

Inspection of a good school: Banstead Community Junior School

The Horseshoe, Banstead, Surrey SM7 2BQ

Inspection dates:

22 and 23 February 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils describe Banstead Community Junior School as a lovely school. They say it is a happy, friendly place with, 'a warm environment'. Pupils enjoy coming to school. They look forward to playing and learning with their friends. They feel safe and well looked after by their teachers. Pupils are eager to learn and look forward to the various after-school clubs, trips and visitors they experience.

While leaders say that they are ambitious for pupils, the curriculum is not effective enough to make sure pupils achieve well. In some subjects, pupils' learning is not well sequenced. Because of this, pupils do not learn and remember the essential knowledge as well as they should.

Staff have high expectations for pupils' behaviour. Pupils generally behave well and follow the school's routines sensibly. Bullying does not happen very often. However, some arguments and incidents of unkind behaviour do happen from time to time. Pupils say that their teachers and headteacher listen to any worries they have and take them seriously. While any unkindness and bullying are taken very seriously, pupils feel that sometimes, incidents are not always fully resolved.

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

Leaders have not made it clear exactly what pupils are expected to learn and remember in every subject. They have not made sure that the curriculum develops pupils' knowledge progressively as they move through the school. When teachers present new learning, they do not consistently check what pupils already know and help pupils build on this. Too often, pupils struggle to remember some of the important things they have learned. Consequently, pupils are not prepared well enough for the next stage of their learning.

Pupils work hard in lessons. They have positive attitudes to learning and talk enthusiastically about their work.

Pupils at the early stages of learning to read, including pupils with special educational needs and/or disabilities (SEND), are not supported well enough. Leaders have not made sure that the phonics programme is structured effectively. Staff have not had the training they need to teach phonics effectively. Teachers do not give pupils books to read that closely match the sounds they have been learning. Therefore, not all pupils are learning to read as quickly and effectively as they should.

The mathematics curriculum is much more effective. It is carefully sequenced so that pupils' learning builds on what they know already. Most teachers explain mathematical concepts clearly. They help pupils to deepen their understanding. Teachers continually check what pupils have remembered. Overall, pupils do well in mathematics. They can explain their understanding with confidence, drawing on their prior learning.

Leaders know that the quality of education is not good enough. They have sought support from the local authority and have begun to address the weaknesses. Leaders have made a positive start in the right direction, but there is still some way to go. Staff are committed to making the changes that are needed.

Leaders plan a range of opportunities that promote pupils' wider development. Pupils are encouraged to be physically active and to keep safe and healthy. For example, pupils take part in 'cycle to school' initiatives and enjoy the range of sports clubs on offer. Pupils enjoy learning about different cultures and beliefs. They say that it is good to be different.

In discussion with the headteacher, the inspector agreed that art, design and technology, history and geography may usefully serve as focuses for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

All adults working in school make pupils' safety and well-being their top priority. Robust procedures are in place to keep pupils safe. Leaders train all staff thoroughly so that they have a good understanding of what to do if they have any concerns about a pupil's welfare. Staff work together as a team to make sure that pupils get the help and support they need.

Pupils have a very clear understanding of how to keep themselves safe when online. They know what to do and who to talk to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not made sure that curriculum in all subjects sets out the essential knowledge pupils should learn and in what order. Teachers do not help pupils make

links in their learning in different subjects effectively enough. Leaders need to make sure that the curriculum in all subjects is well designed so that all pupils, including those with SEND, achieve as well as they should.

- The phonics programme is not well structured. Staff do not have sufficient expertise to teach phonics effectively. Leaders need to make sure that pupils are given books that closely match the sounds they have been taught so that they can practise what they have learned and catch up quickly. This will ensure that pupils learn to read confidently and fluently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2013.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125023
Local authority	Surrey
Inspection number	10211456
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair of governing body	David Parker
Headteacher	Steven Scott
Website	http://www.bcjs.org.uk
Date of previous inspection	21 February 2017, under section 8 of the Education Act 2005

Information about this school

- No relevant changes since the previous inspection.
- The school is not currently using any alternative provision.
- The school offers a breakfast club for its pupils and also for pupils at the neighbouring infant school.
- An external provider, Jancett Playsafe, provide after-school childcare on the school site.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, staff and pupils. The inspector also met with representatives of the school's governing body and held a telephone conversation with a representative from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, looked at

curriculum plans, visited lessons, spoke to teachers, talked to pupils about their learning, looked at pupils' work and listened to pupils read. The inspector also looked at curriculum plans and spoke to leaders about some other subjects.

- The inspector met with leaders responsible for safeguarding and looked at relevant documentation, staff recruitment checks and training records.
- The inspector met with a wide range of pupils to discuss their views. This included formal meetings with pupils and informal discussions during playtime, lunchtime and in lessons. The inspector also considered pupils' responses to the pupil survey.
- The inspector spoke to parents and staff to gather their views. She also considered parents' responses to Parent View and staff's responses to the staff survey.

Inspection team

Leah Goulding, lead inspector

Ofsted Inspector

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