

# Ashton Vale Primary School

Avebury Road, Ashton Vale, Bristol BS3 2QG

**Inspection dates** 23–24 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires Improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils make good progress in reading, writing and mathematics and standards are now well above average. Teaching across the school is consistently good and this helps pupils to achieve well.
- Children in the Early Years Foundation Stage benefit from high expectations and a stimulating environment where they are encouraged to develop their skills quickly and securely.
- Behaviour is good. Pupils listen well to each other and respect each other's opinions.
- All leaders and managers, including governors, have been effective in ensuring the continuous improvement of the school.
- Parents and carers are highly positive about all that the school provides.
- Pupils have a good understanding of how to stay safe in a range of different circumstances including those related to the internet.
- A wide range of experiences helps all pupils to develop their spiritual, moral, social and cultural awareness. These, along with many competitive sporting opportunities, help them to be well prepared for the next stage of their education.

### It is not yet an outstanding school because

- The achievement of pupils in mathematics, particularly those who are more able, is not high enough because teachers do not provide challenging enough work.
- Pupils, particularly those who are more able, do not make enough progress in their spelling and grammar skills.

## Information about this inspection

- Inspectors observed 14 lessons and part lessons. Six were jointly observed with senior leaders.
- Inspectors talked to pupils about their attitudes to school and the range of activities the school provides.
- Behaviour was observed during morning breaks and lunchtimes. Inspectors attended a school assembly.
- Discussions were held with school leaders and governors. An inspector spoke to an officer from the local authority.
- Inspectors took into consideration the 38 responses submitted by parents and carers to Parent View, the on-line questionnaire. The 14 responses to the staff questionnaire were also considered.
- Inspectors scrutinised pupils' work. They looked at a range of documentation including the school's information on pupils' progress, checks on the quality of teaching, records relating to behaviour and attendance, minutes of governing body meetings and documents relating to safeguarding.

## Inspection team

Marion Hobbs, Lead inspector	Additional Inspector
David Westall	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- Most pupils who attend are of White British heritage.
- Children start school in the Reception Year and attend full time.
- The proportion of pupils known to be eligible for the pupil premium is below that found nationally. This is additional government funding to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils supported at school action is above the national average. The proportion supported by school action plus or with a statement of special educational needs is below the national average.
- In 2013 the school met the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of the South West Bristol Co-operative Learning Trust.
- The school holds the gold award for Bristol in Bloom and the Mayor's Award for Excellence. It is a Health Improving School.

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

- Raise achievement by ensuring that all pupils, particularly the more able, are:
  - always provided with suitably challenging work in mathematics, especially in problem-solving
  - given enough chances to develop their spelling and grammar skills.

## Inspection judgements

### The leadership and management are good

- All leaders and managers, including governors, have worked tirelessly since the last inspection to raise standards and the quality of teaching. They are committed to the continuous improvement of the school.
- The headteacher and all senior leaders work closely together to ensure pupils' good achievement. Middle leaders carefully check teaching and learning through the year and make sure that any identified additional support is appropriate. Effective help is given to those at risk of underperforming. Governors monitor achievement through their regular visits to classes.
- A rigorous system to manage teachers' performance is in place and this is linked to the progress that pupils make. Teachers only receive a pay award if the progress of the pupils they teach is good.
- Additional funding for disadvantage pupils is used effectively to provide extra support to identified pupils in reading, writing and mathematics.
- Since the last inspection the school has made good use of the support provided by the local authority to help improve the quality of teaching and pupils' achievement. The impact of this support has resulted in rapid improvement throughout the school. Partnerships with other local schools are strong. These allow for the sharing of good practice. There are good opportunities for pupils to take part in sporting competitions and cultural events.
- The range of subjects offered by the school are varied and constantly under review by staff. Topics, activities and wider educational experiences, such as visits to other parts of the city, are designed with care. All pupils understand what it means to live in modern Britain.
- Diversity and equality of opportunity are central to the school's aims and are evident in pupils' work as well as in their highly positive relationships. Discrimination of any kind is not tolerated. Spiritual, moral, social and cultural understanding is well promoted.
- The school is making effective use of the government's additional primary sports funding. Specialist sports coaches have trained staff to enhance their delivery of physical education lessons. Competitive sporting events and activities are shared with other local schools through the sports partnership. This gives pupils a wide range of choice and includes football, netball, cross-country, basketball, tennis and gymnastics. These opportunities have a positive impact on pupils' health and well-being.
- The school's arrangements for safeguarding meet statutory requirements. Child protection processes are robust and any issue relating to potential vulnerability is dealt with quickly and sensitively by senior leaders.
- **The governance of the school:**
  - The governing body has an accurate picture of the school's performance in relation to other schools. It has a clear, strategic vision for the school's future.
  - Governors monitor the work of the school closely through their regular weekly visits. They ask searching questions of school leaders about pupils' achievement. Governors have a good understanding of how the teaching staff contribute to the overall performance of the school. They are involved in the recruitment of high calibre candidates to join the school. They make sure that there is a secure link between salary progression and teacher performance.
  - Governors have a firm grasp of school finances, including the deployment of the pupil premium grant and sports funding. Governors are actively involved in the daily life of the school and are always available to speak to parents and carers as needed.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Pupils are routinely friendly and welcoming. They appreciate the support that teachers and other adults provide. They say how much they enjoy school and all that they do.
- Opportunities for pupils to take wider responsibility are undertaken seriously. For example, school councillors collect money for national charities. Playground leaders in Year 6 pupils are much appreciated by those in Key Stage 1 because they are always available during break and lunchtime play and can therefore settle any minor disputes.
- Parents, carers and staff are all very positive about the school.
- Behaviour is not outstanding because on a few occasions adults need to intervene to ensure that some

pupils concentrate more in lessons.

- Attendance is average and improving. The headteacher and all staff work hard to stress the importance of good attendance and its link to good achievement. Rewards in assemblies for individual and class attendance are popular with both pupils and parents and carers.

### Safety

- The school's work to keep pupils safe and secure is outstanding. All aspects of safe practice are excellently monitored. Systems to check on all adults who come into contact with pupils are robust and the school works closely with local partners to ensure the safety of any potentially vulnerable pupil or family.
- Pupils are fully confident about all aspects of safety, including those related to e-safety. They understand how to keep themselves safe in a wide range of situations and are very mindful of the needs of their vulnerable peers in school. They show excellent care and compassion both in class and in the playground.
- There are no incidents relating to any form of bullying or inappropriate racist language. There have been no exclusions. Pupils clearly understand what constitutes different forms of bullying but say that this is not an issue at their school.

### The quality of teaching

is good

- Teaching is consistently good throughout the school and this helps pupils to achieve well, particularly in literacy, reading and mathematics. Teaching is continuing to improve strongly due to the effective support given by senior leaders.
- Teachers and teaching assistants have good subject knowledge. They work closely together to plan and deliver activities that meet the needs of most groups of pupils. Additional support is put in place quickly to help any pupil identified as at risk of underachieving and this is monitored closely. Parents and carers are very complimentary about the support that teachers and other adults provide for their children.
- Pupils' work is marked regularly and accurately. Pupils value the comments their teachers write in their books; they are eager to respond to these comments and like to show visitors how they have improved their work. As one pupil said, 'I enjoy getting my book back so that I can see how well I have done.'
- Homework is set for every class at the appropriate level. Parents and carers consider that homework helps their children to practise skills learnt in the classroom as well as develop their research skills.
- Teachers create exciting classroom displays which celebrate pupils' achievements and also help remind pupils of important facts in English and mathematics.

### The achievement of pupils

is good

- Since the last inspection both attainment and progress at Key Stages 1 and 2 show improvement in all subjects. Unpublished data for 2014 indicate that in Key Stage 2 pupils' results were above the national average in reading, writing and mathematics, whereas in previous years attainment was more typically in line with national expectations. The trend of rapid improvements across both key stages is continuing and current data provided by the school show that progress for all year groups is now at least good in all subjects.
- Progress for those pupils who are disadvantaged is good. Results in the 2014 tests indicate that these pupils are about two terms behind the national average and their school peers in reading, writing and mathematics. Gaps are closing rapidly due to the focused support that is offered by both teachers and teaching assistants.
- Those pupils who are disabled or who have special educational needs are well supported in their learning and make progress in line with their peers. Additional adult support is used effectively to provide the special help individual pupils need in order to be successful.
- Pupils who are more able are now achieving above the national average in reading and writing by the end of Year 6. Achievement in mathematics is still lower than that expected. This is because some tasks given by teachers are not always as challenging as they should be. For example, in problem-solving tasks some pupils could have completed work of a greater level of difficulty. Similarly skills in grammar and spelling by the end of Year 6 for the more able are lower than expected. Results in the national tests in 2014 were below expected levels. This is because pupils in some classes do not have enough chances to practise their spelling and punctuation skills.
- The school places a strong emphasis on the importance of reading. The library has a wide range of texts to engage all pupils. Features such as the Story Tree allow fiction to be dramatised through drama and role play.

## The early years provision is good

- Most children join the Reception Year with skills and abilities that are broadly typical for this age. However, some have weaker language skills.
- Good teaching and a stimulating range of experiences help all children to make good progress. An increasing percentage of children are reaching a good level of development by the end of the Reception class. Most children are ready for more formal learning in Year 1.
- The teaching of letters and sounds (phonics) is good. Teachers and teaching assistants work effectively with different groups to help them make good rates of progress in their understanding of word recognition.
- Behaviour is routinely good. Children are used to taking turns as well as listening to each other. High expectations, positive relationships and a strong commitment to keep children safe are successfully fostered by all adults at all times.
- Senior leaders monitor the progress of children with care. They are quick to put in place additional support for children who may need extra help. Staff are well trained to respond effectively to pupils' personal needs.
- Parents and carers are kept well informed about their children's progress. They particularly like the electronic recording system of children's achievements. This is helping to ensure that information is readily available to parents and carers.

## 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>	108913
<b>Local authority</b>	City of Bristol
<b>Inspection number</b>	451248

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Smith
<b>Headteacher</b>	Vivien Champeney
<b>Date of previous school inspection</b>	20–21 November 2013
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