

# Banstead Community Junior School

Inspection report

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<b>Unique Reference Number</b>	125023
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328265
<b>Inspection date</b>	22 January 2009
<b>Reporting inspector</b>	Lynn Bappa

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	281
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Sutherland
<b>Headteacher</b>	Mr Steven Scott
<b>Date of previous school inspection</b>	3 May 2006
<b>School address</b>	The Horseshoe Banstead SM7 2BQ
<b>Telephone number</b>	01737 351788
<b>Fax number</b>	01737 373055

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This junior school is a little larger than average. The percentage of pupils entitled to free school meals is well below average. Most pupils are from a White British background with a very small number coming from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average. These difficulties mainly relate to specific or moderate learning needs and speech, language and communication difficulties.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to safeguarding procedures.

Although the school provides an acceptable standard of education, its overall effectiveness is inadequate because systems for safeguarding pupils do not meet current government requirements. This is because the school has failed to complete and maintain the single central record of checks on all the staff working with the pupils at the school. This constitutes a serious breach of legal requirements. Action to tackle this is an urgent priority. The school, supported by the local authority, has made a commitment to resolve this situation as soon as possible and has quickly implemented interim procedures to ensure pupils' safety.

In most other respects Banstead Community Junior is a good school. Pupils join the school with well above-average standards and make good progress overall. Standards in Year 6 have been consistently significantly above average in recent years and pupils currently attending the school are on course to reach similar levels, despite a small dip in 2008. Higher-attaining pupils do particularly well because of the effective support they receive. In some year groups, however, achievement is satisfactory rather than good. Senior leaders are well aware of this and have put into place a range of strategies to accelerate progress to match that in the rest of the school. These strategies are already beginning to bear fruit. The school is well on its way to achieving its challenging targets for 2009.

The school is a happy and harmonious place. By the time they leave at the end of Year 6, pupils have become confident and well-rounded individuals underpinned by their excellent spiritual, moral, social and cultural development. They thoroughly enjoy all aspects of school life and this is reflected in their above-average attendance. There is no doubt that the school provides a caring and supportive environment for its pupils. There is a strong commitment towards making every child feel valued and fully included in every aspect of school life. These aspects are praised by parents. Pupils say clearly that they trust the adults around them and know to whom they can turn if they have a problem.

Pupils enjoy their lessons and work hard because of good teaching and a good curriculum. In most lessons, teachers make sure that they use a range of interesting teaching styles, maintaining pupils' concentration and motivation throughout the lesson. In some lessons, however, pupils' progress slows because the range of strategies and tasks they use is more limited and the pace of learning slows. Although a small number of parents expressed concerns about the lack of extra-curricular activities, pupils say they have plenty to do at lunchtime and after school and think that clubs are a particularly good feature of the school. The evidence shows that the curriculum is well supported by a good range of enrichment activities that add excitement to pupils' learning and provide them with many opportunities to develop their personal qualities.

Although the school is well led and managed in most areas of its work, leadership and management overall are inadequate. This is because safeguarding procedures do not meet current government requirements in significant areas. Governance is also unsatisfactory because the governing body has failed to meet the legal requirements in relation to child protection procedures.

## What the school should do to improve further

- Meet all statutory requirements in relation to child protection.
- Strengthen governance so there is more systematic monitoring of all aspects of the school's work, particularly those relating to children's welfare.
- Improve the quality and consistency of teaching and learning so that they reflect the school's best practice.

## Achievement and standards

### Grade: 2

Pupils enter Year 3 with higher standards in English and mathematics than those typically found nationally. They build successfully on these standards and reach significantly above-average levels of attainment by Year 6. Success in English, mathematics and science is not at the expense of other subjects. Good work is seen, for example, in information and communication technology, history, art and design and physical education. Pupils achieve well during their time in the school. Senior leaders are well aware, however, that there are still some variations in the rates of progress made in different year groups and are beginning to look more systematically at some of the reasons for this. Pupils who need additional help or find learning more difficult receive effective support and make good progress as a result.

## Personal development and well-being

### Grade: 1

Pupils speak with great pride about all the school does for them and appreciate the many good things that are on offer. As one pupil commented, 'There are loads of good clubs here and there is always something to do.' He went on to talk with a great deal of enthusiasm about the running club and the gardening club and explained how the vegetables grown by the latter were cooked and eaten for school lunch. Pupils' behaviour in lessons and throughout the school day is excellent. Pupils have a very good understanding of how to stay fit and healthy. They can explain which foods are good for you and why it is important to take exercise. They are keen to take responsibility and contribute well to the wider community, recently raising money for a school in Lesotho. School councillors are pleased that the school takes their views seriously, although they think that their meetings could be held more frequently. Pupils feel safe at school and feel that there is always somebody to turn to should they have a problem. They know the difference between right and wrong and appreciate the wider worlds of art and music. By Year 6 they are lively, thoughtful and sensitive youngsters who are well prepared for secondary school and for their future lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. As a result, pupils achieve well academically during their time in the school. Typically, lessons move forward at a brisk pace, with varied and challenging activities that keep the pupils on their toes. Teachers have very good relationships with their pupils and high expectations of behaviour. As a result, pupils are motivated, behave extremely well, take pride in the presentation of their work and respond positively to the tasks set. Teachers understand their subjects well and plan work thoroughly to ensure that it mostly

meets pupils' needs. Pupils are aware of their targets and understand what they need to do to improve their work. However, lessons of this quality are not consistently delivered throughout the school. The school is aware that in a small number of lessons teachers do not make use of a wide enough range of resources and methods. As a result, pupils' progress slows and is satisfactory rather than good.

## **Curriculum and other activities**

### **Grade: 2**

An interesting curriculum is provided that promotes learning and pupils' development well. There is a clear focus on helping pupils to develop their skills in literacy and numeracy, although this is not at the expense of their learning in other subjects. Although accommodation is cramped and some of the buildings are in poor condition, classrooms are bright and cheerful and enhance pupils' learning well. A good start has been made in introducing the new strategies for teaching English and mathematics, although more remains to be done to measure their impact on pupils' learning. New activities, such as the introduction of a modern foreign language, have provided greater opportunities for pupils to extend their learning in new directions. A carefully planned programme for personal, social and health education prepares the pupils well for life outside school. The provision for gifted and talented pupils is enhanced through successful innovations such as 'Challenge Saturdays' and through a good variety of enrichment activities. Pupils are appreciative of the wide range of extra-curricular activities on offer and uptake is good.

## **Care, guidance and support**

### **Grade: 4**

The school provides a supportive and caring learning environment for its pupils. Pupils are known and treated as individuals and this contributes strongly to their outstanding personal development and well-being. Despite many good features in this area, the inspectors drew the school's attention to its failure to meet all the current government requirements relating to safeguarding. For this reason, care, guidance and support are judged inadequate. Action to tackle this serious weakness is an urgent priority.

Academic guidance is good. There are good systems in place to identify and support pupils who have learning difficulties and/or disabilities. Teachers make good use of assessment information to identify pupils who need extra support or who are at risk of underachieving. Pupils know how well they are doing and have clear targets to aim for. The school works very well with parents and other agencies to ensure that pupils make good progress.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate overall because systems for safeguarding children do not meet statutory requirements. Governors are supportive and show a good understanding of the academic strengths and weaknesses of the school. However, governance overall is inadequate because governors have failed to discharge their legal responsibilities to meet government requirements in relation to safeguarding learners.

In most other areas of the school, leadership and management are good. The headteacher provides caring leadership and works well with the two assistant headteachers. The school has successfully tackled the issues for improvement since the last inspection. Staff work well

together and there is a good team spirit. Community cohesion is promoted well and the school has good links with the local, national and global communities. Self-evaluation is largely accurate. There are many signs of real improvement and the school is in a good position to build on these. Standards in writing have improved, for example. The role of subject leaders is developing. They do not all have a sufficiently clear picture of provision in their area or of exactly what needs to be done to raise standards in their subject. The school ensures that money is spent wisely on staff and other resources, although classrooms are small and some of the buildings are shabby. The school runs smoothly and there are clear and well-understood daily routines. There are good links with families and the majority of parents are happy with the quality of education and care provided by the school.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	4

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

**Annex B****Text from letter to pupils explaining the findings of the inspection**

25 February 2009

Dear Pupils

Inspection of Banstead Community Junior School, Banstead, SM7 2BQ

Thank you very much for welcoming us to your school when we visited recently. We enjoyed our visit very much. I am writing to tell you what we found out when we inspected your school. Your school needs some extra help. This is called a 'notice to improve'. Although there are many good things about your school, the headteacher and the governors must make sure that all the government regulations on how we look after children in schools are put into place. We think they can do this quickly and that they will soon have all their paperwork in order. More inspectors will visit the school in about six month's time to make sure that this has happened. This means there is nothing for you or your parents to worry about.

You obviously enjoy lessons and other activities and we think your behaviour is excellent. Well done! Your teachers care about you and many of you told us how much you appreciate all that they do. You make good progress overall, but sometimes children do better in some classes than others. Your standards are much higher than in most other schools. We particularly loved the poems some of you in Year 3 wrote. Here is an extract from one of them:

'Shimmering shining silver star Shines down on us from afar.'

Your headteacher and all the staff are working hard to improve the school. We have asked your headteacher and the governors to make a few improvements to make your school better. They need to make sure that all their paperwork on looking after children in schools is in order. We have also asked them to try and make sure that more of your lessons are as good as the best ones. You can help your teachers by always trying your best in lessons.

I hope that you continue to enjoy your time at school and wish you well for the future.

Yours faithfully

Lynn Bappa

Lead Inspector