

# Sefton Park Infant School

## Inspection report

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<b>Unique Reference Number</b>	108960
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	324866
<b>Inspection date</b>	12 November 2008
<b>Reporting inspector</b>	David Curtis

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	258
Government funded early education provision for children aged 3 to the end of the EYFS	138
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Bremner
<b>Headteacher</b>	Jan Lonsdale
<b>Date of previous school inspection</b>	31 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	St Bartholomews Road Ashley Down Bristol BS7 9BJ
<b>Telephone number</b>	01173 773290
<b>Fax number</b>	0117 3773292

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

How well pupils use literacy and numeracy skills in other subjects

Standards in subjects other than literacy and numeracy

The quality of provision for pupils with English as an additional language.

Evidence was gathered from lesson observations, analysis of school tracking and assessment data, scrutiny of planning and pupils' work, and discussions with the headteacher, the chair and representatives of the governing body, key staff, parents and pupils. The views of parents were gathered from the returns of the Ofsted questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, are not justified, and these have been included where appropriate in this report.

The school is currently subject to proposed reorganisation by the local authority from a two-form entry to a three-form entry school. It is not within the remit of an Ofsted inspection to investigate parental concerns about such proposals.

## Description of the school

This is a larger than average size infant school. Early Years Foundation Stage provision (EYFS) is in the Nursery and three classes for children in Reception. Children in the Nursery attend part time for either the morning or the afternoon. Most pupils are of White British heritage, although an increasing proportion comes from a wide range of minority ethnic backgrounds. Similarly, while it is below average, the proportion of pupils with English as an additional language is rising. Currently, none of these pupils receives any specialist funding. The proportion of pupils with learning difficulties and/or disabilities is below average.

Since the last inspection, the school has federated with Sefton Park Junior School with one headteacher and a single governing body responsible for leading and managing both schools. Three newly qualified teachers joined the infant school staff in September 2008.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It has maintained the significant strengths identified in its previous inspection. Of particular note, is the effective way in which the school has shared its outstanding practice within the local authority, nationally and internationally. Through outstanding leadership and management, the headteacher, supported by the senior leadership team and governing body, has worked tirelessly to ensure that pupils continue to receive a high quality of education. That they have achieved this during a period where considerable effort has gone into the federation and supporting the junior school is testimony to the school's excellent capacity for further improvement.

Outstanding teaching and learning linked to a vibrant and stimulating curriculum drive pupils' excellent achievement. The very high quality of provision in the EYFS means that children make excellent progress from the day they start in the Nursery. This exceptional progress is maintained throughout the school so that pupils reach very high standards in reading, writing and mathematics by the end of Year 2. Teachers have very high expectations as to what pupils should achieve. Very effective questioning makes pupils think and give reasoned answers to questions. This has a significant impact on pupils' excellent speaking and listening skills. Pupils benefit from the many strengths in a curriculum which focuses effectively on clear links between subjects and a rich range of enrichment activities. In the EYFS, the nature of the school site and Victorian buildings restricts pupils' opportunities for outdoor learning, which means they do not receive their full entitlement under the new EYFS framework.

Pupils use their literacy and numeracy skills most successfully in other subjects. They show great confidence in researching information through using reference books and the internet. Pupils, including boys, enjoy writing and show excellent levels of concentration and perseverance in completing pieces of work. There are examples of high-quality work in history, for example in accounts of 'My day as a chimney sweep'. Teachers place great emphasis on teaching key skills thoroughly before pupils are expected to use them. For example, in Year 2, pupils learnt how to measure accurately before applying these skills in a science investigation on elasticity as part of a topic on forces.

Pupils achieve high standards in other subjects. In geography, pupils in Year 1 produce good maps showing their journey to school and key buildings and features. They apply their literacy skills successfully when they label these key features. Skills in information and communication technology (ICT) are very good, with pupils confident in using word-processing skills to produce labels for their icon pictures. They make effective use of a graphics program to produce layouts of towns linked to work on 'being an architect'. Pupils produce high-quality work in art and design, in two and three dimensions. Sculptures of zoo animals are very impressive, especially the penguins.

The provision for pupils with English as an additional language is excellent and allows them to achieve as well as their peers. In lessons, teachers and teaching assistants place great emphasis on developing their oral skills and support learning through the use of photographs, for example to consolidate understanding of key vocabulary in science. A significant strength is that the school celebrates the rich diversity of pupils' backgrounds and encourages them to be experts in their own culture and religion. A very good example of this is when a pupil read an extract from the Koran in Arabic to an audience of fellow pupils. The school reaches out into its local and wider communities to engage from the minority ethnic community. Parents and role models,

including a dancer and a police officer, show pupils that they have the potential to achieve whatever they want to be in the future.

Pupils' personal development and well-being are outstanding because they are underpinned by excellent care, guidance and support. Behaviour is excellent. Pupils' relationships with each other and with adults are extremely good. Pupils show great confidence in engaging with adults, often initiating discussion, such as asking the inspector, 'Did the Prime Minister send you?' Spiritual, moral, social and cultural development is outstanding. Pupils are confident to express their feelings and emotions. In the assembly seen, pupils spoke articulately and sensitively about their understanding of Remembrance Day. Because of the location of the hall, a number of interruptions from other classes and/or adults and pupils passing through detracted from the spiritual atmosphere. Pupils benefit from significant strengths in both pastoral and academic guidance. Safeguarding procedures are adhered to rigorously.

Most parents are delighted with the school. As one wrote, 'Wonderfully creative school that nurtures confident and independent learners'. Pupils really enjoy school. They particularly enjoy assemblies and the fact that 'we are all kind to each other'.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

From day one in the Nursery, children make a flying start to their learning. Parents are extremely pleased with their children's time in the EYFS. As one parent of a child in Reception wrote, 'My daughter has already "bought into" the school ethos – understanding "kind hands", "stickability", "listening to others" and above all finding "a personal challenge". She has transferred this to the home situation which is amazing at age four.'

From starting Nursery with standards expected for their age, children make outstanding progress through the EYFS and reach standards that are above average by the time they start Year 1. Children enjoy school and in the Nursery develop very good levels of independence in their learning and play. As they move into Reception, they become confident in the use of 'learning ladders' to show how well they understand their own learning. In their personal, social and emotional development, children learn to make choices and develop as confident learners. In both the Nursery and Reception, teachers, nursery nurses and teaching assistants work effectively as a team to give children a caring and supportive environment. The welfare of children is paramount. Planning, observations and assessment of children's learning are used very effectively to monitor their progress and to ensure they achieve as much as they can.

Leadership and management of the EYFS are outstanding. Targets for improvement for particular groups of children are set and results analysed carefully to identify potential underachievement and this information is used to provide additional support when needed. The school works hard to involve all parents within its diverse community to support their children's learning.

### **What the school should do to improve further**

- Actively seek ways in which it can improve outdoor learning for children in the EYFS.
- Minimise interruptions when pupils are in the hall for assemblies.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 November 2008

Dear Children and Pupils

Inspection of Sefton Park Infant School, Bristol BS7 9BJ

Thank you very much for the warm welcome we received when we visited your school. We enjoyed meeting you in your lessons and around the school. Mrs Green would like to thank the school council for giving up part of the lunchtime so that members could speak with her. We are delighted to tell you that you go to an outstanding school.

There are so many wonderful things about your school and far too many for me to have room to tell you about. Therefore, these are the things which are extra special about your school:

- Those of you in the Nursery and Reception (the EYFS as we call it) make an excellent start to school life.
- In Years 1 and 2, you make excellent progress in your learning and reach standards that are much better than for many children of your age.
- Your behaviour is excellent and you all get on really well with each other.
- You enjoy your lessons and work hard for your teachers.
- You really like all the extra things you can do in school, especially when visitors come to show you new things.
- All the adults in the school look after you and take very good care of you.
- Those who lead and manage your school really want to give you the very best education you can get.

Even though your school is brilliant, we think there are two small things which will make it an even more exciting place to be:

- Give those of you in the EYFS more opportunities to learn outdoors.
- Make sure that when you are in assembly others do not disturb you.

I know that you will carry on working hard and enjoying your time at school.

Yours faithfully

David Curtis Lead inspector