

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

12 to 13 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The school has undergone significant change since the last inspection. A new leadership structure is in place. The headteacher took up her role in September 2017.
- The leadership team has worked determinedly and resolutely to ensure that the school offers a good education to its pupils.
- Governors have a range of skills and are knowledgeable about safeguarding, ensuring that checks and policies are robust.
- Pupils behave well. They understand the school's rules and follow them in their classrooms and around the school.
- Children in the early years receive a good start to school life. As a result, they make strong progress from their starting points and are well prepared for Year 1.
- The culture of safeguarding is strong across the school. Staff are well trained and have a clear understanding of their responsibilities.
- Teaching assistants provide effective support for pupils, including for those pupils with special educational needs and/or disabilities (SEND).
- Teachers have strong subject knowledge and make learning stimulating for pupils. As a result, teaching is good.
- The provision on offer at the resource base at Oak Field does not sufficiently meet the needs of all the pupils who attend this unit.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils learn about a range of religions and cultures. They are well prepared for life in modern Britain.
- Disadvantaged pupils are making strong progress this year. However, more progress is required to ensure that a higher proportion reach the expected or higher standards.
- Leaders, including governors, do not routinely check the impact of their actions. Consequently, they do not fully understand the effect of their school improvement strategies.
- Reading is taught well throughout the school. A culture of reading is developing.
- The curriculum is broad, balanced and provides pupils with a clear purpose for learning.

Full report

What does the school need to do to improve further?

- Improve leadership and management so that:
 - the resource base provision for pupils with SEND fully meets all their needs
 - leaders, including governors, refine the rigour of their checks on the effectiveness of the impact of their school improvement strategies.
- Improve outcomes so that the progress and attainment of disadvantaged pupils continue to improve.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders are determined, tenacious and have a clear vision. They set high expectations of themselves, staff and pupils. Staff are committed to the school.
- The headteacher took up her post in September 2017. Since that time, leaders have been proactive in confirming the strengths of the school and what needs to be done to continue to improve it further. Leaders have implemented many new initiatives and strategies. However, they are aware that they need to monitor more closely the impact of these school improvement strategies.
- Staff are provided with professional development training. Teachers at the early stages of their career are provided with opportunities to develop their teaching skills and feel well supported. They appreciate the guidance and support that they receive from their mentors.
- Subject and middle leaders understand their roles and responsibilities well. They have strong subject knowledge of their area and know what needs to be done to continue to improve. They monitor and check the teaching and learning in their subject areas. However, they are not checking them regularly enough to understand the full impact of their actions.
- The curriculum is broad, balanced and provides pupils with a clear purpose for learning. The cross-curricular approach makes learning interesting, providing opportunities to use extended writing across the curriculum. For example, Year 6 pupils were seen writing a newspaper article about the blitz during the Second World War. Standards of writing across the subjects match those seen in pupils' English books.
- The curriculum is enhanced through the use of educational workshops and places of interest, which link well to the learning in class. Pupils have a range of opportunities to attend clubs during lunchtimes and after school.
- Pupils are proud of their achievements and the school. The school's work promotes their spiritual, moral, social and cultural development through the curriculum effectively. Pupils demonstrate a strong understanding of diversity, which is celebrated through high-quality displays around the school. Pupils are motivated by the 'shout out' messages featured around the school. For example, pupils were keen to share the message of 'have big dreams – you'll grow into them', which they say inspires them.
- British values are promoted well. Pupils understand how these values fit into school. They develop a secure understanding of democracy when electing members of the school council. Pupils understand how the rule of law links to the need for school rules. They demonstrate a mature understanding of different types of families and have a strong sense of tolerance and equality. For example, they say that 'Everyone gets the same opportunities.' As a consequence, pupils are well prepared for life in modern Britain.
- In the main school, provision for pupils with SEND ensures that their needs are met effectively. These pupils receive strong support from skilled adults who adapt learning well. However, there is a lack of strategic leadership in relation to the resource base provision. Leaders have identified changes that need to be made, but the pace of these

changes is too slow. Therefore, the provision on offer is not fully effective to meet the needs of all pupils. Leaders recognise that this is an area for improvement.

- Pupil premium funding to support disadvantaged pupils is used well to help pupils to access clubs, trips and activities. Since September, leaders have concentrated on ensuring that a higher proportion of pupils meets age-related expectations. Evidence gathered during the inspection suggests that these changes are showing signs of being effective. However, leaders recognise that their checks on the impact of funding need to be more sharply focused.
- Leaders ensure that the additional funding for sport premium is spent well and there is a sustainable approach. Sports and exercise clubs, such as martial arts, hockey and boxercise, have raised pupil participation. Leaders have created successful links with local sports partners to provide multi-skills clubs. Through the purchase of specialist equipment and professional development provided by specialist coaches, teachers' skills and confidence have improved. For example, the school has purchased gymnastics equipment and specialist coaches have trained the teachers to use this.

Governance of the school

- Governors have a range of skills. They have ensured that the safeguarding procedures to keep pupils safe are thorough and robust. They are well-trained and have a detailed understanding of the potential risks faced by the pupils in the school and wider community.
- Governors use a wide range of activities to gather first-hand evidence about the performance of the school. They review policies regularly with leaders to ensure that they are up to date with current legislation and responsive to any issues that may arise.

Safeguarding

- The arrangements for safeguarding are effective.
- Recruitment and background checks on all adults working in the school are thorough and monitored by leaders and governors. Training for staff is frequently updated through weekly briefings. A safeguarding display board in the staffroom ensures that relevant information is shared with staff and enables them to refresh their knowledge regularly.
- Staff are aware of the need to identify and report any concerns they have about pupils. Well-maintained records demonstrate that when concerns are raised, leaders take swift and robust action. They ensure that contact with external agencies is followed up when they do not act as rapidly as leaders require. As a result, pupils and families get the help they need.
- Pupils are taught how to stay safe. A 'child friendly' safeguarding policy is displayed in every classroom, containing key information, which empowers pupils to share any concerns if they arise. Through e-safety days pupils learn how to identify dangers on the internet and how to report any issues. Pupils are taught about how to protect their personal space through the NSPCC 'pants rule'.
- The majority of parents and carers who contributed to Ofsted's online questionnaire,

Parent View, indicated that children are safe and happy. This was reinforced by the school's most recent parents' questionnaire.

Quality of teaching, learning and assessment

Good

- Overall, the quality of teaching is good. Teachers have strong subject knowledge. They make learning interesting and encourage pupils to contribute and share their ideas in lessons.
- In the resource provision at Oak Field, the quality of teaching is variable across the classes. In some classes, pupils' individual needs are met. However, this is too inconsistent. The assessment procedures and curriculum on offer do not currently meet the needs of all the pupils.
- Relationships between pupils and staff are positive throughout the school. Teachers have high expectations of behaviour and encourage pupils to work hard. Pupils are enthusiastic about their learning and are keen to share their achievements with adults.
- Teachers use effective questioning to determine pupils' understanding, reinforce learning and address pupils' misconceptions. Teachers support learning well in most classes and provide strong examples of models to support pupils' learning.
- In mathematics, teachers provide a range of tasks to enable pupils to develop their skills well. As a result, pupils make good progress in mathematics. Teachers provide pupils with 'layers' of challenge. This enables pupils to regularly practise their arithmetic skills, apply their knowledge to solve problems and give reasons for their answers. Pupils are provided with opportunities at home to develop their mathematical knowledge, for example the 'fluency Friday' initiative where pupils are expected to practise their times tables.
- A reading culture is developing within the school. Pupils are encouraged to read at least three times a week as part of their home learning. Pupils demonstrate an enthusiasm and motivation to read. One pupil stated, 'If I don't have books around me, I feel empty and a part of me is missing.'
- There is a consistent approach to the teaching of reading skills across the school. Younger pupils draw on their secure knowledge of phonics to tackle unfamiliar words to become successful readers. Pupils are challenged to use comprehension skills well and develop their understanding of the meaning of new vocabulary. High-quality, whole-class texts inspire pupils' interest in reading and provide thematic links across the curriculum.
- Writing is taught well. Pupils have many opportunities to write for different purposes in a range of subjects other than English. They produce high-quality writing across the curriculum. Pupils demonstrate a strong understanding of how to use grammar and punctuation to enhance their writing. As a result, pupils' writing demonstrates strong progress.
- A well-established and well-structured modern foreign language programme ensures that pupils learn a language from an early age. As a consequence, pupils' language skills in French are well developed. For example, in Year 5, pupils are able to answer questions about their hair and eye colour using their speaking skills well. In their books there is evidence that they can write confidently and precisely in French.

- Teaching assistants are deployed well and they provide effective support to meet pupils' needs. Teachers ensure that teaching assistants are clear on how they should support pupils' learning. This makes a positive contribution to pupils' good progress. For example, effective use is made of adults to support pupils with SEND.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff provide strong pastoral care. Pupils stated that they trust adults and feel that they can talk to them if they have any worries or concerns. Consequently, pupils' physical and emotional well-being is good.
- Pupils have positive attitudes to learning. They are enthusiastic and keen to talk about their work and the school. They demonstrate pride in the school and are aware of how to be successful in their learning.
- Pupils are actively encouraged to take responsibility and make contributions towards the running of the school. Through the school council, pupils feel that they are listened to and are able to implement change. For example, pupils organised the installation of benches and tables in the playground.
- Pupils greatly appreciate the opportunities of being an 'eco-warrior' or 'junior supremo' and developing their leadership skills. For example, as a 'junior supremo' Year 5 pupils learn about the importance of being a positive role model. They organise games and work collaboratively with Year 3 pupils. As a consequence, they are able to develop independent thinking and become good citizens.
- Pupils spoken to by inspectors say they feel safe at school and have a clear understanding of how to keep themselves safe. Pupils have a mature awareness of the different types of bullying, including online, and understand that it is a repeated action. Pupils say that bullying is rare and feel confident that it would be dealt with effectively. The majority of parents agree.

Behaviour

- The behaviour of pupils is good.
- Pupils are well behaved throughout the school. Pupils say that behaviour is good and most parents agree. Pupils say that if there is any misbehaviour it is dealt with promptly and effectively through the schools' behaviour system. They know the school's rules well and they understand the reasons why rules are necessary. Pupils encourage each other to do the right thing. Pupils treat each other kindly around the school. A calm and orderly atmosphere exists around the corridors, in classrooms and in the dining hall. Pupils generally play well together on the playgrounds and at lunchtimes.
- Pupils respond promptly to instructions from adults. They are keen to answer teachers' questions during whole-class teaching sessions. Pupils are generally attentive in lessons, only occasionally having to be reminded to listen in class.

- Leaders ensure that attendance is a priority. Pupils like to come to school, and attendance is in line with the national average. Leaders keep a close check on pupils' rates of absence, and they speak with parents if their child's attendance is of concern. For the small minority of pupils who attend less frequently, a robust system is in place to manage their attendance.

Outcomes for pupils

Good

- In 2018, the proportion of children who achieved a good level of development at the end of the Reception Year was above the national average. This has been the case for the last four years.
- The percentage of pupils attaining the expected standard in the phonics screening check at the end of year 1 was above the national average in 2018. This is because phonics is taught well.
- The proportion of pupils achieving the expected standard at the end of key stage 1 in 2018 was above that seen nationally in reading, writing and mathematics.
- In 2018, there was a dip in key stage 2 results. Leaders have identified the reason for the underachievement in pupils' outcomes. They took decisive action to address gaps in pupils' knowledge and ensure that teaching for these pupils is strong. Books and other inspection evidence show that pupils in key stage 2 are making strong gains this year.
- School assessment information shows that pupils currently in school make the progress that the school expects of them. Pupils' books demonstrate that most pupils are making strong progress from their starting points. As a consequence, pupils are well prepared for the next stage of their education.
- In 2018, disadvantaged pupils' progress and attainment by the end of key stage 2 was well below the national average when compared to non-disadvantaged pupils. Books and other inspection evidence suggest that current disadvantaged pupils are making strong progress which is similar to non-disadvantaged pupils. However, more progress is required to close the attainment gap.
- Pupils with SEND make strong progress from their starting points. However, within the provision base at Oak Field this is more difficult to establish due to the unreliability of the assessment procedures used.

Early years provision

Good

- Some children enter the early years with skills below those typical for their age. They make strong progress, and a higher proportion than nationally achieve a good level of development. Consequently, children are well prepared for Year 1.
- The early years environment is vibrant, motivating and well organised. High-quality resources are available across the Nursery and Reception classes both inside and outside. Activities are provided across all areas of learning, which enables the curriculum to meet the needs of the children effectively.
- The early years is well led. The early years leader and staff know the children well. They are aware of their starting points and of their learning needs. Relationships are

strong and adults ensure that children are kept safe within a caring environment.

- The quality of teaching in the early years is good. This means that all children, including disadvantaged children and those with SEND, progress well from their starting points. This is evident in the learning journeys, which show clear development from the beginning of the year for all children, including the most able.
- In the early years, a focus on developing children's language skills is evident. The learning environment promotes children's language skills very well. Learning is enhanced by adults skilfully using songs and sign language, which supports those children with weaker communication skills. Children are provided with activities which develop their skills across the areas of learning. For example, children develop their fine motor and mathematics skills by using tweezers to pick up dried beans during a counting activity.
- Phonics teaching is good and opportunities for children to apply their phonics skills are evident both inside and outside. Children's writing skills are strong and some were observed writing a letter to the giant from 'Jack and the Beanstalk'. One child used her strong phonics skills to write 'Dear giant, we found your eggs.', independently using finger spaces and a full stop.
- Children behave well and show sustained concentration in their learning. They listen well to each other, take turns and share equipment. For example, children were observed in the sandpit sharing spades and taking turns to fill the toy dumper truck. Routines are well established and children respond well to adults' high expectations.
- Due to a smooth transition process which is well established, including home visits and a phased entry, children settle quickly in the early years. Staff provide parents with good opportunities to contribute to the assessment of their children through the use of 'proud slips'.
- All safeguarding and welfare requirements are fully met.

School details

Unique reference number	102958
Local authority	Sutton
Inspection number	10086807

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	1225
Appropriate authority	The governing body
Chair	George Mantillas
Headteacher	Laura Rodger
Telephone number	020 8647 5377
Website	www.bandonhill.sutton.sch.uk
Email address	lrodger1@suttonmail.org
Date of previous inspection	4 to 5 March 2015

Information about this school

- The school is much larger than the average-sized primary school. The school is in the top 20% of schools for the number of pupils.
- The accommodation is situated on two separate sites, Meadow Field and Wood Field.
- Oak Field, a resource base for 46 pupils with autism, is situated on the Wood Field site.
- Since the previous inspection, the school has significantly changed, including a new leadership structure. The headteacher took up her role in the school in September 2017. Wood Field has continued to expand in size, with four forms of entry for pupils from Reception to Year 5. The school is planned to be six forms of entry and will be at full capacity by September 2019.
- Pupils come from a wide range of ethnic backgrounds, with the largest group being White British.

- The proportion of disadvantaged pupils is below the national average.
- The school has a larger proportion of pupils who speak English as an additional language than schools nationally.
- The proportion of pupils with an education, health and care Plan is in the top 20% of schools nationally.
- The proportion of pupils with SEND is in the bottom 20% nationally.

Information about this inspection

- Inspectors observed learning in all classes at Meadow Field, Oak Field and Wood Field, jointly with senior leaders and middle leaders.
- Together with leaders, inspectors scrutinised pupils' books from all year groups and across a range of subjects, including English, mathematics, science and topic. Inspectors also scrutinised some learning journeys and writing books from the early years.
- Inspectors analysed a range of information about pupils' progress and discussed this with leaders. They listened to pupils read from across the school.
- Inspectors spoke to pupils while visiting classrooms, in the dining hall and at playtimes. In addition, inspectors met with members of the school council formally to find out their views of the school.
- The lead inspector met with a group of governors, including the chair of the governing body. He met with a representative of the local authority and the school improvement partner.
- Inspectors held meetings with the headteacher, senior leaders, middle leaders and teachers.
- Inspectors observed pupils' behaviour in lessons, at playtimes and at lunchtimes.
- Inspectors reviewed various documents provided by the school. These included: the school's self-evaluation; school development plan; the pupil premium statement; sports funding; external reviews of the school; and governing body minutes.
- Inspectors reviewed documents related to safeguarding, attendance and behaviour. These included the school's single central record of staff suitability, all behaviour incidents, exclusion records, first-aid records, child protection and safeguarding files.
- The views of some parents were collected at the beginning and end of the school day. Inspectors took account of 120 responses to Ofsted's online questionnaire, Parent View.
- Inspectors visited the after-school club, spoke to staff and observed some activities.

Inspection team

Andrew Hook, lead inspector	Her Majesty's Inspector
Jason Hughes	Ofsted Inspector
Alison Moller	Ofsted Inspector
Stephanie Scutter	Ofsted Inspector
Jo Jones	Ofsted Inspector

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