

Inspection of a good school: Sefton Park Junior School

Ashley Down Road, Ashley Down, Bristol BS7 9BJ

Inspection dates:

28 February to 1 March 2023

Outcome

Sefton Park Junior School continues to be a good school.

What is it like to attend this school?

Pupils feel happy and safe at Sefton Park Junior School. Pupils understand the school rules 'everybody has a right to learn and everybody has a right to feel safe'. This is demonstrated consistently in pupils' conduct around the school site and in lessons. Pupils have warm and respectful relationships with staff who care deeply for the pupils in the school. Pupils feel everyone is kind and caring, and there are trusted adults they could speak to if upset. Pupils, parents and staff love their school, which is at the heart of the community. Leaders provide a range of experiences that pupils will remember for life.

Leaders are truly inclusive and have high expectations for all the pupils. Leaders are passionate about creating an inclusive school where every child is valued and supported to reach their potential. All pupils engage positively in their learning. Pupils work well on their own and collaboratively. Pupils feel that bullying is extremely rare and if it were to happen staff deal with it quickly. However, some pupils' attendance is not as good as it could be. Leaders are aware of this and are working to improve attendance.

Leaders provide memorable experiences for pupils. For example, school trips take pupils to places such as a well-known bio-diversity centre and national museums. Pupils recently performed a well-known musical at a local theatre, which parents and pupils remember fondly.

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

School leaders have designed and put in place an ambitious curriculum. They have carefully planned the important knowledge that pupils need to know and the order in which they learn this. Subject leaders are highly knowledgeable about the subjects they lead and impart that knowledge to staff. However, in some subjects, pupils do not readily remember some of the important subject knowledge they need to build on in the future. For example, pupils are skilled artists technically but do not know enough about famous artists. Leaders are aware that some subjects need further development to ensure they meet the high expectations leaders have for the curriculum.

Leaders know the importance of reading and want every child to have a love of books. There are clear expectations in place and a well-sequenced curriculum. Pupils who fall behind in their understanding of phonics are well supported to catch up with their peers. Pupils receive specialist support to strengthen their phonic knowledge. Leaders have taken action to address the decline in reading outcomes at the end of Year 6. This is already having a positive impact. Leaders regularly check for any gaps in pupils' understanding. They use this information to identify pupils who require additional support.

Sefton Park is an inclusive school. Leaders identify and meet the needs of pupils with special educational needs and/or disabilities (SEND). Such pupils are well supported to follow the curriculum and take part in school life successfully. Pupils say that support, such as breakfast club mathematics, really helps them in the classroom.

Pupils understand the importance of respect and say everyone is welcome at their school. Pupils enjoy playtimes and say that everyone is kind and caring. They like the fact they have a lot of activities to do outside. These include playing in the woodland and on the timber trails. Leaders help pupils to build their independence and personal development. Leaders believe strongly in ensuring they offer a rich learning experience for all pupils. For example, there are a range of clubs which pupils enjoy, such as sports clubs, Latin and chess clubs.

Staff feel well supported by leaders and value the approaches leaders take to promote staff well-being. Staff overwhelmingly enjoy working at the school and feel valued. Governors fulfil their statutory duties and understand the needs of the school and its place within the community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of safeguarding in the school. Staff receive regular training in identifying pupils at risk of harm. Leaders check staff's knowledge thoroughly. Leaders act quickly if they feel they must prioritise a concern. They ensure that all the necessary checks are in place when recruiting staff.

Governors receive the information they need to assure themselves that safeguarding measures are appropriate. For example, governors also check documentation and have regular meetings with the safeguarding lead.

Pupils have an in-depth knowledge of how to keep safe when online. Pupils know there is a trusted adult in school they can go to if they have a worry or concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is in its infancy. As a result, pupils do not learn and remember securely some of the key knowledge that they need. Leaders should

continue to ensure that the curriculum is implemented to a high standard so that pupils receive a consistently good quality of education across all subjects.

- Some pupils do not attend school regularly. Therefore, they do not benefit from all that the school has to offer and their learning falls behind. Leaders need to ensure that the actions they take result in improved attendance for those who are persistently absent.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

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

Unique reference number	108961
Local authority	Bristol City of
Inspection number	10256787
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair of governing body	Corrie Bell
Headteacher	Daniel Simson
Website	www.seftonparkschools.co.uk
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Sefton Park Infant School.
- The proportion of pupils with SEND is higher than is typical nationally.
- The school uses three alternative provisions.

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 leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders, teachers and governors.
- The inspector also spoke to a representative from the local authority.
- The inspector carried out deep dives in early reading, mathematics and art. For each deep dive, the inspector 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 inspector looked at a range of documents, including school improvement planning and records of governor meetings.
- The inspector considered the responses from the parent, pupils and staff questionnaires issued at the time of inspection.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

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