



# Filton Avenue Nursery School

## Inspection Report

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**Unique Reference Number** 108894  
**Local Authority** Bristol, City of  
**Inspection number** 288218  
**Inspection date** 18 January 2007  
**Reporting inspector** Margaret Hulme

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

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<b>Type of school</b>	Nursery	<b>School address</b>	Blakeney Road
<b>School category</b>	Community		Horfield
<b>Age range of pupils</b>	3-5		Bristol BS7 0DL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 3772680
<b>Number on roll (school)</b>	123	<b>Fax number</b>	0117 3772681
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Dilly Baldwin
		<b>Headteacher</b>	Rachel Edwards
<b>Date of previous school inspection</b>	19 June 2001		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This school takes its children from an area recognised as one of considerable poverty and deprivation where work is underway to build replacement housing. Over half the children qualify for a full-time place because they are either looked after children, those who have additional needs or those identified as vulnerable. All other children attend part time. In this rapidly changing community, a third of children come from minority ethnic families. There are 14 languages spoken by the 28% who speak English as an additional language (EAL). There are a few children from Gypsy/Roma and Travellers of Irish Heritage families and a few from refugee families. The high proportion (40%) of children with learning difficulties and disabilities is well above average. A new headteacher has been appointed since the last inspection and plans are well under way for the nursery to become a children's centre.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school has been undergoing rapid change on the way to becoming a children's centre. Its current effectiveness is remarkable given that some complacency when striving towards further improvement arose following an excellent previous report. Under the leadership of the new headteacher this is no longer the situation and the rapid progress in the last year is testament to its ability to improve further. One parent summed up the thoughts of many others when she wrote, 'It is a gem of a school and I feel privileged that I have been able to send my children to it'. The warm, welcoming, caring and supportive atmosphere creates an effective place for children to learn.

Given their low starting points and capabilities children achieve well and make good progress overall. They reach satisfactory standards and leave the nursery well on the way to reaching the expected goals by the end of Reception year in the primary school. Good teaching results in effective learning. Teachers are especially effective at working with children with English as an additional language, vulnerable children and those with learning difficulties. These groups make very good progress because they have more time in school. Parental support is a contributing factor to the progress made by EAL children and by those with learning difficulties. Assessment is good overall. The new assessment for learning system is implemented but the school recognises that not all staff are confident in its use for daily learning. The ways that equality of opportunity is promoted and discrimination tackled so that all children achieve as well as they can is exemplary. Parents consider this to be one of the school's strengths and many reiterated the views expressed by the parents who said, 'It is beneficial for my child to be in a culturally diverse environment' and 'the variety of backgrounds and cultures are strongly valued and celebrated'. The wonderfully caring and supportive atmosphere results in children's outstanding personal development and well-being. Outstanding relationships between children and adults are reflected in considerable trust in staff. They enjoy their learning immensely because the good curriculum ensures they are given a range of purposeful play and practical activities that meet their needs.

Leadership and management are good and beginning to excel. The headteacher provides outstanding direction and her vision for the school is now shared by the whole school community. The school knows there are some things it can do better. Its aim to spread leadership and involve all staff in this aspect of the school's work has begun but needs extending to include monitoring and evaluation.

### What the school should do to improve further

- Extend leadership responsibilities to ensure all staff have a role in monitoring and evaluating the school's work.
- Build on the improved assessment for learning system to ensure all staff are confident in its use for daily learning.

## **Achievement and standards**

### **Grade: 2**

When children start school their attainment on entry is low except in physical development, which is better. Many have very weak communication and social skills. Achievement is at least good. Standards are satisfactory for their age and children are on track to reach the goals expected by the end of the Reception year. The children with English as an additional language and those with learning difficulties and disabilities make very good progress because their full-time place gives adults more time to identify their needs and support them. The school's superb partnership with parents has contributed exceedingly well to this very good progress because children have support at home. One parent said of her daughter, 'I am delighted with her progress and hope to send my younger child here'. Despite less home support for vulnerable children they too make very good progress because vigilant staff follow up any absence very quickly, even going to collect them from home when necessary. Rigorous monitoring of their well-being is an important factor in ensuring they do as well as they can and their success raises their self-esteem.

## **Personal development and well-being**

### **Grade: 1**

Children's outstanding personal development includes their spiritual, moral, social and cultural development. Despite their low starting points children achieve very well. They become confident in making choices and are beginning to work cooperatively with others as they become independent learners. Children are adopting a healthy lifestyle, which is effective because parents are encouraged to continue this work at home. The inspector in the home corner was offered a large bowl of fruit and told it was important to eat this every day. Healthy lunches that meet cultural and religious needs are enjoyed by children who talk about the importance of eating vegetables. Good progress in physical development results from exciting and challenging use of the new outdoor area. Children feel safe and secure and have very well developed ideas about safe practices and asked the inspector why she was watching them. Although not statutory the school correctly considers it important to encourage good attendance which impacts positively on achievement. Encouragement to take responsibility such as tidying up, behaving very well and taking messages are just some of the ways children feel valued members of the school community. Children work well towards acquiring basic skills for future life and a parent wrote, 'my child has grown in confidence and is so aware of colours, numbers, letters and sounds'. Children's use of information and communication technology (ICT) extends their skills well.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are consistently good and there are some aspects of outstanding practice. The good quality teaching is one of the main reasons that children achieve as well as they do. This effective teaching is based on very good relationships that motivate children to behave very well and try hard. It is well illustrated by a parent who wrote, 'My son bounces into school every day. He is excited at the thought of going and talks fondly of his teachers'. All staff have involvement in teaching. They listen carefully and respectfully to children and plan activities that are stimulating, challenging and enjoyable. They encourage them to 'take risks' and all children are prepared to tackle new tasks and love the success that results from it. A child who spoke little English was desperate to enjoy a story. The teacher supporting him understood his need. The sheer delight on his face expressed a growing love of books and an understanding that print conveys meaning. A team-based approach to assessment means teachers track children's progress through the 'stepping stones' and know what they need to learn next. A new system of assessment for learning has been implemented well but is not yet deeply rooted in daily learning.

### Curriculum and other activities

#### Grade: 2

The good curriculum is relevant to the needs of the children. It is planned well and makes effective use of purposeful play to enable children to reach the expected goals and achieve well. There are good innovations such as the outdoor area to extend physical development and a cosy library, which extends the children's love of books. The school uses high quality resources but knows it needs to develop those that reflect the changing community. Resources that raise children's awareness of ethnic diversity could be better. Effective use is made of 'artists in residence' to extend learning opportunities. Visits to places of interest no longer take place but the school is overcoming fears about risks to plan for their inclusion. Children look forward to circle time sessions, which bring the whole class together for music or discussion, and sometimes celebrations of events that are special. Children cooperate well with one another and take turns to speak or respond to questions. Their use of ICT is good and they use computers and the interactive whiteboard with confidence.

### Care, guidance and support

#### Grade: 1

The experienced staff team is very responsive to the needs of children and their families. A considerable programme of work for parents has extended their understanding of how children learn. Parents' efforts to help children at home are impacting very well on achievement. Extensive links with outside agencies, particularly health services, contribute well to children's well-being. The very good liaison with associated schools

is improving transition from Nursery to Reception year and working towards greater continuity for children. There is a flexible approach to working with vulnerable families. Individual programmes of family support produce good outcomes for children because attendance and trust in adults are better.

Every child has a learning diary to which children, parents and staff contribute. Children ask to look at them and talk about what they can do. Parents have open access to them. Consequently, they know how well their children are doing and see progress first hand. Children are guided effectively during practical activities about improving tasks and make very good efforts to do better.

## **Leadership and management**

### **Grade: 2**

The good leadership and management stem from a strong and dedicated headteacher who leads the staff team very successfully and responds very well to children's needs. A transitional leadership team and staffing structure are in place during this phase of the children's centre development. Additional work for the centre has not adversely affected support for children or their achievement. Work to put a permanent leadership team in place to share the planning process has now begun. The school's aim to spread leadership and involve all staff has started but, as yet, not all have acquired the skills they need. Procedures for monitoring and evaluation are not yet fully embedded for all staff.

Self-evaluation is good overall and results in a nursery that refines its practice in the light of new initiatives and responses from children, parents, governors and staff. It knows itself well but is too modest, which stems from a desire that never again shall there be any complacency when striving towards further improvement and the school will constantly seek to ensure its children always achieve as well as they can. Governors are very involved in the school's work. They are becoming more confident in their role as school improvement partners and meet with school leaders to monitor progress.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
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 the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

### **Text from letter to pupils explaining the findings of the inspection**

I did enjoy my visit to your nursery. Thank you for helping me and letting me join in your play.

The nursery is such a happy place and all adults look after you really well.

You behave very well and I could see how much you enjoyed the play, especially when you were exploring cornflour or using the interactive whiteboards.

You are making good progress because you come as often as you can and your teachers give you exciting things to do.

Your mums, dads and carers told me they have been learning to help you at home and you enjoy the interesting things they give you to do.

Your teachers work hard to make sure you understand what you have to do and I noticed you cannot wait to get started.

I loved the way that you all work together so well and help one another if someone gets stuck. Some children do not speak English very well yet but you all try to help them.

You have a very good headteacher who is always trying to make the nursery even better.

Although you go to a good nursery, there are a few things to do to make it even better. The teachers are all going to help the headteacher with some of the jobs she does to run the school. The teachers are also learning more about how well you are doing every day so they can give you even more exciting activities.