

Filton Avenue Junior School

Inspection report

Unique Reference Number	108927
Local Authority	City of Bristol
Inspection number	366522
Inspection dates	24–25 May 2011
Reporting inspector	Susan Kara HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair	Brenda Massey
Headteacher	Rachael Thomas
Date of previous school inspection	5 November 2009
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Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. They held meetings with the senior management team, members of staff, groups of pupils, the Chair of the Governing Body and the School Improvement Partner. Twelve lessons were observed, taught by the twelve teachers in the main school; three shorter observations were also made. Inspectors looked at school planning and self-evaluation, pupil tracking data, governing body minutes, the School Improvement Partners reports, and a range of other documents and pupils books.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

How well the school had improved the quality of teaching in order to accelerate progress and raise standards.

Whether assessment procedures had improved so that teachers could take effective responsibility for the progress of pupils in their care.

Whether the pace of school improvement had accelerated.

Information about the school

This is a slightly larger than average-size junior school. Nearly half of the pupils come from a range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language has risen from a quarter, at the time of the last inspection, to a third. Only one pupil is at the early stages of learning to speak English. The proportion of pupils known to be eligible for free school meals is double the national figure.

The school has four pupils with a statement of special educational needs which is higher than usually seen in junior schools of this size. This is partly because there is a seven place resource base, located at the school, for pupils with a statement for their emotional and behavioural difficulties. Four of the seven places are allocated via the local authority; currently only three places are being used. The remaining places are used by the school on a part-time basis, allowing seven pupils from the mainstream school to access regular additional support.

The school has a breakfast club, managed by the governing body, which it shares with the adjoining infant school. The school has Healthy School status and the Activemark.

When the school was last inspected in November 2009 it was judged to require special measures because it was not providing a satisfactory standard of education and it did not have the capacity to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. This is a vibrant and harmonious school where relationships are a strength, where the pupils enjoy learning and where teachers are increasingly skilful. The school has made significant progress in a number of areas which have all improved since the time of the last inspection: pupils attainment, progress and behaviour; the quality of teaching and learning; and, leadership and management. Consequently, the school is well placed to continue to accelerate this trend of improvement.

Pupils attainment at the end of Key Stage 2 is now broadly average. Year 6 pupils are on track to reach the nationally expected levels in English and mathematics, although pupils attainment in writing is weaker than in reading. However, attainment and progress are not consistent in each year group. The quality of teaching is good and the use of assessment data at school, class and pupil level is raising expectations, helping to improve planning for learning.

Pupils are increasingly effective and independent learners. The provision for information and communication technology (ICT) skills is significantly improved and pupils relish the opportunities to use netbooks in their lessons. Pupils behaviour is good both in and out of lessons. Pupils enjoy taking responsibility and are very proud of their school and their personal achievements.

Leadership and management at all levels are satisfactory with emerging strengths. The senior staff, in particular, accurately assesses the schools strengths and weaknesses. The team has also clearly identified what the next steps should be on the journey to becoming a good school. The impact of actions has taken a while to appear, partly because the school was coming from a very low base, but also because in the initial stage of special measures there was not a strong enough sense of urgency. Senior managers are now more competent and confident in their strategic roles, middle managers are effective and enthusiastic, and the governing body has been transformed.

What does the school need to do to improve further?

- Continue to raise attainment and accelerate rates of progress in all subjects, but particularly in writing by:
 - giving pupils more opportunities for writing in subjects other than English so that they use and apply what they learn in literacy lessons
 - ensuring that lesson time is fully utilised and pupils at all levels work at a good pace

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- always setting work that helps pupils to build on what they know and
- extends their learning.
- Continue to close the gap between the national age-related expectations and pupils attainment by:
 - working more closely with the local authority and the adjoining infant school, to confirm and understand the levels attained at the end of Key Stage 1, so that pupils can make more consistent progress when they transfer to the junior school
 - making full use of assessment information at a strategic level, to ensure that the optimum arrangements for grouping pupils are always under review for each core subject and each year group.
- Up to 40% of schools judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The majority of pupils are making progress at an increasing rate. The schools data, supported by pupils work, show that an above average proportion of pupils are on target to reach the expected levels in mathematics and an average proportion will meet the expected English level.

Pupils with special educational needs and/or disabilities and those who speak English as an additional language are making better progress, in line with their peers, as a result of more targeted lesson planning by teachers. This is because the inclusion manager and learning mentor are working very effectively together, and with the class teachers, so that the support and intervention programmes for these groups of pupils are much more coherent.

The push to ensure pace and challenge in lessons has left a few pupils struggling as they still have gaps in their learning that need to be plugged. For these pupils, in particular, those at the lower end of the average-ability range, work is not closely enough matched to their ability. This is because neither the use of data nor teachers assessments in the lessons are sufficiently refined. The pace sometimes slows for pupils with above average ability when they are held back by the teacher talking to the whole class for too long.

Pupils say how much they enjoy school and love learning. They are proud of their school and, because they now understand what being a good learner means and also what they should be achieving individually, they are also very proud of their own progress. They can readily tell you what their targets are and how they are going to achieve them. Pupils say that they feel safe and that when the small amount of bullying or poor behaviour occurs, in or outside of lessons, it is managed well by the staff. Pupils can explain the rewards and sanctions systems very clearly. Exclusions are declining and attendance is rising; it has now reached the national figure and persistent absence is also declining. The majority of pupils are articulate and confident; they are especially mature in talking about their own and others feelings. Spiritual, moral social and cultural education is good overall. Pupils understanding and respect for multicultural Britain is good. Much of this is underpinned by the schools philosophy and its work to be recognised as a Rights Respecting School, through the UNICEF award scheme.

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The school promotes healthy lifestyles well. School meals continue to be freshly prepared and very nutritious, with imaginative approaches to encourage pupils to try new dishes. The school has a healthy tuck shop, largely run by the pupils themselves. There is a good range of well-attended sports and other clubs and activities which the pupils enjoy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is good. Both class teachers and teaching assistants have high expectations of what pupils can achieve. Teaching assistants are well directed and provide good support and challenge to pupils. Learning objectives and success criteria are routinely shared with pupils and referred to throughout lessons and then used effectively to check and sum up learning. Strategies to check the small steps in pupils learning feature strongly in lessons with very effective use of talk partners, peer- and self-assessment and reference to pupils individual targets. Teachers planning takes account of previous learning and within a topic, or within a week, plans are quickly adjusted when learning has gone more rapidly or more slowly than was anticipated.

ICT provision is much improved. Teachers use interactive whiteboards very well and every class has a digital camera. The library is very well used and a much valued resource in the school. The pupils appreciate the colour coding system that directs them to books suitable for their reading age and they like keeping their reading logs.

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The consistently high quality of displays in the classrooms, corridors and public areas provide a stimulating learning environment, and act as a constant prompt and aid to learning for the pupils.

The curriculum is satisfactory and improving. Good support from the local authority literacy and mathematics consultants have helped improve planning for each year group. There is better planning for literacy, linking it with other subjects and with whole books being studied. Teachers subject knowledge in mathematics has improved and science lessons are now more practically focused.

Good relationships are a strength of the school; pupils feel safe and well cared for in all respects. The learning environment is good and the school is welcoming to parents, carers and visitors. The headteacher is passionate about supporting pupils and families where their circumstances make them potentially more vulnerable.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior management team, led well by the headteacher, is working effectively and more strategically, making decisions about teaching and learning based on what the assessment and progress data are telling them, without losing sight of the individual needs of the pupils. The redefining of the teams roles and responsibilities is timely. There is now a whole-school shared understanding of what the pupils should be achieving and the role that every member of staff has in securing that. The School Improvement Partner has been very helpful in ensuring this improvement in the senior management teams effectiveness.

The use of pupil tracking data is good and the senior staff have identified that there are still more ways it can help to inform improvements to teaching and learning. For example, the response to the thorough data analysis of Year 3 pupils progress has led to new groupings for mathematics to maximise their achievement. The monitoring of teaching and learning is now systematic and senior and middle managers assessments of the quality of teaching are accurate.

The effectiveness of the governing body has improved significantly. The chair is making an outstanding contribution and the effectiveness of the governing body, in both challenging and supporting the school, is good. It is well organised, self-evaluative and forward looking. The governing body is building better links with parents and carers, for example through the use of a survey, the outcomes of which strongly supported the view that children enjoy school. The termly newsletter to parents of each year group advising them

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what their child will be studying, what home learning is going to be set and how they can support that is very informative. The parent champion is very active, for example organising informal events that bring parents and carers into school.

All safeguarding procedures are effective and policies are sound, although some policies have not been reviewed recently. The site is secure and well monitored by the business manager and the health and safety governor.

The school continues to promote community cohesion and equal opportunities satisfactorily. The school itself is a good model of a harmonious multicultural Britain, international links are good, but the pupils have fewer opportunities to promote local community links.

The headteacher works well with the resource base staff to optimise the opportunities for their pupils to integrate into the main school and to make the best use of the specialist staff in the main school.

Although the formal partnership with the co-located infants school has been dissolved, the schools are usefully working together in a number of ways. However, leaders recognise that further collaboration is required to gain a clearer understanding of the information about pupils levels of attainment and progress at the end of Key Stage 1. Pupils do not make steady and seamless progress when they transfer to the junior school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005 unless inspectors have a specific reason to request that the school does this. No questionnaires were distributed for this inspection.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



May 27 2011

Dear Pupils

Inspection of Filton Avenue Junior School, Bristol BS7 9RP

I have really enjoyed visiting your school and meeting with you over the last year or so. I am delighted to say that your school no longer requires special measures because it has improved so much. On this visit, I was able to have another inspector with me and we were both very impressed with your attitudes to learning and the way you get on so well together. A special thank you to those pupils who came and talked to us; you were excellent ambassadors for your school.

You are reaching higher standards and learning at a faster rate than when I first came to the school. Your behaviour is good and the maturity of your discussions about feelings and being a good learner are impressive.

You appreciate all the hard work that Ms Thomas and the staff and governors have done to make your school a much happier and successful place to learn than it was. I know you are delighted with the library but that you would like it to be even bigger and you especially enjoy using the netbooks.

What we really liked on this visit was the way that you not only take pride in the school but also in your own work. You know what you need to do to improve and you are ambitious learners.

The school is now satisfactory and I know that you will all want to work with the teachers and other adults in the school to make it a good school by the next time the inspectors come.

Well done for all your hard work and to those who are now attending school more often than you were, particular congratulations!

Yours sincerely

Susan Kara

Her Majesty's Inspector

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