate. Achievement is not rising quickly and consistently enough in all subjects for all pupils across the school and is not yet good. However, leaders ensure that pupils' behaviour is good.
 - The more recently appointed middle leaders are committed and have a clear drive to succeed. Some have had too little training to better judge the quality of teaching and provide guidance in raising pupils' achievement in their areas of responsibility. The school's approach to making checks is not yet good enough or rigorously followed up by senior leaders. This results in inconsistencies in rates of progress across subjects and year groups.
 - There are established systems for appraising the performance of teachers. Training and improvement priorities are linked to pupils' achievements and school improvement plans.
 - The school's checks and plans for spending the pupil premium funding do not clearly indicate how the gap will be closed between those who are eligible and other pupils in the school. However, additional staff have been appointed to lead improvements in the quality of teaching and to improve outcomes for eligible pupils. This has resulted in stronger achievement for pupils currently in Years 5 and 6 in reading and writing.
 - Staffing is now more stable and the school is rightly focused on raising standards. There is sufficient capability in the school to make the required improvements.
 - The school has limited support from the local authority beyond the statutory requirements. The headteacher, supported by governors, has commissioned others to support school improvement.
 - Some parents are positive about all aspects of the school's work. They appreciate the 'information events' that the school puts on to help their children make the transition to secondary school. Those who responded to the online survey, Parent View, as well as the school's own surveys show a more varied response to how effectively the school deals with bullying and responds to parents' concerns.
 - The curriculum provides an interesting and wide range of subjects and topics. Pupils really enjoy the additional trips, activities and visitors. They develop new interests and take on additional responsibilities. Pupils have an organic garden where they grow their own vegetables and choose the charities for which to raise funds.
 - The school council is well established and, through gathering the views and opinions of their peers, have ensured that there is additional playground equipment and made changes to school lunches. The school provides good opportunities to promote pupils' spiritual, moral, social and cultural development and preparation for life in modern Britain.
 - Discrimination of any sort is not tolerated. The school is inclusive and committed to equality of opportunity.
 - Leaders make good use of the primary sports funding. The school is using specialist coaches to provide additional provision and to train staff. This is increasing participation in a wide range of competitive and non-competitive sport and improving pupils' health and well-being.
 - Leaders ensure that safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
- Members of the governing body are very supportive of the headteacher and the school. Although they make visits to the school, they are too reliant upon the information provided by the headteacher. This means they are not always knowledgeable enough about pupils' achievement and the quality of teaching. They are provided with some information about performance management and understand that it may be used to ensure that promotion and pay awards are based on the progress that pupils make.
 - New governors attend training and network meetings facilitated by the local authority. Although governors bring financial and pastoral strengths to the work of the school, records of meetings show that the governing body does not always ask challenging questions about standards and the training of teachers.
 - Although governors know how the pupil premium is spent, as yet they do not make careful enough checks on whether the spending is having sufficient impact on raising standards.

The behaviour and safety of pupils**require improvement****Behaviour**

- The behaviour of pupils is good. The majority of parents who expressed a view agree. Pupils take pride in their work, the school and in wearing a uniform.
- Lady Bankes Junior School is a caring, welcoming and inclusive school. It reflects the value that the school promotes of working in partnership. Pupils work well together and help each other in their work and play.
- Relationships between staff and pupils are respectful. The effective way in which the staff manage behaviour helps pupils to think about the choices they make. This has helped a small number of pupils, who find it difficult to manage their own behaviour, to improve.
- Pupils' attitudes to learning are largely positive; they listen attentively and are keen to start work quickly. Occasionally, however, a few pupils lose concentration in lessons and this is why behaviour is not outstanding.
- There is a wide range of opportunities for pupils to develop and demonstrate their thoughtfulness and to take on responsibilities, for example as a representative on the school council, as prefects, monitors and with mentoring roles.
- After-school clubs are well attended and provide an enjoyable end to the school day for those pupils who attend.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Pupils say there is no bullying and if there were, they would know who to go to with any worries. The school deals with any incidents appropriately.
- Although pupils know about cyber bullying and name calling, they have a limited awareness of the range of different forms that bullying might take. The school has already embarked on the process of achieving the anti-bullying charter mark to improve matters.
- Pupils learn about the dangers they may face outside school and how to keep themselves safe.
- There are clear procedures to promote good attendance and punctuality. Attendance is above average. There have been no recent exclusions.

The quality of teaching**requires improvement**

- Teaching has not been strong enough over time to ensure that pupils make consistently good progress, especially in Years 3 and 4.
- There are still weaknesses in the quality of teaching across different groups of pupils, subjects and age groups. In some classes, teachers do not ensure that marking provides pupils with clear guidance on how to improve their work. In some cases, pupils are not given the opportunity to respond to any comments that are made.
- School leaders check the work in pupils' books. This action shows that standards in writing are higher, and more consistently so, than in mathematics.
- Teachers do not all make good use of information from assessments to plan learning or to ensure pupils make best use of learning time. This means that activities are not always at the right level which slows the pace of learning.
- Teachers create a positive classroom environment for pupils to learn. They clearly explain the purpose of the lesson. However, teachers do not regularly ask probing questions to check on pupils' understanding of a subject or develop higher level thinking.
- Opportunities to develop pupils' reading and comprehension skills are often missed in other subjects. Some pupils are not able to understand key vocabulary in the information they have been given and this means they do not achieve as much as they could.
- Parents appreciate the regular homework that their children are set.
- Teaching assistants have a clear understanding of their role and work confidently with pupils. As a result, they make a positive contribution to pupils' progress.

The achievement of pupils**requires improvement**

- Pupils' achievement requires improvement because not all pupils make good progress over time and reach high enough standards in reading, writing and mathematics by the end of Year 6.
- Overall attainment has remained mostly similar to the national average in recent years in reading, writing and mathematics. However, in 2013 pupils' progress in reading and mathematics was below average. The school's provisional test results for 2014 indicate similar levels of attainment in reading, writing and mathematics as in previous years.
- Rates of progress in the current academic year are improving across the school and are strongest in writing and mathematics in Years 5 and 6.
- The declining standards in mathematics are being addressed. In 2014 the test results indicate that the proportion of more able pupils achieving the higher Level 5 is similar to average. The proportion achieving the highest Level 6 has increased significantly. Some pupils make good progress in mathematics. Work in pupils' mathematics books suggests that progress is slower for some pupils when they are not provided with work that is sufficiently challenging.
- Some pupils do not have good strategies to help them to read new and unfamiliar words. This is limiting the amount of progress they make. The school has strengthened its approach to teaching reading skills; for example, through regular reading sessions for individuals and small groups and through using a phonics programme about the sounds that letters make.
- Writing is a strength. Work in books shows that most pupils are working at least at the levels expected for their age. The range and depth of writing in books show that pupils are making good and often better progress across the school.
- More able pupils mostly achieve well; their progress and attainment are similar to their peers nationally. Attainment in writing was above the national average in 2013. In 2014 more able pupils made good progress in mathematics.
- Disabled pupils and those who have special educational needs do not make consistently good progress in mathematics across the school. This is because teachers do not accurately assess their learning needs or tackle these needs soon enough to move them on quickly.
- In 2013 there were some significant gaps, particularly in mathematics, between the attainment of those eligible for the pupil premium and their peers. In mathematics the gap represented a difference of five terms, with four terms in writing and a gap of three terms in reading. The school's current assessments show that there are now no gaps in reading and writing between eligible pupils and their peers in Year 6. However, a gap of three terms remains in mathematics.
- Pupils who speak English as an additional language and those from minority ethnic groups achieve as well as their peers in school in writing and at least as well as their peers nationally in reading, writing and mathematics.
- Pupils' progress has begun to accelerate because teaching is improving. In classes where teaching is consistently good, pupils are beginning to make more rapid progress and are quickly catching up with their peers in other schools.

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	102388
Local authority	Hillingdon
Inspection number	444168

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

Type of school	Junior
School category	Community School
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	John Garner
Headteacher	George Knox
Date of previous school inspection	12–13 July 2011
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