

Lady Bankes Infant School

Dawlish Drive, Ruislip, HA4 9SF

Inspection dates 7–8 July 2015

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher, governors and leaders at all levels pursue excellence relentlessly and ensure all pupils have an equal opportunity to achieve. They have made sure that pupils are taught consistently well and that their achievement is outstanding.
- Teachers and support staff know the pupils they teach very well and make sure the work given to pupils is well matched to their abilities. Teachers use strong subject knowledge and effective questioning to provide very helpful guidance and challenge to pupils.
- The curriculum enables pupils to learn new skills and acquire knowledge in depth. Learning is equally well assessed across all subjects taught. The school's values are used effectively as a basis to prepare pupils for their future lives in modern Britain.
- Pupils' spiritual, moral, social and cultural education is enriched by the many occasions pupils are invited to stop and think deeply about their lessons and experiences.
- Pupils choose to behave well and can adapt their behaviour to suit the occasion. They demonstrate excellent attitudes to learning and feel well protected from any form of discrimination.
- Parents are very confident about the work of school leaders and governors to keep children safe. Leaders keep a close eye on the safety of the premises and make sure that safeguarding arrangements are well understood.
- Children in the Early Years Foundation Stage are well prepared for the next stage in their education by skilful teaching of basic skills in reading, writing and mathematics.
- Governors have a very thorough knowledge of the work of the school. They fulfil their duties with diligence and impressive acumen.

Information about this inspection

- The inspectors made observations, some with senior leaders, in 13 lessons. They also attended a school assembly.
- Inspectors visited the 'early risers' breakfast club, run by the school.
- Meetings were held with representatives of the governing body, the headteacher and deputy headteacher, a number of middle leaders and the Early Years Foundation Stage leaders. The lead inspector had a telephone discussion with a representative of the local authority.
- The inspectors met with two groups of pupils and heard them read aloud.
- During the inspection, a range of pupils' work was scrutinised. Records of achievement and other documents related to behaviour and safety were considered.
- The inspectors spoke to parents at the beginning of the school day. They considered 111 responses to the online Parent View survey. Consideration was also given to responses to the 34 staff questionnaires returned.

Inspection team

Andrew Wright, Lead inspector

Her Majesty's Inspector

Kewal Goel

Additional Inspector

Raminder Arora

Additional Inspector

Full report

Information about this school

- Lady Bankes Infant School is larger than the average primary school. It shares a building with a junior school which is led and managed separately.
- There are 90 children in the nursery who attend the school on a part-time basis. All other pupils attend full time. About one in three children begin the Reception year having not attended the nursery.
- The proportion of disadvantaged pupils entitled to additional government funding is lower than average.
- The proportion of pupils who are of a minority ethnic heritage is above average. Those who speak English as an additional language is broadly average, although some of these are at a very early stage of developing skills in English.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- School leaders manage a breakfast club on behalf of governors.

What does the school need to do to improve further?

- Improve the achievement of disadvantaged pupils entitled to additional funding even further in writing so that a greater proportion reaches the higher levels of attainment.

Inspection judgements

The leadership and management are outstanding

- The headteacher's unerring drive to secure the highest standards has sustained school improvement since the last inspection. She shares a passionate belief with other leaders and governors that any barriers to academic or personal achievement may be overcome. This belief has been very successfully communicated to the whole school community. Parents hold school leaders in very high regard.
- Leaders and governors make the right decisions about what the school needs to do to improve. They rigorously check how quickly and extensively these decisions lead to improved outcomes for pupils. Members of staff are provided with high quality training and resources and then held very closely to account for making the most of these to secure excellent outcomes for pupils. As a result, the quality of teaching over time is outstanding.
- Members of staff, parents and governors speak with one voice of the transparent and accessible professional culture which leaders have created. This enables concerns and potential barriers to success to be discussed and overcome before they become more serious. This is the key to why the school is so successful at ensuring equality of opportunity.
- Middle leaders are very effective in ensuring the quality of teaching is never less than good, and often outstanding. These leaders know the academic and personal achievements of pupils in great detail. They use this knowledge to check that their actions are leading to the improvements they intend to secure. Their leadership skills and individual talents have been successfully nurtured and developed by senior leaders. As a result, pupils achieve consistently well across many subjects and their personal development is rapid.
- The curriculum reflects national requirements and provides an excellent range of opportunities for pupils to learn in breadth and depth. Pupils' progress is tracked closely and helpful advice given to pupils based on a carefully considered progression of skills in all subjects. Leaders ensure that teachers' subject knowledge is consistently strong. Pupils make excellent progress in their spiritual, moral, social and cultural education because of the regular opportunities they are given to develop their thinking skills and the time set aside for them to reflect on their experiences.
- Leaders have ensured that British values are seamlessly entwined with those which the school expects pupils to uphold. Pupils are taught from the outset about the importance of having a choice. However, they also learn that choice comes with responsibility. They are given many opportunities to take responsibility for, and reflect upon, their actions. Pupils are encouraged to learn in detail about what others believe in. They are taught what different religions have in common, as well as their differences. This prepares them very well for their future lives as British citizens.
- Leaders and governors ensure that all statutory requirements for safeguarding pupils are met.
- Primary sport development funding is invested in staff development. Leaders have employed specialists in a range of sports to coach pupils and train staff. They check on improvements in the skills and confidence of teachers rigorously. They also take account of parents' and pupils' views about which sports to focus on and have provided coaching in tae kwondo and tennis as a result.
- The deputy headteacher monitors the impact of plans to spend additional funding for disadvantaged pupils. She keeps a close eye on how well and how quickly interventions are helping them to learn. As a result, these pupils are making at least expected, and usually rapid, progress from their starting points.
- The local authority recognises the school's capacity to sustain its own improvements. It instigated a helpful independent review of the school's performance in the autumn of 2014.
- The breakfast club provides pupils with a calm, purposeful start to the day.
- **The governance of the school:**
 - Governors make sure that they gain a detailed understanding of the school's effectiveness by considering a very wide range of information. They receive detailed reports from the headteacher, but do not rely wholly on these to understand the work of leaders and other staff. Governors recently reviewed the structure of their committees to make more time to consider data about pupil achievement. As a result, they are very well informed about how each class and group of pupils are achieving.
 - Governors carry out detailed and rigorous checks on the work of leaders to safeguard pupils. They question leaders and engage in frank discussions before deciding how additional funding, such as the pupil premium, should be spent. They expect, and receive, detailed feedback about the impact of this spending on outcomes for pupils. Governors make sure that teachers progress up the pay scale only

when they are satisfied that their work has had a positive impact on outcomes for pupils.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils realise how important learning is to their lives. They work hard and listen well to their teachers. They keep on trying, even when teachers set them really challenging tasks.
- Pupils care for their school very well and attend well. Leaders rigorously challenge parents of pupils whose attendance dips. Pupils thrive on the responsibilities members of staff give them as soon as they are ready. They recognise and appreciate the value adults place on their views and ideas.
- Pupils, and their parents, understand the way leaders expect them to behave and be kind to one another. They say that everyone gets along well. Leaders rarely need to deal with any discriminatory behaviour or bullying. They have been successful in ensuring the few rare instances of poor behaviour have not been repeated by the same pupil.
- Members of staff lead by example in the way they demonstrate kindness, courtesy and curiosity to pupils. As a result, pupils emulate this behaviour in the polite and thoughtful way they interact, and in their extremely positive approach to learning.
- At playtime and when moving around the school, pupils know how to stay safe and ask for help when needed.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils and parents agree that children are extremely well cared for. One parent told inspectors, 'Teachers look after the children as if they were their own.'
- Pupils can explain what bullying is and how it might occur. They understand how to reduce the risks they might encounter when using the internet.
- Leaders assess risks carefully and make sure regular checks are completed on the premises and equipment.
- Members of staff understand how to implement the school's safeguarding arrangements effectively. They are trained well to respond to any concerns about the welfare of pupils. Checks on the suitability of adults working in the school meet statutory requirements.

The quality of teaching is outstanding

- The quality of teaching over time is never less than good, and frequently outstanding. Other adults provide high quality additional support for pupils, which closely matches their individual needs and takes account of the way they prefer to learn. Those who have disabilities or special educational needs receive outstanding support to ensure they are fully included in lessons. This all contributes to the rapid progress pupils make in both their academic and personal development.
- The teaching of phonics (the sounds that letters make) is very effective. It enables even those pupils who struggle to master basic skills to break down words and make accurate attempts. This gives them confidence and encourages pupils to sustain their reading. Teachers provide effective support to help parents work on reading at home with their children.
- Detailed, systematic and helpful advice is given to pupils, which helps them improve their work. Pupils' books show how aspects of their writing develop over several extended pieces as a result of this very helpful guidance. This support extends to all subjects. For example, art work seen shows how pupils are given specific feedback on how well they have applied different pressure to a crayon in order to produce different qualities of line. As one teacher put it, 'We practise to make permanent.'
- The lessons teachers plan provide pupils with opportunities to learn, which are pitched at exactly the right level of challenge for each pupil. The extremely positive relationships which teachers have developed with pupils by getting to know them as individuals encourage children to attempt challenging work. Teachers frequently expect pupils to make choices and solve problems. They provide time for pupils to think things through and talk about their ideas. Teachers also ask very probing questions which help pupils notice ways of learning or acquiring knowledge which would not have occurred to them otherwise. All of this enables the most able pupils to reach the higher levels of attainment of which they are capable, while providing very effective support for weaker learners.
- Teachers use the evidence of pupils' achievement very well to decide which particular skills to concentrate

on. For example, a large proportion of pupils arrive at the school with relatively poor skills in speaking and listening. Teachers take account of this by placing an emphasis on modelling good speech and correcting imprecise verbal responses.

- There is a consistent approach to teaching mathematical skills. Pupils benefit from very clear explanations of new concepts and the challenge they receive to explain how they have worked out an answer. More-able pupils make excellent progress because teachers set challenges which deepen their thinking. For example, in a Year 1 mathematics lesson about weighing, pupils were asked to think of how to find the comparative weights of three objects when they only had two sets of balances.
- Disadvantaged pupils entitled to additional funding receive carefully selected and rigorously monitored support to help them catch up if necessary. They make good progress as a result, but this is somewhat less rapid in their writing than in reading or mathematics.

The achievement of pupils

is outstanding

- By the time they leave the school at the end of Year 2, nearly all pupils who have attended the school for more than two terms achieve the expected level in reading, writing and mathematics.
- A much higher proportion of more-able pupils achieves the higher levels of attainment than did so nationally in 2014. This outstanding achievement has been sustained in 2015, following a period of rapid improvement in standards since the last inspection.
- The school's information shows that the proportion of pupils reaching the expected standard in the Year 1 phonic screening check exceeds the 2014 national average, as it did in the previous year. Pupils read confidently and use their well-taught skills to tackle unfamiliar words with confidence and success.
- Pupils who arrive at the school during the school year at a very early stage of learning English make outstanding progress. They are provided with extensive support and resources to help them acquire basic skills and feel part of the learning community. Some of these pupils manage to attain close to levels expected for their age in English within one year of joining the school. Other pupils who speak English as an additional language achieve at least as well as other pupils.
- Pupils with disabilities and special educational needs make rapid progress from their individual starting points. Their needs and levels of attainment are identified accurately. The impact of support on their progress is monitored thoroughly and regularly so that any adaptations necessary to improve progress are promptly made.
- The small proportion of disadvantaged pupils entitled to the pupil premium achieves well. The proportion of these pupils who have disabilities and special educational needs is much higher than that in the school as a whole. From their starting points, they nearly all make expected progress and many exceed this. This is helping these pupils catch up with other pupils. Some pupils now achieve the higher levels of attainment in reading and mathematics by the end of Key Stage 1. However, the achievement of these pupils in writing is not as strong, although a similar proportion achieved expected levels of attainment to the national average for this subject in 2014.

The early years provision

is outstanding

- Children achieve exceptionally well in the Early Years Foundation Stage. They make rapid progress in all the areas of learning from starting points which are lower than typical. By the end of the Reception year, the school's evidence indicates that a higher proportion of children secured a good level of development than was the case nationally in 2014. Leaders seek robust external validation of their assessments which confirm that these are very accurate. Leaders have also ensured that any previous gaps between the achievement of different groups of children have been almost closed. The setting prepares all children very well for their move to Year 1.
- Children's individual needs are very quickly and accurately identified. Where necessary, specialist support is provided. Children who join the school at a very early stage of acquiring English make rapid progress because of the steps teachers take to enable them to participate.
- Assessment of children's learning is accomplished skilfully and extensively by all members of staff. The leader has a great deal of trust in her well-trained colleagues, which allows them to adapt planned activities to meet the needs of individuals. As a result, children are taught basic skills in reading, writing and mathematics very effectively and in ways which inspire children to want to know more.
- Children's personal development is promoted exceptionally well. Children are expected to take responsibility for looking after the setting as soon as they are ready. Members of staff encourage children

to talk about their experiences and ask parents to complete learning journals alongside the school so that a greater insight is gained into what interests each child.

- Leaders have recognised that some children, particularly boys, were limited in their progress in writing due to shortcomings in their physical development. They now provide a wide range of effective activities to help them complete tasks with their hands. They have also taken steps to improve the visual guidance children receive in making the most of the activities on offer, both indoors and outside. As a result of this insightful leadership, children make more rapid progress in being imaginative, cooperating and solving problems.
- Children behave exceptionally well. Most are capable of deciding for themselves when it is necessary to listen well and remain quiet, and when it is beneficial to be more active and vociferous. They use the well maintained and rigorously checked environment safely.
- Parents are made welcome to stay at the beginning of the day to join in with learning alongside their child. They are able to nominate their child for a school award if they have done something to be proud of at home. Parents appreciate the information teachers provide about their children's progress. They also have confidence in the ability of the school to keep their children safe which is confirmed by inspectors.

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	102389
Local authority	Hillingdon
Inspection number	448235

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Ms J Wagstaffe
Headteacher	Mrs S Tuffey
Date of previous school inspection	17 May 2010
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