

# Inspection of Somerlea Park Junior School

Bank Street, Somercotes, Alfreton, Derbyshire DE55 4JE

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Inspection dates: 18 and 19 January 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	Not previously inspected under section 5 of the Education Act 2005

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

Leaders make sure that pupils are the most important people at this school. Pupils are well cared for. Staff know pupils well and know how to motivate and get the best out of them. Pupils enjoy school. They are well behaved and work hard.

Pupils enjoy earning praise and recognition. They understand how the school's 'learners' code' helps them to make a positive contribution across the school. Pupils are proud of the roles and responsibilities that they earn through the school's 'band system'. They enjoy spending their points for positive behaviour in the 'Brainsburys' shop at the end of each week. Pupils are proud of their positive behaviour and conduct. They say that the behaviour policy is working well. Pupils understand the consequences of poor behaviour and take these seriously. They know that everyone should be treated equally.

Pupils say that bullying is extremely rare. They are confident that leaders will deal with it should it occur. Pupils know who to talk to if they need help. They know that they can access support at any time.

Pupils, parents and staff believe that pupils work hard, behave well and get the help they need. Inspectors agree with these views.

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

The majority of the school's curriculum is well planned and sequenced. It sets out what pupils will learn at each point of their education. Content is ordered carefully and helps pupils to learn and remember more over time. However, in some subjects, the curriculum does not make clear enough the most important things that pupils are expected to learn.

The school's curriculum has been improved systematically. However, a small number of subjects have yet to be planned and sequenced. Leaders are aware of this and have allocated time for these subjects to be improved.

Reading is prioritised. It is taught daily. Teachers help pupils to read and understand a wide variety of demanding texts. Pupils enjoy their book club lessons. They enjoy listening to teachers read to them in the daily 'drop everything and read' sessions.

Leaders ensure that all pupils acquire the phonics knowledge and skills that they need to help them read. Phonics is taught well. However, there are some minor inconsistencies in how older pupils are taught to tackle new and unfamiliar words. This is because some teachers have not been fully trained in how to teach phonics.

Pupils' behaviour is good. The school's behaviour policy is working well. It is applied consistently. Pupils who need help to follow the school's rules are well supported.

Leaders make sure that these pupils' needs are identified and managed appropriately.

The school caters well for pupils' personal development. Pupils benefit from a well-sequenced programme of personal, social, relationships and health education. They experience a wide range of visits, sporting and musical activities. They know it is important to treat everyone equally, regardless of background, culture or belief. They do not tolerate any kind of racism.

Pupils with special educational needs and/or disabilities (SEND) get on well in their learning. The recently appointed special educational needs coordinator (SENCo) knows these pupils well. Pupils with SEND get the help that they need to learn the school's curriculum. Teaching assistants provide effective support to pupils with SEND.

Leaders know their school well. They have an accurate view of what is working well and what needs to improve. Leaders are determined that pupils achieve well and are well prepared for the next stage of their education. They have created a united and supportive staff team that shares their ambitions. Leaders consult pupils, parents and staff regularly. Everyone is well-informed about and included in the school's improvement journey. The school works closely with the feeder infant school. This helps pupils to have a smooth transition between the two schools.

The school's pupil champions are well-informed about improvements. They understand their responsibilities. They work effectively with leaders to carry these out.

Leaders benefit from regular challenge and support from the trust. The trust provides training and opportunities for staff to work with colleagues from other schools. Staff value this and it helps them to improve their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know pupils well. They are quick to recognise when pupils need help. Concerns are dealt with quickly. No concern goes unchallenged. Records are detailed and are fit for purpose. The school's safeguarding procedures are understood by all staff.

The inclusion manager and family support worker provide a wide range of help and advice for pupils and their families.

Leaders work well with other agencies to make sure that pupils get the help they need. They challenge where things are not working as well as they should.

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

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

- The school's curriculum is not yet sufficiently planned and sequenced in a small number of subjects. However, it is clear that leaders are taking action to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional statements have been applied.
- The school's curriculum sets out what pupils will learn at each point of their education. However, in some subjects, the most important content that pupils should know and remember is not clear enough. Leaders should ensure that the curriculum makes clear the most important content that pupils should know and remember in the long term.
- Some staff have not been trained to teach phonics. This means there are some minor inconsistencies in the way that staff help pupils to read unfamiliar words. Leaders should ensure that all staff are trained in phonics and that they use this to help pupils read unfamiliar words consistently.

## 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>	144949
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10212014
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	161
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Rutherford
<b>Headteacher</b>	Helina Kirkup (executive headteacher) Daisy Rizo (head of school)
<b>Website</b>	<a href="http://www.learnerstrust.org/spj">www.learnerstrust.org/spj</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This was the school's first inspection since opening in September 2017.
- The school uses one registered alternative provider.

## Information about this inspection

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

- 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 held meetings with the executive headteacher, the head of school, curriculum leaders and the SENCo.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum documentation in geography and art.

- The lead inspector met with the chair of the school's champions. He also met with the chief executive officer of The Learners' Trust and the chair of the board of trustees.
- Inspectors took account of the 11 responses to the Ofsted Parent View survey and six written comments from parents. They also considered the 16 responses to Ofsted's staff survey. An inspector spoke informally to parents outside the school.
- Inspectors met with safeguarding leaders. They reviewed school documents relating to safeguarding, attendance and surveys carried out by the school.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty's Inspector

Karen Slack

Ofsted Inspector

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