



Banstead Community Junior School

Inspection Report

Unique Reference Number 125023
LEA Surrey LEA
Inspection number 281862
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Rob Crompton AI

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

Type of school	Junior	School address	The Horseshoe
School category	Community		Banstead
Age range of pupils	7 to 11		SM7 2BQ
Gender of pupils	Mixed	Telephone number	01737 351788
Number on roll	270	Fax number	01737 373055
Appropriate authority	The governing body	Chair of governors	Mr Colin Sutherland
Date of previous inspection	24 January 2000	Headteacher	Mr Steven Scott

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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

A little above average in size, the school serves an affluent area in Surrey. Attainment on entry is above average. The proportion of pupils with learning difficulties and disabilities is broadly average. Most pupils are from a White British background with a very small number of pupils being from other ethnic groups. Staffing has been relatively stable but there have been some recent long term absences covered by supply staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where pupils thrive academically and personally. They thoroughly enjoy the wealth of activities on offer in and out of the classroom. Under the excellent leadership of the headteacher, there is a common sense of purpose and a continuous drive to improve on the already high standards. A poster exhorts pupils to 'Never Settle for Less Than Your Best' and this maxim captures the essence of the school.

The headteacher's vision, shared across the school, is pivotal in moving the school forward. The complete lack of complacency and a determination to improve are revealed in the school's view of itself as good, which inspectors found to be underestimated. Rigorous assessment in English, mathematics and science underpins the effective teaching and challenging work motivates pupils to learn. The school is aware that this needs to extend to other subjects.

Parents are almost unanimously very happy and pupils talk enthusiastically about all the school has to offer. Their success in a wide range of subjects reflects the first class curriculum. The level of care, support and guidance is outstanding and contributes to pupils' excellent personal development. Pupils are self-confident and mature.

The relentless commitment to improvement, shared by the headteacher, key staff and governors means that the school has an excellent capacity to improve. Weaknesses identified by the last inspection have been successfully addressed. In view of its numerous strengths, the school provides very good value for money.

What the school should do to improve further

- Improve assessment in the foundation subjects, such as ICT, history and geography, to provide a manageable system for tracking pupils' progress

Achievement and standards

Grade: 2

Pupils achieve well and reach high standards in English, mathematics and science. They build successfully on the good levels of attainment as they enter Year 3. Standards in Year 6 have been consistently well above national averages over recent years and current pupils are on course to reach similar levels. Indeed, standards in writing in Year 6 are higher than last year because this key skill has been given increased attention. The proportion of pupils set to achieve the higher levels in writing has increased significantly, although more able readers are not yet as successful in writing. However, the high standards across the board reflect the school's considerable success in helping pupils of all abilities to make good progress and meet the challenging targets they are set. The vast majority of pupils, including those with particular gifts and talents, fulfil their potential and many pupils identified initially as having learning needs reach the expected levels 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 (ICT), art and design, design and technology, history and geography.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils love being at school and are very enthusiastic about their learning. One said andquot;We are all encouraged to do the best we canandquot;. Attendance is very good and reflects pupils' very positive views about the school. Behaviour is outstanding and relationships are excellent. Participation in school councils and in the buddy schemes is very high and pupils make a real contribution to the life of the school.

Spiritual, moral, social and cultural development is very effective. Pupils are thoughtful and mature. Music and art feature strongly in pupils' lives and they recognise and appreciate different forms and styles from a variety of cultures. However, their understanding of cultural diversity across the United Kingdom is less well developed.

Healthy lifestyles are strongly promoted. Children feel that the school is a safe place and that there is always someone to turn to if they have a problem. Community links are strong and the school has been very successful in developing pupils' basic skills and in filling them with self-confidence.

Quality of provision

Teaching and learning

Grade: 2

Consistently effective teaching enables pupils to develop good learning habits. The level of challenge means that pupils are well motivated and keen to improve. Teachers' skilful questioning builds well on pupils' existing knowledge and understanding and plenary sessions at the end of lessons help pupils to assess their own progress against specific objectives. Increasingly, practical approaches support pupils' understanding. For example, Year 6 gained a good idea of the solar system through imitating planetary movement in the playground. A purposeful atmosphere pervades all lessons. Teachers, ably supported by teaching assistants, organise work very carefully to enable pupils of all abilities to progress. This bespoke provision is possible because of the school's effective assessment systems for English, mathematics and science. These pinpoint each pupil's needs accurately and provide a secure basis for teachers to monitor their progress. For example, this process has led to some excellent learning opportunities for extremely able pupils. In some lessons, the pace is so quick that there is little time for pupils to think about a question before responding to it. Occasionally, more able pupils find the work a little too easy and the level of challenge could be raised further.

Curriculum and other activities

Grade: 1

The curriculum provision for pupils of all abilities is excellent. Work is adapted to meet their emerging needs; for example, increased opportunities for writing across the curriculum have led to significant improvements in pupils' performance. Further emphasis on the provision for more able pupils has led to even higher standards. For literacy and numeracy, the year groups are sub-divided into three ability groups and this enables them to achieve well. ICT, such as interactive whiteboards, (these project the computer image onto a large 'touch screen' and allow the teacher and pupils to write or move objects around the screen with their fingers rather than use the keyboard) laptops and digital cameras enrich the curriculum. A large number of pupils enjoy an excellent range of clubs, including an extensive range of sporting activities. Pupils remarked, 'The best thing we like is sport, especially taking part in tournaments.' Visits and visitors, together with themed activities such as Creativity week, French week, Greek Day and Design and Technology Day make learning exciting and promote high standards. Pupils' self-confidence and independent team work are promoted as they take responsibility for organising events, such as cake sales for charity.

Care, guidance and support

Grade: 1

Outstanding personal development is a direct result of high levels of care, guidance and support. The school's strong systems ensure that academic and personal guidance go hand in hand. Risk assessment is rigorous and child protection procedures are firmly established. Pupils are cared for exceptionally well and their welfare is paramount in the day to day life of the school. Staff know pupils very well and respond to any of their individual concerns effectively. Pupils and parents feel that the school manages the transition from the infant school and to their secondary schools very sensitively. Very few parents expressed individual concerns but these were not substantiated during the inspection. Pupils receive very good feedback during lessons and through marking. They are well aware of what they need to do to improve. Staff write comprehensive reports to parents but they are sometimes too descriptive and do not give a clear picture of how well pupils are doing in relation to the expectations for the age group.

Leadership and management

Grade: 1

The leadership and management of the school are excellent. The headteacher promotes a caring and supportive ethos and has a strong commitment to improving standards which are already consistently above national averages. He is very well supported by the senior management team. They provide a well informed think tank for review and development and conduit for the ideas and suggestions by staff. The school has an accurate picture of pupils' performance and uses self-assessment efficiently to identify priorities for improvement. The analysis of assessment data and its use to set future

priorities is excellent and is a significant factor in the continuous drive to sustain high standards. Equality of opportunity is promoted extremely well. The views of parents and pupils are sought and their views and opinions are valued. For example, after consulting parents, home/school information was reviewed and improved.

The monitoring of teaching and learning is well established and targets for improvement are closely linked to the school's priorities. Subject leaders are given sufficient time to monitor teaching and learning and, as a result, they have a clear view of the strengths and weaknesses in their subjects. For example, a review of pupils' books highlighted the need for more practical work in science and the use of scientific vocabulary.

Governors are closely involved with the school's work. They pose challenging questions and hold the school to account for the standards it achieves. Financial management is efficient and the budget is closely linked to the priorities identified in the school development plan. The school provides very good value for money and, in light of its progress since the last inspection, it has excellent capacity for improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for making my colleagues and me welcome this week. We enjoyed seeing your work and how well you were doing in lessons. The discussions we had with the school council and around the school showed that you enjoy learning and all the extra activities.

We think your school is outstanding. Your teachers work very hard to help you make good progress. We were impressed with the standards of work in each class. It's clear from our visits to lessons and from seeing you in and around the school that you get on very well with your teachers and with one another. We are sure that you appreciate the way Mr Scott and all the staff organise things to make your school life as successful and enjoyable as possible.

You receive good feedback in lessons and from marking about what you need to do to improve in English, mathematics and science. We saw that you do good work in other subjects and we're suggesting that teachers keep a closer check on your progress in such subjects as ICT, history and geography. We're sure that your teachers would appreciate your own comments about the things you find easy and more difficult. With best wishes for the future,

Yours faithfully,

Rob Crompton

Lead inspector