

# Inspection of Ashton Park School

Blackmoor's Lane, Bower Ashton, Bristol BS3 2JL

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Inspection dates: 8 and 9 November 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>
Sixth-form provision	<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?**

Pupils are happy to attend Ashton Park School. They enjoy their lessons and the range of opportunities the school provides for them. Staff know pupils well and want the best for them. Parents agree that their children enjoy attending and are safe and happy at school.

Staff expect pupils to behave well in lessons and around the school. Lessons are purposeful and learning is rarely interrupted by poor behaviour. Most pupils take pride in their work and are keen to do well.

Bullying is rare. If it occurs, it is dealt with quickly and does not continue. Pupils feel safe at school and know who they could speak to if they were worried about something.

The 'Ashton Park Way' (APW) sets out leaders' high expectations of all members of the school community. Parents and pupils were involved in developing the APW. This exemplifies how leaders act in line with the school values, which include respect and community.

Pupils appreciate the ways in which they can develop their talents and interests. The many clubs, including sports, art, drama and music, are well attended. Sixth-form students take on leadership opportunities, such as being reading coaches for Year 7 pupils.

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

In key stage 3, all pupils follow a curriculum that is broad and ambitious. In some subjects, the curriculum is new and has not yet had the impact that leaders intend. Few pupils in key stage 4 choose to continue with a language as well as history or geography. However, in response to leaders' actions, the number of pupils who continue with these subjects is now increasing. Students in the sixth form take qualifications that match their interests and future aspirations.

Staff know pupils well and are ambitious for them. However, teachers do not always have the information they need to provide the right help for pupils with special educational needs and/or disabilities (SEND). Consequently, some pupils with SEND do not always get the right support at the right time. Sixth-form students with SEND and pupils attending the resource base are well supported.

Teachers have strong subject knowledge. They use this to design lessons that support the learning that they intend to take place. However, they do not always ensure that pupils remember enough of what they have learned. This means pupils cannot always build on what they already know.

Leaders identify the specific areas of difficulty for those who are not yet reading well enough. Pupils get the precise help they need to become more fluent readers. Key stage 3 pupils read regularly with their tutors. This helps them to learn new vocabulary and understand the experiences of people with different backgrounds.

Trips and guest speakers and school events give pupils a rich set of experiences that draw on the local area as well as further afield. Many pupils take part in a national award scheme that supports their wider development.

Pupils have the information they need about future careers, education and apprenticeships. The Baker Clause is met. Work experience contributes strongly to pupils understanding of the workplace. Students in the sixth form are well supported when applying for jobs, apprenticeships and higher education.

Leaders have adjusted the curriculum in light of gaps that have arisen as a result of the pandemic. For example, food technology is more focused on practical elements and personal, social and health education (PSHE) has more curriculum time. This is in line with the school's commitment to ensuring that pupils leave Ashton Park ready for their next stages in life. In PSHE pupils learn about relationship, sex and health education in a way that is appropriate to their age. Sixth-form students value the information they get about staying safe and preparing for life beyond school.

Teachers, including those at the start of their careers, get the training they need. Staff know how the work they do fits within the overall vision for the school and have a shared sense of purpose. Teachers are increasingly confident about how to improve their teaching.

The new school leadership team has been mindful of staff workload and well-being when introducing rapid change. Leaders consider the available evidence to help them to choose how best to act on school priorities.

Governors understand their role and know the school well. They consider the priorities of the school and the needs of the community when making decisions.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at Ashton Park School.

Staff know what to do if they have a concern. They are vigilant in identifying signs that a pupil may be at risk of harm and have the training they need to spot these.

Leaders act promptly on concerns that are shared with them. They make appropriate referrals to other agencies when necessary. They are tenacious in securing help for pupils.

Pupils learn how to stay safe, including online. They know how to seek help if they need it.

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

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

- Teachers do not always have the information they need about how best to support pupils with SEND. This means some pupils with SEND do not always learn as much as they could. Leaders must ensure that all pupils with SEND receive the support they need to make the best possible progress.
- Teaching does not always help pupils to remember what they have learned before. This means that pupils do not build on secure knowledge so do not develop their understanding as fully as they could. Leaders need to ensure that teaching helps pupils to recall what they already know so that they can build on prior knowledge.

## **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](#)' 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>	145398
<b>Local authority</b>	City of Bristol
<b>Inspection number</b>	10241455
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1224
<b>Of which, number on roll in the sixth form</b>	122
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Margaret Simmons-Bird, MBE
<b>Headteacher</b>	Richard Uffendell
<b>Website</b>	<a href="http://www.ashtonpark.net">www.ashtonpark.net</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses five alternative providers. Two are registered providers, and three are unregistered.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Year 8 to 13 with information about approved technical education and apprenticeships.
- Ashton Park School converted to become an academy school in July 2018. When its predecessor school, Ashton Park School, was last inspected by Ofsted, in February 2015, it was judged to be good overall.

## Information about this inspection

The inspectors carried out this graded 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 met with the headteacher, senior leaders, governors and trustees.
- Inspectors carried out deep dives in these subjects: art, mathematics, English, science and modern foreign languages.
- 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 samples of pupils' work. Curriculum plans for some other subjects were viewed with leaders and further lessons visited. These included music, history, geography and personal, social and health education.
- An inspector contacted some of the alternative provisions used by the school.
- Inspectors visited the resource base.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View, and the views of staff and pupils in Ofsted's online survey.
- The lead inspector met with representatives of the trust.
- Sixth-form lessons were visited as part of the deep dives.
- Meetings were held with sixth-form leaders and students.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Stuart Wilson	Ofsted Inspector
Teresa Hill	Ofsted Inspector
Nic Blunsum	Ofsted Inspector
Jerry Giles	Ofsted Inspector

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