

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5307
Email: rachel.evans@tribalgroup.com



4 February 2014

Ms V Champeney
Headteacher
Ashton Vale Primary School
Avebury Road
Ashton Vale
Bristol
BS3 2QG

Dear Ms Champeney

Requires improvement: monitoring inspection visit to Ashton Vale Primary School

Following my visit to your school on 4 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that the school development plan has clear, measurable targets with regular milestones to check the progress towards meetings these targets.

Evidence

During the visit, meetings were held with you, other senior leaders, members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school development plan was evaluated. There were also a number of short visits to lessons and the school's current achievement data was scrutinised.

Context

A restructure of senior leader roles and responsibilities took effect in September 2013. There have been no staffing changes at senior level since your recent inspection. The school works as part of a cooperative trust with local primary and secondary schools.

Main findings

You have made a very good start in addressing the areas for improvement identified at your recent inspection. Following the inspection, you met with all staff, along with your local authority improvement partner, to communicate the raised expectations needed for the school to become at least good when re-inspected. This action was taken to motivate all staff to be fully involved in the improvement agenda. The result of this is that staff and governors are showing a great determination and collective approach to the improvement priorities identified in the school development plan and there is a very positive ethos across the school.

Ensuring that the quality of teaching is consistently good and better is, rightly, your main priority. You conduct regular observations of lessons with other senior leaders to monitor improvements and to ensure a consistency of judgements. During these observations, the developmental feedback to teachers centres on teaching becoming outstanding, which highlights the high aspirations of all at the school. The procedures to manage staff performance include setting challenging targets for staff around pupils' achievement and the quality of their teaching. The school provides regular, effective professional development for teachers, including opportunities for staff to visit other schools to learn from their practice.

Data is used well to monitor pupils' progress and to identify where pupils may require extra support. These support sessions are delivered by a variety of teachers who are deemed to be the most effective at enabling pupils to make rapid progress in particular areas, for example developing reading, securing level 4 and moving pupils from level 5 to level 6. Your current predicted data indicates that pupils are making at least good progress. During my short visits to lessons, pupils were observed exhibiting positive attitudes and speaking confidently about what they were learning.

The governing body has a very thorough understanding of the school's strengths and areas for development. They exude determination for the school to be deemed good and better as quickly as possible. The school development plan identifies key areas for improvement. It does not, though, include measurable targets with milestones to check the progress towards meeting these targets.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority school improvement partner is providing effective support and challenge to leaders. He has conducted joint lessons observations with senior staff to quality assure their judgements on the quality of teaching and has scrutinised pupils work to monitor the progress they are making.

As part of the cooperative trust, a group of local schools supporting each other, there are regular opportunities to work alongside other schools to share best practice in order to develop and improve the quality of teaching, strengthen subject leadership and to moderate the level of pupils' work.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bristol.

Yours sincerely

Simon Rowe
Her Majesty's Inspector