

# 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>	340700
<b>Inspection dates</b>	1–2 February 2010
<b>Reporting inspector</b>	Joanna Toulson

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 of pupils on the school roll</b>	271
<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>	22 January 2009
<b>School address</b>	The Horseshoe Banstead SM7 2BQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team reviewed many aspects of the school's work. The inspectors spent around 20% of their time looking at learning; including 12 lessons observations, 13 teachers and several teaching assistants. They observed collective worship, held meetings with senior and middle leaders, governors and pupils. They observed the school's work and examined pupils' books and documents, including the school development plan and governing body minutes. They also looked at documentation regarding pupil progress and safeguarding. They analysed 46 questionnaires returned by parents and 100 pupil questionnaires. At the previous inspection in January 2009, the school was judged to require a notice to improve because systems for safeguarding pupils did not meet current government requirements. Subsequently, a monitoring visit was carried out by Her Majesty's Inspector in October 2009.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all statutory requirements in relation to child protection are in place
- the improvement since the last inspection in the quality of governance so that there is a more systematic monitoring of all aspects of the school's work, particularly those relating to children's welfare
- the improvement in the quality and consistency of teaching and learning so that it reflects the school's best practice.

## Information about the school

This junior school is a little larger than average. The percentage of pupils entitled to a free school meal 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 special educational needs and/or disabilities is below the national average. These difficulties mainly relate to specific or moderate learning needs and speech, language and communication difficulties.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. All statutory requirements in relation to child protection are in place.

Banstead Community Junior School provides a good education for its pupils. Its capacity to improve further is good because self-evaluation is accurate and there are appropriate plans in place to support continuing improvement. The school has made a good start in its promotion of community cohesion but actions taken so far have not yet been evaluated to judge their impact on pupils' learning and well-being. Parents and carers are supportive of the school but a few would like more information about how well their child is doing and more help to support their child's learning at home.

Pupils join the school in Year 3 with standards which are above average. They make good progress as they move through the school and by the time they leave Year 6 they reach standards which are well above average in mathematics, English and science. However, the attainment of more able pupils in mathematics is not as high. This is because teachers do not always plan activities so that all ability groups, particularly the more able, are consistently challenged. Senior leaders monitor pupils' progress carefully and provide extra support for pupils with special educational needs and/or disabilities, or those who find learning more difficult. Good support from teachers and well-trained teaching assistants results in these pupils making as good progress as their peers.

Pupils say they feel very safe and enjoy school and this is shown through their good behaviour, very high attendance and good punctuality. As one child said of the school, 'It's a happy place to be'. Pupils have a good understanding about how to keep healthy but opportunities are lost to keep them active at lunchtime. Pupils told inspectors that they would like more games equipment and organised physical activities at lunchtime. Very strong relationships across the school, with adults acting as good role models, support the good promotion of pupils' spiritual, moral, social and cultural development. Pupils are polite and friendly to each other and behave well in lessons and around the school. Pupils make a good contribution to school life through, for example, being buddies, members of the school council or lunchtime monitors.

Good academic outcomes, pupils' positive attitudes to learning and the good progress they make all help to ensure that they are well prepared for their secondary education and later life. An imaginative curriculum, taught in good lessons by committed teachers and support staff, creates a broad range of experiences which contribute well to the pupils' good development and well-being.

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## What does the school need to do to improve further?

- Raise attainment in mathematics by ensuring that all pupils, but particularly the more able pupils, are consistently provided with tasks that are challenging and closely matched to their ability.
- Improve the engagement of parents and carers by providing frequent information about precise ways in which they can support their children's learning across a wide range of subjects.
- Evaluate the impact on pupils' learning and well-being of actions taken to promote community cohesion.

## Outcomes for individuals and groups of pupils

**1**

Attainment is well above average. It is clear from the lessons observed during the inspection that pupils develop good attitudes to learning and are keen to do well. They enjoy learning and relish expressing their points of view but occasionally an over-reliance on the 'hands up' strategy means that opportunities for pupils to talk in pairs and small groups about their learning are lost. Increasingly effective use of information from assessment ensures pupils know their learning targets for improvement. There are good opportunities for pupils to self-assess their work. Learning for more-able pupils is sometimes limited when they have to complete easier work before they undertake the 'challenge' activity.

Pupils have an excellent understanding about how to keep themselves safe, including how to use the internet safely. They know that they need to eat healthily and usually make sensible choices at lunchtime. The 'bikeit' initiative in school encourages more than 20 pupils to cycle to school each day. The wide range of opportunities to promote pupils' personal development, including, for example, links with schools in inner London, Munich and Turkey, are key to the pupils' good spiritual, moral, social and cultural development. Pupils are proud to have responsibilities in the school, including being on the eco-council and the healthy school council. School councillors benefited from the experience of interviewing during the recruitment of a midday supervisor; however, not being responsible for a budget is a lost opportunity to develop pupils' skills for their economic well-being. Pupils contribute well to the community, for example by singing in the choir at events and raising money for charity, including the recent 'cake day' in response to the earthquake in Haiti. 'Worry boxes' where pupils can raise concerns they have, together with participation in anti-bullying week and pupils' involvement in writing the anti-bullying policy, have resulted in pupils knowing that bullying and racism is wrong.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Pastoral care is good and this has a positive impact on the outcomes for pupils who are polite and respectful to adults and each other. There are effective arrangements for the transition of pupils into Year 3 from the nearby infant school and almost all pupils settle quickly into their new school. Very good support for pupils with special educational needs and/or disabilities supports the development of good self-esteem as well as good academic progress.

Most teaching is good. Teachers use questioning skills well to assess children's learning during the lesson and reshape their teaching accordingly. Consequently, most pupils are able to succeed and make good progress. High-quality teaching in one-to-one and small group sessions for pupils with special educational needs and/or disabilities and those needing additional support enables these pupils to make good progress. Pupils' work is regularly marked with comments that tell them what they have done well and how to improve. Regular assessments are used effectively to identify how much progress groups and individuals are making. These assessments are mostly accurate, particularly for writing and reading. Staff are receiving further training in assessing mathematics even more accurately. Teachers have good subject knowledge and usually plan well for different ability groups, although not all teaching consistently challenges pupils, particularly the more-able in mathematics.

The good curriculum has effective cross-curricular links. Pupils use information and communication technology well, including, for example, posting comments on the school website and using data handling programs in their mathematics lessons. There is good enrichment of the curriculum with, for example, all Year 4 pupils learning the violin and

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the introduction of Spanish as a modern foreign language. There is a very high take-up of the excellent extra-curricular activities, which include a science club, a running club and a very well-attended choir. The new 'community garden' and the gardening club are particularly popular and involve all pupils. The wide range of visitors to the school and visits in every year group also support a broad range of experiences for pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has been instrumental in driving school improvement since the last inspection. He is well supported by effective senior leaders and together they have ensured the school team has stayed focused on bringing about the improvements needed over the last year, including supporting teachers to improve their practice. Effective systems are in place to monitor and evaluate the work of the school and there are effective plans for further development. Good use of pupil assessment data and monitoring information to set challenging targets is supporting high standards. However, this has not yet ensured that all pupils, particularly the more-able, do as well as they could in mathematics. Governors are very supportive of the school and take their monitoring role seriously. There is, recently, good evidence that they challenge the school and are aware of any relative underperformance.

Measures for safeguarding pupils are now good and all statutory requirements relating to child protection are met. Effective partnerships with outside specialists support the needs of vulnerable pupils, including those with special educational needs and/or disabilities. Staff are committed to looking for ways to improve. For example, the school has identified some of the reasons why girls do not perform as well as boys in science and has put in place measures which are closing this gap. This is an example of the school's good progress towards ensuring that all pupils have equal opportunity to do their best and that no pupil is subject to any form of discrimination. The good plans that are in place to promote community cohesion and to develop the school's provision for global and cultural understanding include links with schools in England and further afield. The impact of this provision has not yet been evaluated. The school has a generally positive relationship with parents and carers who are kept up to date with school events through monthly newsletters and the website. The inspection team supports the view of a few parents and carers that opportunities are sometimes lost to communicate what their child is learning and how they can support this learning at

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home.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Most parents and carers are supportive of the school and say their child enjoys school and is kept safe. A very small minority of the parents and carers who returned the form or spoke to the inspection team were concerned about how much progress their child was making. A few parents and carers expressed concern about the quality and frequency of communication between home and school. Inspectors found that most pupils make good progress, but recognised that more-able pupils could sometimes reach even higher standards. The school recognises that communication could be developed further in order to improve the engagement of parents and carers in their child's learning.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Banstead Community Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 271 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	41	25	54	1	2	0	0
The school keeps my child safe	17	37	27	49	2	4	0	0
The school informs me about my child's progress	10	22	28	61	6	13	2	4
My child is making enough progress at this school	15	33	21	46	8	17	1	2
The teaching is good at this school	13	28	26	57	6	13	0	0
The school helps me to support my child's learning	14	30	21	46	9	20	0	0
The school helps my child to have a healthy lifestyle	18	39	26	57	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	24	20	43	5	11	0	0
The school meets my child's particular needs	13	28	26	57	5	11	1	2
The school deals effectively with unacceptable behaviour	15	33	22	48	5	11	1	2
The school takes account of my suggestions and concerns	10	22	26	57	7	15	1	2
The school is led and managed effectively	12	26	22	48	7	15	2	4
Overall, I am happy with my child's experience at this school	17	37	21	46	7	15	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 February 2010

Dear Pupils

Inspection of Banstead Community Junior School, Banstead SM7 2BQ

On behalf of the inspection team, thank you for making us so welcome when we visited your school recently. We were delighted to talk to so many of you. We were very impressed with how polite you are and it is clear that you enjoy school and are keen to do well. You may know that when your school was inspected in January last year, inspectors decided that your school needed extra help in making sure that all the government regulations on how we look after children in school are put in place. I am delighted to tell you that these regulations are all now firmly in place and so your school no longer needs extra help.

You told us that your school is a good school and we agree. There are lots of good things about your school and here are some of the things that really stood out:

- your good behaviour and the way you are kind to each other
- the above average standards that you reach which prepare you well for your secondary school
- the excellent range of extra-curricular clubs and activities which so many of you enjoy
- the good teaching that helps you know what you need to do next in order to keep learning
- the good support that you receive which helps you to feel safe and well cared for.

While your school is good, there are some things that it could do even better:

- find ways to make sure that those of you who sometimes find work easy (especially in mathematics) are challenged to reach even higher standards
- give your parents even more information about how you learn in school and what they can do at home to help you
- find out what a difference your good links with other schools and the wider community make to your learning and well-being.

We also reminded your teachers that you want more to do at lunchtime! You can help by telling your teachers if you find work too easy and by talking to your parents about what you are learning in school. We really enjoyed being in your school and hope that you will continue to work hard and enjoy everything your school offers.

Yours sincerely

Joanna Toulson

Lead Inspector

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