

Bandon Hill Primary School

Meadow Field, Sandy Lane South, Wallington, Surrey, SM6 9QU
Wood Field and Oak Field, Stanley Park Road, Carshalton, Surrey, SM5 3HW

Inspection dates 4–5 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- School leaders and governors are ambitious. They have maintained high standards of teaching, pupils' achievement and behaviour since the previous inspection.
- Pupils work hard in class and make excellent progress. They reach standards that are consistently above average in reading, writing and mathematics at the end of Year 6.
- Disabled pupils and those who have special educational needs make excellent progress from their relative starting points.
- Staff in the Oak Field unit are very sensitive to the needs of these pupils. Consequently, they achieve very well and behave well.
- Teaching is good, with much that is outstanding. Teachers know their subjects extremely well and they ask probing questions to extend pupils' knowledge and understanding.
- A few pupils in Year 1 do not make as much progress as they should in reading because some activities are too easy.
- The curriculum is exceptionally well planned. It provides pupils with rich experiences that promote their spiritual, moral, social and cultural development very effectively.
- Pupils love coming to school and this is reflected in their above-average attendance. Their behaviour is exemplary at all times. The school is a very harmonious place and provides high levels of care towards pupils.
- Procedures for keeping pupils safe are exemplary. Pupils say they feel safe in school because there is always someone to turn should a problem arise.
- Children get off to an excellent start in the early years. They are warmly welcomed into a rich and stimulating environment. They make excellent progress in all aspects of their development.
- School leaders constantly strive to improve on what they already do well. They have established a professional climate in which teachers continuously look for new ways to improve their skills.
- School leaders and governors are immensely proud of their school and their achievements. They have an excellent understanding of their strengths and have ambitious plans for further improvement.
- The vast majority of parents who responded to the online survey were overwhelmingly positive about the quality of education provided by the school.

Information about this inspection

- Inspectors observed pupils working in 26 lessons or parts of lessons, 12 of which were observed jointly with senior leaders. They looked at work in pupils' books and they listened to pupils reading in Year 2 and Year 6. Inspectors observed pupils' behaviour in class and in the playground. They attended two assemblies.
- Among the documents scrutinised were school improvement plans, records relating to pupils' behaviour, risk assessments and minutes of governors meetings. The inspectors also looked at records of pupils' attainment and progress and documents showing how the school keeps pupils and staff safe.
- The inspectors met with school leaders, groups of pupils and four governors, including the Chair of Governors. They also met with a representative from the local authority.
- The views of parents were taken into account by analysing the 180 responses to the online survey, Parent View. They also took into account two letters received from parents and they spoke informally to parents during the inspection.

Inspection team

Joy Considine, Lead inspector	Additional inspector
Janet Sharp	Additional inspector
Michael Sutherland-Harper	Additional inspector
Fatiha Maitland	Additional inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school. Since the previous inspection it has expanded in size and the accommodation is now situated on two separate sites. Currently, there are two forms of entry for pupils aged three to 11 on the Meadow Field site and four forms of entry for pupils aged four to six on the Wood Field site. The school is set to become a six-form entry primary school by September 2019.
- There is a unit for 22 autistic pupils aged four to eight in the Oak Field base, situated on the Wood Field site. This unit will increase in size to take 56 pupils aged four to 11 by September 2017.
- The school is led by an executive headteacher and each of the three 'bases' has its own dedicated head of school.
- There is provision for children in the early years in the Nursery situated on the Meadow Field site. These children attend part time. Children in the Reception classes attend full-time on both the Meadow Field and Wood Field site.
- The proportion of pupils supported by pupil premium funding is lower than average. The pupil premium is additional funding provided by the government to support those pupils who, in this school, are eligible for free school meals or who are looked after.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- About 40% of pupils are from a variety of minority ethnic backgrounds. This is above average. The proportion who speaks English as an additional language is broadly average.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress.
- The executive headteacher is a National Leader of Education and provides support to schools within the local authority and to other schools nationally. The school is an accredited National Support School.
- There is a breakfast club and an after-school club situated on the Meadow Field site. These are run by a private provider, and were not included in this inspection.

What does the school need to do to improve further?

- Ensure that all activities to teach pupils to read in Year 1 are consistently purposeful and challenging.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher provides inspirational leadership. Together with her senior leaders, she has created a highly effective school in which pupils learn, thrive and flourish. Leaders and governors have very high expectations for pupils and for themselves. Consequently, teaching is of a very high standard, pupils achieve exceptionally well and their behaviour is exemplary.
- Leaders ensure that teaching is of the highest quality. They frequently visit classrooms formally, as well as informally, and they check work in pupils' books. They provide high quality advice and guidance so that teachers are very clear about how their work can be further improved.
- Experienced teachers provide training for staff; whilst, at other times, staff attend externally-run courses. Many teachers have gained nationally recognised awards in preparation for leadership. Teachers visit each other's classrooms and they share good practice in staff meetings. There is a culture in which teachers constantly strive to make their teaching even better, by reflecting on their practice and trying out new ideas.
- One of the school's many successes is the way in which it develops leaders to ensure that gaps can be filled when staff leave. Subject leaders are very well trained and so they can quickly step in when an opportunity arises. They have an excellent grasp of performance information, and consequently contribute very well to the school's plans for further improvement.
- Outstanding leadership of the Oak Field unit is a key factor in the high achievement and behaviour of these pupils. The leader has an excellent understanding of the complex needs of these youngsters and she ensures that all staff are fully trained to meet their needs.
- Additional funding available for disadvantaged pupils is used very effectively. It helps them to take part in all aspects of school life, both socially and academically. This has increased their levels of confidence to help them to reach high levels of achievement. The gaps in achievement between disadvantaged pupils and others have closed rapidly, owing to actions taken by school leaders.
- The local authority provides light touch support to this outstanding school. The large majority of parents who expressed their views believe that the school is very well led and managed.
- Leaders make very good use of the additional funding to improve school sports. They have employed specialist sports coaches to help teachers to improve the way in which they teach sports, and they provide additional sporting activities for pupils at lunchtimes. This has increased pupils' participation and their enjoyment of sports.
- The school provides pupils with many memorable experiences. Work is stimulating and there is a wide range of clubs, visits and activities that add to their enjoyment. During the inspection, pupils thoroughly enjoyed taking part in Book Week by dressing up as a character from their favourite books. They learn about the faiths, beliefs and cultures of those from other parts of the world in lessons and this promotes their spiritual, moral, social and cultural development very effectively. They are very well prepared for life in modern Britain.
- Staff and governors are excellent role models for pupils in the way in which they promote British values such as tolerance, respect and democracy. They ensure that all pupils have equal opportunities and that discrimination of any sort is not tolerated.
- Leaders and governors ensure that arrangements for safeguarding pupils and protecting children are effective. This is shown in the records kept by the school that record leaders' responses to concerns raised by staff regarding the health and welfare of pupils.
- **The governance of the school:**
 - Governance is highly effective. Governors have an accurate understanding of how well the school performs in comparison with other schools and are aware of the extent to which pupils consistently reach high standards.
 - They receive high quality information from school leaders.
 - Governors visit the school regularly to check for themselves that the information they receive is accurate. They are linked to different aspects of the school, such as safeguarding or early years, and they regularly meet with leaders to discuss improvements.
 - They know that teaching is outstanding and they check that pay awards are rewarded only for the best teaching. They know that immediate action is taken should teaching be any less than good.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They thoroughly enjoy school, which is reflected in their attendance which is above average and has been consistently so for several years. Pupils attending the Oak Field unit behave exceptionally well because leaders have created a calm and peaceful environment in which they feel safe and secure.
- Pupils make an excellent contribution to school life. They thoroughly enjoy taking on responsibilities, such as by acting as prefects to ensure that other pupils move around the school safely and sensibly. School councillors are very proud of their elected status and consult their classmates when decisions need to be made.
- The school is a very happy place where pupils enjoy working and playing together regardless of background. Pupils behave exceptionally well in class and when moving around the school because they respond to teachers' high expectations of them.
- Pupils are very friendly, polite and welcoming towards visitors. They talk about their school with pride and say there is nothing they would like to change. Those who spoke to inspectors say that adults are always helpful and approachable and that teachers make learning fun.
- Records kept by the school show very few reported incidents of poor behaviour and there have been no exclusions in recent years.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school site is very secure, and risk assessments are very detailed. All adults and visitors to school are thoroughly checked, and arrangements to protect children are robust.
- Pupils say they feel safe in school. They say that adults care for them and help them should a problem arise. They know about different forms of bullying, including those relating to name calling, race and disability. They cannot recall any recent incidents.
- Pupils have an excellent understanding of how to stay safe when using computers. They have been taught not to give out any personal information when using the internet. They know that it is wrong to write anything nasty about other people when using electronic devices.
- The vast majority of parents who responded to the survey agree that their children are happy and safe at school and that their behaviour is excellent.

The quality of teaching

is outstanding

- School leaders have ensured that the high quality of teaching seen during the last inspection has been maintained. Teachers' expectations are high and teachers provide work that is challenging and makes pupils work hard. Consequently pupils, including those in the Oak Field unit, make excellent progress.
- Classrooms are bright and attractive, with displays that support learning in literacy and numeracy. Relationships between teachers and pupils are warm and pupils are eager to participate in class. Teaching assistants work in close partnership with teachers, providing good quality support to pupils, particularly those who are disabled or have special educational needs.
- Pupils frequently refer to their targets that are on display and say these help them to learn. Teachers check on their progress in class and adjust the content of their lessons accordingly. They provide additional help to those who struggle, and give harder work to those who need to move on more quickly.
- Writing is taught very well. Teachers inspire pupils to write. For example, in a Year 6 literacy lesson, pupils read *Voices in the Park*, by Anthony Browne, in preparation for their own writing. They reflected on several moral dilemmas present in the story before writing their own account from the point of view of an outside observer to the scene. This prompted some lively debate and promoted pupils' spiritual, moral, social and cultural development very effectively.
- Reading is mostly taught very well, as shown in the excellent progress made by pupils across the school. However, there are a very few pupils who do not progress as well as they should. This is because some reading activities in Year 1 lack purpose and are too easy for some pupils.
- Pupils love mathematics. This is because they are taught well and activities are interesting. Mathematics lessons are very well planned and build on what pupils already know, so they make rapid progress. They use their well-developed recall of number facts to reason and to solve problems.
- Teachers mark pupils' work thoroughly. They provide helpful guidance to show pupils what they have done well and what they need to do to improve their work further. Pupils act on these comments by correcting and improving their work, and so progress well.

The achievement of pupils is outstanding

- Pupils, including those who speak English as an additional language, make substantial progress across the school in both English and mathematics. They work very hard to reach standards that are well above average at both Key Stage 1 and Key Stage 2. They are very well prepared for the next stage in their education.
- Disabled pupils and those who have special educational needs achieve very well from their relative starting points. Teachers and teaching assistants work very closely together to ensure that these pupils receive very effective support. Consequently, these pupils understand their work and make excellent progress.
- Pupils in the Oak Field unit achieve very well. This is because staff are sensitive to their needs and understand how to break tasks down into manageable steps.
- Teachers challenge the most able pupils in class by providing them with harder work. Work in their books shows that they reach high standards in writing and mathematics in most year groups.
- The gap in the achievement between disadvantaged pupils and their classmates has closed considerably, owing to the thoughtful use of the additional funding. Teaching assistants provide additional help in class and this gives these pupils confidence to try and work things out for themselves. They are about three months behind their classmates in reading and about six months behind in writing and mathematics. However, they make outstanding progress from their starting points to attain similar levels to other pupils nationally in these subjects.
- Pupils across the school enjoy reading. They read both for pleasure and to find information. By Year 6, pupils have a wide range of skills that they use to read fluently and confidently. They read with very good expression, commenting on aspects of the story, such as humour, giving examples from the text.
- Pupils have plenty of opportunities to use their writing skills when learning other subjects and this has led them to make excellent progress. They enjoy writing and know how to structure their writing to keep the reader interested. They use punctuation very effectively to express their ideas and they vary the way in which they write sentences for effect. They are equally skilled in writing imaginatively as well as factually.
- In mathematics, pupils progress exceptionally well because they have a good grounding in basic skills. They use numbers confidently to solve problems, to reason, and to work things out. They enjoy responding to the high level of challenge presented in lessons, and the work in their books is of a high standard.

The early years provision is outstanding

- The early years environment supports children's learning very effectively. It is very well resourced, both indoors and outside, with plenty of exciting activities that stimulate children. Children make excellent progress in the early years and are well prepared for Year 1.
- Teaching is outstanding because teachers have an excellent understanding of the learning needs of all children. They plan activities that allow children some independence to select their own activities, whilst adults lead others, such as the teaching of letters and sounds.
- All adults work closely together and have warm relationships with children. Consequently, children in both the Nursery and Reception classes feel safe. Children are very settled and they get on very well together. They are extremely thoughtful and particularly good at sharing and helping each other. Their behaviour is outstanding.
- The early years leader has a very clear view of what is working well and what she wants to develop further. She has very high expectations of staff and children. She is an excellent role model and has provided high quality training so that all children benefit from strong teaching across classes.

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	102958
Local authority	Sutton
Inspection number	453234

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	770
Appropriate authority	The governing body
Chair	Ric Adams
Headteacher	Isabel Ramsay (Executive)
Date of previous school inspection	21 January 2008
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