

# Filton Avenue Infant School

## Inspection report

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<b>Unique Reference Number</b>	108928
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	309838
<b>Inspection date</b>	9 October 2007
<b>Reporting inspector</b>	Shirley Billington

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Gardener
<b>Headteacher</b>	Anne Rutherford
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Lockleaze Road Horfield Bristol BS7 9RP
<b>Telephone number</b>	01179 030302
<b>Fax number</b>	01179 693018

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: provision in the Foundation Stage, pupils' achievement in writing and reading, the provision of care, guidance and support, particularly strategies to promote regular attendance, and the effectiveness of the school's systems for self-evaluation. Evidence was gathered from the most recent data on pupils' attainment, observations in lessons, analysis of pupils' work, discussions with pupils, meetings with the headteacher and other staff and governors, a meeting with the school council, an analysis of school tracking and assessment data and scrutiny of school documentation. The views of parents were gathered from the returns of the Ofsted questionnaire and through informal discussions. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given on its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

This school serves a diverse community. A high proportion of pupils come from a variety of minority ethnic groups. A significant number are learning English as an additional language. The proportion of pupils that is eligible for free school meals is almost twice the national average. The proportion of pupils with learning difficulties and/or disabilities is broadly average. When children start school in the Reception Year, their skills and knowledge are generally below expectations.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pupils thrive in this good school. Underpinning its success is good leadership and management. The headteacher and senior staff have a clear view of how well the school is doing and where there is scope for improvement. Evaluation of strengths and weaknesses is very thorough and rigorous action is taken to bring about improvement where necessary.

This is evident in current initiatives to try to improve achievement further. This is within a context where all pupils make good progress. Children generally start school with limited skills. They get off to a flying start so that, by the end of the Reception Year, they reach standards that are broadly in line with national averages. This good foundation is built on successfully in Years 1 and 2. Standards at the end of Year 2 in reading, writing and mathematics are often above national averages. In 2007, however, while standards were broadly average, there was a dip in comparison with previous years. This was largely owing to an increasing gap in the performance of boys and girls, particularly in reading and writing. Girls are generally doing better than boys from the Reception Year onwards. A range of strategies has been implemented and the curriculum adjusted to try to close the gap. Many of these initiatives are in the early stages and have not yet been evaluated to determine what works most effectively.

Good teaching and learning are key elements in pupils' good achievement. Throughout the school, teachers have established consistent systems and routines so that pupils are clear about what is expected of them. Pupils respond well to the positive emphasis on praise and reinforcement of good responses in lessons. This means that time is used effectively, though just occasionally pupils are kept sitting for too long and concentration, particularly for boys, begins to wane. Resources, particularly interactive whiteboards, are used well to demonstrate key teaching points and to engage pupils' attention. Teaching assistants make a valuable contribution to pupils' learning, often working with small groups or with individuals. Pupils with learning difficulties and/or disabilities are given well-targeted support to meet their needs. A range of specific programmes is used to boost their skills where necessary. In many instances, short, sharp and focused input, for example to boost key skills in reading, enables these pupils to make good progress in a very short space of time.

Pupils throughout the school benefit from a well-planned curriculum that promotes basic skills in literacy and numeracy, but also encourages creativity and early understanding of subjects such as science and geography. A good range of clubs, visits to places in the locality and visitors to school, such as authors and illustrators, enhance opportunities for learning. Special events widen pupils' experiences and contribute to their good spiritual, moral, social and cultural development. For example, a recent arts week introduced pupils to the work of famous artists and involved them working with local artists to try out a range of techniques. Provision for personal, social and health education has high status. This leads, for example, to pupils being consulted about issues such as how to make sure that everybody behaves well at playtime or how opportunities for exercise might be increased. This good provision leads in turn to pupils' good personal development and well-being. Pupils are enthusiastic learners and keen to succeed. They have an excellent understanding of the importance of eating healthily and taking regular exercise. The school council makes a very good contribution, suggesting ideas such as painting classroom doors in different colours and putting up signs to help everybody find their way around the buildings. Older pupils enjoy taking on a range of responsibilities, such as being playground 'buddies'. They are well prepared for the next stage in their learning and for later life.

A particular strength of the school is the exemplary care, guidance and support provided. There are good links with a range of external agencies to provide extra support for pupils where necessary. Pupils in the early stages of learning English benefit from extra help and make very good gains in understanding and using the language. As a result, by the end of Year 2, these pupils usually achieve at least as well as their peers. Those pupils who have behavioural difficulties are given sensitive guidance to help them to manage their emotions and actions and to encourage them to consider the needs of others. Attendance is an ongoing issue for the school, with levels below national averages. However, strenuous efforts are made to encourage regular attendance and punctuality, including penalising parents of persistent non-attenders. Parents and carers are encouraged to become involved in supporting their children's learning through specific courses and guidance, for example, on sharing books with their children. There are excellent arrangements to introduce children to the Reception classes and good links with the junior school to prepare pupils well for the move to Year 3.

Pupils' progress is very carefully tracked with regular reviews to identify any individuals that need an extra boost to make sure that they make the gains that they should. Pupils have specific targets to help them to understand what they need to do next to improve their learning. Marking of work often refers to these targets so that pupils get a clear idea of their own successes and what they need to work on next.

The school enjoys strong support from governors and parents and carers. As one parent commented, 'This is a place for the local community to be proud of and long may it continue'. Parents and carers are particularly impressed by the way that their children are helped to make progress in their learning. Comments such as 'an excellent start' and my child 'has come on in leaps and bounds' are typical of the many responses in this respect. The school has good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children in the Reception Year benefit from good teaching and a stimulating curriculum. This encourages them to acquire a good base of key skills and develop positive attitudes as learners. They make good progress in all areas of learning, and do particularly well in aspects of early mathematics and in their personal, social, physical and creative development. Their progress is very carefully assessed so that planning is adapted to meet their individual and changing needs. Information on children's attainment is analysed carefully and adjustments made where necessary. As a result, staff have accurately identified that there is potential to improve provision for teaching aspects of literacy. The curriculum is being adapted to extend opportunities for writing and to further engage the interests of boys.

Parents and carers are very positive about the good start that their children get in the Foundation Stage. This was evident in several comments such as 'my child has settled in well' and 'she is very eager to learn and the school has been very resourceful in helping her to do this'.

## **What the school should do to improve further**

- Improve boys' skills in reading and writing so that they achieve as well as girls in these areas.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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**

10 October 2007

Dear Children

Inspection of Filton Avenue Infant School, Bristol, BS7 9RP

Some of you may remember that I visited your school recently to see how you are getting on. Thank you to all those children who told me so much about what you are learning and what you enjoy doing. I was very impressed with the work you have done to make playtime better for everybody. I was also impressed with how much you know about staying healthy and how important it is to eat fruit and vegetables every day. Several children told me that 'huff and puff' is very popular and that those of you in Year 2 enjoy helping to organise the activities.

I have to write a report about what I found out about the school and I thought you might be interested in what I am saying. Yours is a good school. You enjoy being there and lots of your parents and carers told me how pleased they are with how well you are doing. They are quite right – you learn new things quickly because you are taught well. Teachers keep careful track of what you are able to do and what you need to learn next. People in charge of the school are always trying to improve it and you help by making lots of sensible suggestions about how things could be better. Another way in which you could help is by making sure that you all attend school every day that you possibly can. Every lesson counts!

There is one thing that the school needs to work on. That is to make sure that boys do just as well as girls, particularly in reading and writing. The school is already working on ways to do this and looking at what really helps to make a difference.

Thank you again for all your help.

With best wishes

Shirley Billington Lead inspector



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