

Inspection of Lady Bankes Primary School

Dawlish Drive, Ruislip Manor, Ruislip, Middlesex HA4 9SF

Inspection dates: 21 and 22 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Lady Bankes Primary School is a school for everyone. Pupils really enjoy their learning. They are proud to be part of a school where their rights and responsibilities are promoted and respected. The warm and nurturing relationships between staff and pupils sit at the heart of the school's effectiveness. Pupils are happy and safe. They are proud of their school.

The school is extremely ambitious for all its pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve highly. Children in the early years are well prepared for Year 1, while pupils in Year 6 are more than ready for the challenges of secondary school. Pupils excel in the rich range of academic and social learning opportunities that the school provides for them.

Pupils' behaviour is exemplary. They demonstrate high levels of respect and kindness towards one another. They are polite and well mannered. Staff make it a priority to know all pupils and their families very well. This develops a strong sense of community.

Pupils thrive in the wide range of leadership opportunities that are available. These range from leading the Safety Squad through to the Green Team. Whatever role a pupil takes on, working hard to benefit others and the community sits at the heart of what they do.

What does the school do well and what does it need to do better?

Leaders and governors have an unwavering commitment to providing the best possible education for all pupils at Lady Bankes Primary School. The school has created a strong climate for learning for all pupils. Governors are exceptionally knowledgeable about the school. This enables them to support the school well and hold leaders to account effectively. Leaders have designed a curriculum that meets the needs of all pupils in the school. Leaders have thought carefully about what they want pupils to know and remember. Pupils with SEND are fully supported to access the curriculum. For example, in physical education, para sports are an integral part of the school's offer.

The school is determined that every pupil will become a fluent reader. Pupils' knowledge of letters and their sounds is checked regularly, right from the first week of Reception. Staff are highly skilled in the teaching of reading. Books are carefully chosen to ensure that they precisely match pupils' phonics knowledge. Leaders invite parents and carers into the early years for workshops that equip them to help their child to read. Staff closely monitor the progress pupils make in reading and provide effective and regular one-to-one catch-up sessions for any pupils who fall behind. Pupils hear stories daily. Staff have chosen books that will interest pupils and reflect the school's inclusive and diverse curriculum. This promotes a love of reading.

Pupils' attitudes to learning are overwhelmingly positive. Children in the early years develop strong learning behaviours. Pupils across the school build on this positive start. Pupils' behaviour is exemplary as a result. Their attendance is high and they enjoy coming to school. Pupils have a strong moral perspective that people should be treated with respect, regardless of their differences. Children in the early years learn how to recognise and describe their feelings and, as they get older, they manage their emotions and behaviour well. Pupils complete the tasks that they are set diligently, and their work is of high quality.

The school's offer for pupils' personal development is excellent. The school's 'A TORCH' value system enhances pupils' learning. Through a carefully considered curriculum, pupils learn about fundamental British values, such as the rule of law. Pupils have a mature understanding of their contribution to society by taking part in community events, such as the Green Team, whose members work as eco-ambassadors and take part in litter-picking and recycling work.

The school provides a wide, rich set of experiences that give pupils opportunities to develop their character. This includes residential trips that almost all pupils take part in. Pupils attend a wide range of clubs and activities during and after school. This leads to opportunities to take part in local and national competitive events in athletics and the Great Big Dance-Off, for example.

Leaders are considerate of staff well-being. They manage staff workload well, and staff comment that leaders are supportive. Staff benefit from many opportunities to develop their knowledge and expertise. Staff are proud to work here and are highly valued. Leaders have successfully ensured that their vision of collaboration is woven through the school at all levels.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need](#)

of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102388
Local authority	Hillingdon
Inspection number	10293239
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	618
Appropriate authority	The governing body
Chair of governing body	Joanne Coxwell
Headteacher	Kate Needs
Website	www.ladybankes.school
Dates of previous inspection	25 and 26 April 2017, under section 8 of the Education Act 2005

Information about this school

- In September 2021, the school merged with Lady Bankes Infant School.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, including the headteacher, and a range of staff. The inspector also spoke with representatives of the governing body, including the chair of governors.
- The lead inspector met with representatives of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and computing. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors sampled work and spoke to leaders about geography, physical education, art, French, music, and design and technology.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans and records of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Sahreen Siddiqui, lead inspector	Ofsted Inspector
Sophie Allen	Ofsted Inspector
David Bryant	Ofsted Inspector
Jennifer Bax	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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