

# Filton Avenue Junior School

Lockleaze Road, Horfield, Bristol, BS7 9RP

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, staff and governors have improved the school's performance in all areas since the previous inspection.
- Pupils make good progress in developing their literacy and numeracy skills. Their achievement in mathematics is exceptionally high by the end of Key Stage 2.
- Pupil information gathered throughout the year is used effectively to ensure the learning needs of all pupils are met.
- The spiritual, moral, social and cultural welfare of pupils is a strength that promotes respect and high aspirations for all.
- Pupils' progress is closely monitored and where underperformance is identified it is addressed quickly and effectively.
- Relationships between staff and pupils are strong. Teachers know their pupils well and use this information to plan lessons that provide for the learning needs of all pupils.
- Disabled pupils and those who have special educational needs make good progress in learning. The pupils who access 'The Hub', a resource base for complex needs, are well supported and make good progress.
- The curriculum provides an extremely varied and stimulating range of learning experiences.
- Pupils say they feel safe in school and enjoy lessons. Their positive attitudes to learning are a strength of the school.

### It is not yet an outstanding school because

- Not enough pupils are reaching higher levels of attainment at the end of Year 6 in writing.
- Not enough teaching provides regular or sustained opportunities for pupils to take responsibility for their own learning.

## Information about this inspection

- A total of 13 lessons, one assembly and an observation within 'The Hub' were seen. This included six joint lesson observations undertaken with senior leaders.
- Meetings were held with the headteacher, the Chair of the Governing Body, other members of the governing body, senior and middle leaders, and pupils from the school council. A telephone conversation was held with a representative from the local authority.
- Inspectors carried out a work scrutiny. They looked in detail at the content and quality of pupils' written work, the effectiveness of marking in promoting pupils' learning and how well pupils responded to the marking of their work.
- Inspectors looked at plans for improvement, information on pupils' progress, teachers' lesson plans, the headteacher's monitoring information and school records and policies. During the inspection inspectors heard a selection pupils read and looked closely at their work in class.
- Pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were scrutinised.
- By the end of the inspection there had been no responses to the on-line questionnaire Parent View. An inspector met with a small group of parents and responses from 12 staff questionnaires were also taken into account.

## Inspection team

David Edwards, Lead inspector

Her Majesty's Inspector

David Beddard

Additional Inspector

Robert Arnold

Additional Inspector

## Full report

### Information about this school

- This is a slightly larger than average junior school. The majority of pupils enter the junior school having attended the adjoining infant school.
- Around half of the pupils come from a range of minority ethnic backgrounds. A third of these pupils speak English as an additional language and a few are at the early stages of learning to speak English.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is almost double the national average.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is broadly in line with the national average. The proportion supported at school action plus or through a statement of special educational needs is below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a breakfast club that is managed by the governing body.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

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

- Improve pupils' attainment and progress in writing, especially for the higher ability pupils, by providing more opportunities to write at length in different subjects.
- Provide frequent opportunities in lessons for pupils to demonstrate their growing independence and self-responsibility for their work by:
  - ensuring the time teachers spend on giving instructions to pupils at the start of lessons is kept to a minimum
  - providing frequent opportunities for pupils to complete open-ended tasks and investigations in lessons
  - giving more time for pupils to select for themselves the level of challenge in the work they do so that they might develop greater self-responsibility and deepen their knowledge and understanding of what they are learning.

## Inspection judgements

### The achievement of pupils is good

- The majority of children begin their junior education with literacy and numeracy skills that are broadly in line with the national average. A strong focus on supporting pupils' personal and emotional needs ensures that all pupils quickly develop positive attitudes to learning.
- Achievement has improved year-on-year since the previous inspection as outcomes for pupils in English and mathematics by the end of Year 6 have exceeded the national average. Attainment in mathematics is particularly high.
- Pupils start to make good progress in their reading and mathematical skills in Years 3 and 4. The school has accurately identified that pupils' writing skills are not developing as quickly as in other areas and this has become an area for development throughout the school.
- Some teachers have introduced effective work to provide more challenge for pupils in English lessons with regular opportunities for them to write at length in different subjects. The school's close monitoring of pupils' writing is indicating that most pupils are now making good progress in developing their writing skills.
- Pupils' achievement in mathematics has remained significantly above national expectations in the past two years and this is particularly the case for the higher ability pupils in Year 6. Overall, pupils' progress in Key Stage 2 exceeds national expectations and most pupils are improving faster than the national rate.
- There are no significant differences in the progress made by groups of pupils, including pupils from different ethnic groups. The school's systems for tracking each individual pupil's level of progress and achievement are very detailed and accurate. The tracking data are carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.
- In the 2012 Key Stage 2 national tests in English and mathematics, the attainment of pupils eligible for the pupil premium was similar to that of other pupils in the school. For disabled pupils and those with special educational needs the impact of well-planned actions and personalised support has resulted in improvement in their achievement. The school has successfully narrowed the gap between their attainment and that of all other pupils. This improvement is an example of the school's successful promotion of equality of opportunity.

### The quality of teaching is good

- All teachers have high expectations of pupils' achievement and they plan carefully to make sure that the work they set in lessons provides the right level of challenge for pupils of all abilities. Support and stretch for more-able pupils, particularly in mathematics, mean that these pupils make very good progress and achieve very well.
- Teachers use questions skilfully to check pupils' understanding. They adjust their teaching to make sure that all pupils are confident with the new learning before they start to work on their own. In a small number of lessons teachers spend too long explaining what to do at the start of lessons and interrupt pupils unnecessarily when they are working to give further guidance. This slows pupils' progress. However, teachers are very good at noticing if pupils get stuck at any point and are quick to provide support.
- Teachers consistently share with pupils what they are expected to learn in each lesson and they are given chances to think about their learning and to assess for themselves how well they have done. However, pupils do not have enough opportunities in lessons to complete open-ended tasks and investigations on their own.
- Teachers' commitment and detailed knowledge of individual pupils mean that the great majority of lessons are carefully planned and engage and inspire the pupils. As a result, pupils' attitudes to learning are very positive and their enthusiasm in the classroom is clearly apparent. This was particularly evident in a Year 5 English lesson where the class teacher demonstrated exceptional skill in motivating and managing her class so that the pupils were able to concentrate on their

writing skills in drafting a report about a 'super hero'.

- Teachers are providing good opportunities for pupils to use and develop their numeracy and literacy skills in subjects across the subjects. For example, in a Year 6 mathematics lesson the study of the work of the artist Kandinsky was being used very effectively by the teacher to develop pupils' understanding of shape and angles.
- Marking and verbal feedback to help pupils understand how well they are doing is well established throughout the school. Pupils receive clear guidance as to how to improve their work. However, there are fewer opportunities for pupils to select for themselves the level of challenge in the work they do so that they might develop greater self-responsibility and deepen their knowledge and understanding of what they are learning.
- Pupils who spoke with inspectors were able to explain confidently how their teachers' marking was helping them to improve their work. Classrooms are carefully managed to stimulate learning. The displays of current work in classes and along the corridors are attractive and celebrate pupils' achievements. They promote the school's values of Courage, Respect, Aspiration, Friendship and Trust.. They contribute extremely well to the pupils' personal development.
- The contribution, commitment and expertise of the teaching assistants are a major strength of the school. The teamwork and support for colleagues and pupils are very effective throughout the school. For example, they demonstrate confident subject knowledge, and effective use of questions to promote pupils' understanding in lessons.
- Sensitive behaviour management ensures that pupils who access the additional support provided by 'The Hub' make good progress in the tasks they complete.
- The parents and carers who spoke to the inspector consider that their children are taught well and make good progress.

## **The behaviour and safety of pupils are good**

- Pupils are taught that it is their responsibility to treat others as they would like to be treated. Pupils behave well in lessons and demonstrate positive attitudes to learning. They are polite and well mannered. At times their conduct is outstanding. For example, during an unplanned fire alarm they conducted themselves impeccably in an appropriately serious and controlled manner. They listened to their teachers and waited quietly to hear instructions. Staff maintained calm and efficiently completed all the necessary checks before pupils resumed lessons.
- Behaviour and safety are not yet outstanding because attendance, although improving, is only broadly in line with the national average. However, this improving picture reflects the effective work of the headteacher and learning mentor who are working closely with families and the school's partners.
- The number of fixed-term exclusions, although still above what is normally expected, has fallen during the past year. This is due to the school's success in the way it manages pupils whose circumstances may make them vulnerable, particularly at lunchtimes.
- The school has maintained close working relations with outside agencies and partners to support pupils and their families whose circumstances make them potentially vulnerable.
- Pupils' respect for adults and each other, and their understanding of how they are expected to behave, are strong features of lessons. Any discrimination is tackled with vigour.
- Pupil council representatives report the school is a 'fun place to be'. They believe it to be a safe and secure environment. The school council takes a positive role in developing the school's values and the 'pupils' voice' is respected by teachers. One pupil who spoke with an inspector said, 'Teachers care about you and if you get hurt they know what to do.'
- The school is successful in promoting a calm and positive learning environment. School records confirm that pupils' behaviour is good on a daily basis. Although some pupils from time to time demonstrate challenging behaviour, pupils say this has improved over time and that their

learning is rarely interrupted. Pupils have a good knowledge of all forms of bullying.

- The curriculum supports the development of a range of personal skills and strategies for pupils so they are able to manage everyday risks for themselves, such as those associated with the internet, drugs and medicines.
- Parents and carers who met with an inspector spoke positively about the pastoral support they and their children receive and they would recommend the school to others. Parents new to the school say their children have made good progress since arriving at the school.

## **The leadership and management** are good

- The headteacher has successfully built up a cohesive team of enthusiastic and highly aspirational professionals who are demonstrating the ability to provide securely good learning experiences for all pupils. She sets high expectations about the quality of teaching and pupils' achievement and has earned the confidence of staff, governors, parent community and local authority.
- School leaders' focus on improving the quality of teaching since the previous inspection has been successfully maintained. As a result, there is greater consistency of good and sometimes outstanding teaching throughout the school which also secures pupils' enthusiastic participation in lesson.
- Senior leaders ensure all staff are regularly provided with pupil progress information and this is used effectively to plan for the learning needs of all pupils. Experienced teachers and those new to the profession say they feel well supported by senior leaders and spoke enthusiastically about their roles within school and how they feel valued by the school.
- The system for managing the performance of teachers regularly informs the headteacher and governors of the progress pupils are making. Teachers' performance and salary progression are carefully monitored by the governing body and the training and development needs of all staff are a priority for the school. This ensures that training of all staff is personalised and teachers' strengths and interests are used to best effect.
- Carefully tailored support for pupils' individual learning needs means the school is promoting equality of opportunity and tackling discrimination effectively, especially for pupils with disabilities and those with special educational needs. Safeguarding arrangements comply with statutory requirements. The school's leaders identify and swiftly respond to any concerns regarding child welfare.
- The range of subjects and topics taught is extensive and careful thought goes into how pupils' skills are developed. The curriculum includes an extremely wide range of activities and educational experiences. Examples of the breadth of opportunity have recently included visits to a local life skills centre, the SS Great Britain and residential trips for Years 5 and 6.
- The curriculum also provides many opportunities for the development of pupils' spiritual, moral, social and cultural awareness and understanding. A school assembly encouraged pupils to make clear links between the school's values as a Rights Respecting School and pupils were able to identify with heroes from a range of cultures. Displays throughout the school purposefully reinforce the school's high expectations and values.
- The school works successfully to maintain clear, two-way communication between the school and parents and carers and with the local community.
- The local authority provides proportionate support and challenge. The education officer carries out in-depth checks on the achievement of pupils and provides effective guidance on this to senior leaders and governors. Through regular review visits the local authority has provided the necessary support and challenge to secure the improved teaching, as seen in the consistently high mathematics results pupils achieve by the end of Year 6.
- **The governance of the school:**
  - Rigorous and extensive monitoring of all aspects of the school's work by senior leaders

promotes a culture of searching analysis and self-challenge. This enables the governing body to closely monitor the work of the school, including the quality of teaching and, in response, devise well-focused plans for further improvement. For example, pupil premium funding is being used wisely to make sure individual pupils get the right sort of support. Governors are very knowledgeable about the school, not just from the detailed reports they receive from the headteacher, but through the training and development they have received from the local authority. Governors know how to hold the school effectively to account because of good communication and the well-established programme to monitor the work of the school. They are rightly confident that through the continued improvements to teaching and learning the school has the capacity to maintain high standards and confidently address any remaining areas for improvement. Governors have also benefited from a range of training programmes that have helped them to develop their skills and expertise in order to hold the school effectively to account. This is enabling them to understand the school performance data and how these compare with similar schools.

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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	108927
<b>Local authority</b>	City of Bristol
<b>Inspection number</b>	400068

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brenda Massey
<b>Headteacher</b>	Rachael Thomas
<b>Date of previous school inspection</b>	24–25 May 2011
<b>Telephone number</b>	0117 9030305
<b>Fax number</b>	0117 9030089
<b>Email address</b>	juniorinfo@filtonavenue.com

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