

# Inspection of Bethany Church of England Junior School

Knole Road, Boscombe, Bournemouth, Dorset BH1 4DJ

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Inspection dates: 22 and 23 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders are ambitious for all pupils. The school vision of 'Inspiring learning for life, hope for the future' describes leaders' aims that pupils will gain the knowledge and personal attributes needed so they can be successful in their next school, and in adult life. The school's Christian ethos, and the school values of compassion, curiosity, creativity and confidence, are the bedrock of the school's work.

Pupils enjoy coming to school. They behave well. In lessons, they concentrate on their work and want to do their best. The few pupils with more challenging behaviour are supported effectively to improve it. Pupils say that bullying is rare. If it happens, adults sort it out. Parents and pupils agree that pupils are safe. Parents appreciate the commitment and support that school leaders give them and their families.

Pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged, and the many pupils who have English as an additional language learn well. They play a full and valued part in school life. Pupils told inspectors that, from the start, 'this school has taught us to accept everybody'.

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

Leaders have identified the key knowledge and concepts they want pupils to learn in most subjects. They have considered the content carefully. Teachers use this information to break down learning into smaller, more manageable steps for pupils. Leaders know this work is not fully complete in a few subjects, such as physical education and art.

The well-sequenced curriculum helps pupils build their knowledge and understanding. For example, in science, Year 6 pupils remember previous learning about light from Year 5. In history, pupils' understanding of the concept of invasion deepens as they study first the Iron Age and then the Romans. In geography, Year 3 pupils learn the physical features of the coastline. Year 5 pupils can recall how, in Year 4, they used this information to collect data about the impact of man on the coast.

Leaders consider carefully the needs of pupils with SEND when developing the curriculum content and structure. In lessons, adults provide effective adaptations that help these pupils access the curriculum alongside their peers. This helps pupils recall previous learning and achieve success.

Reading underpins the school's work. Pupils at an early stage in reading receive phonics teaching that helps them catch up quickly. This includes disadvantaged pupils, those with SEND and pupils who arrive in school with little or no English. The books pupils read help them become fluent, confident readers. They read to adults often in school. Consequently, pupils' reading improves quickly. Pupils love to read.

They benefit from a welcoming, well-resourced library, lunchtime book clubs, reading awards and teachers who read aloud to pupils daily.

In mathematics, teachers consider carefully what pupils need to know and by when. Using this, and their assessment of pupils' understanding, teachers identify the small steps in learning that pupils need. This helps pupils learn new knowledge systematically. Pupils enjoy mathematics and almost all find that the work challenges their thinking. Older pupils have an accurate, rapid recall of mathematics facts such as multiplication tables. However, this is less secure for pupils in Years 3 and 4.

Pupils leave the school as well-rounded young people who reflect the school's core values. They talk confidently about equality, tolerance, respect and protected characteristics, such as gender. Leaders ensure that the curriculum gives pupils the knowledge they need to keep themselves safe online and how to report sexual harassment.

Most pupils attend school regularly. If attendance is a challenge, leaders and pastoral staff work effectively to help pupils and their families improve it. Leaders firmly believe pupils should be in school and have successfully kept classes open despite the challenges of COVID-19.

Governors hold leaders to account effectively. They ask focused, challenging questions about the right things. Officers of the multi-academy trust provide another layer of oversight of the school's work. They provide effective support for leaders and teachers. Staff say leaders are mindful of their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, staff and governors are committed to keeping pupils safe. The school's policies and procedures are comprehensive and up to date. There is regular training for staff and governors. Staff know what to do if they have concerns about a child. They take prompt action. Pupils feel safe in school and parents firmly agree. Pupils readily name adults they can turn to if they have a worry or concern. Leaders provide pupils and their families with the help and support they need. Governors and the multi-academy trust leaders check on the school's safeguarding work.

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

### **(Information for the school and appropriate authority)**

- The curriculum identifies the key knowledge and concepts pupils should learn. However, for a minority of subjects, this work is not fully complete. In these subjects, it is more difficult for teachers to break down learning further into smaller chunks. Leaders should make sure the curriculum for every subject identifies what pupils need to know clearly and by when.

- In mathematics, older pupils recall learning such as number facts and multiplication tables readily. Younger pupils struggle to do so because they have missed out on some important elements of the curriculum. Leaders should ensure the curriculum is adapted so that pupils have the time to rehearse these and improve their recall.

## 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

<b>Unique reference number</b>	142100
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10211748
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rev Louise Ellis
<b>Headteacher</b>	Lawrence Woodward
<b>Website</b>	<a href="http://www.bethanyjunior.co.uk">http://www.bethanyjunior.co.uk</a>
<b>Date of previous inspection</b>	6 and 7 June 2018, under section 5 of the Education Act 2005

## Information about this school

- Bethany Church of England Junior School is a member of the Coastal Learning Partnership multi-academy trust.
- The number of pupils who have English as an additional language, with SEND, or who are eligible for the additional support of the pupil premium are all above the averages in most schools.
- At its most recent section 48 inspection, in November 2019, the school was graded as excellent.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with school leaders, members of the local governing board, the vice chair of the trust board, the chief executive of the multi-academy trust and a representative of the Diocese of Winchester.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, 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 a sample of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils from Years 3 and 4 read.
- Inspectors considered how well the school keeps pupils safe. Inspectors met with school leaders, with groups of staff and groups of pupils to help gather this information. Inspectors looked at the school's documentation, including the single central record.
- Inspectors considered the 11 responses to the Ofsted online survey, Parent View, including the 11 free-text responses. They spoke with some parents at the school gate. They considered the findings of the recent parent survey conducted by the multi-academy trust. Inspectors considered the responses to the pupil survey and the findings of the school's recent pupil and staff surveys.

### **Inspection team**

Sarah O'Donnell, lead inspector	Ofsted Inspector
Marcia Northeast	Ofsted Inspector
Bradley Murray	Ofsted Inspector

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