

Filton Avenue Junior School

Inspection report

Unique Reference Number	108927
Local Authority	City of Bristol
Inspection number	337181
Inspection dates	5–6 November 2009
Reporting inspector	Joyce Cox

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	John Radcliffe
Headteacher	Rachael Thomas
Date of previous school inspection	9 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. They analysed the responses of 85 parental questionnaires, 22 staff questionnaires and 249 pupil questionnaires. Inspectors looked at pupils' work, the latest school improvement partner's monitoring report and the school improvement plan.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the reasons for the decline in pupils' attainment in Year 6 national tests, especially in mathematics, and the effectiveness of the school's actions to remedy this
- how well teachers use assessment to match work to ensure all groups of pupils achieve as well as they should
- the impact of leadership at all levels on improving teaching and learning and raising standards and achievement.

Information about the school

This slightly larger than average junior school is set within a large housing estate on the edge of Bristol. An average proportion of the pupils have special educational needs and/or disabilities and an above average number have a statement of special educational needs. Pupils' difficulties include general learning difficulties and behavioural, emotional and social needs. There is also a resource base which currently caters for three pupils with emotional and behavioural difficulties.

A quarter of the pupils have English as an additional language and 15 pupils are at an early stage of speaking English. The school has a breakfast club which is managed by the governing body.

The school has achieved the Healthy School and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvements.

Pupils' attainment is too low. Too many pupils underachieve in relation to their capabilities and starting points, especially in mathematics. The school's leaders do not implement sufficiently effective strategies to raise pupils' attainment and achievement. The school's unvalidated results for 2009 indicate that pupils' progress from the start of Year 3 to the end of Year 6 was inadequate in English and mathematics. A lack of up-to-date computer resources means that pupils do not acquire the expected information and communication technology (ICT) skills.

One of the major causes of pupils' underachievement is the fact that the learning opportunities provided do not build their knowledge, understanding and skills progressively. The expectations set by the school curriculum are too low, and teaching is not sufficiently ambitious. Although there is much satisfactory practice in individual lessons, the impact of teaching on pupils' progress over time is unsatisfactory. Added to these weaknesses are the inconsistent use made of assessment information to plan pupils' learning and the fact that some teachers' assessments of pupils' attainment and progress are inaccurate. Consequently, pupils' individual learning needs are not met. Pupils' behaviour is satisfactory and they make a sound contribution to school life. They have a good understanding of how to lead a healthy lifestyle.

Leadership and management are inadequate. Although the headteacher has succeeded in revising and improving the management structure so that senior and subject leaders are more involved in school improvement, the impact of their actions has yet to be fully seen in pupils' attainment and achievement. In addition, some key personnel, such as the new mathematics and inclusion leaders, had only been in post for a few weeks at the time of the inspection and have had insufficient time to make a real improvement in their areas. Apart from a rise in the number of pupils attaining the higher Level 5 in writing in 2008, there have been few sustained improvements in outcomes for pupils since the last inspection. Current leaders, governors and managers have been ineffective in tackling weaknesses and securing improvement. Consequently, the school's capacity for sustained improvement is inadequate.

What does the school need to do to improve further?

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- Improve the quality of teaching in order to accelerate pupils' progress and raise standards, particularly in English and mathematics, by:
 - ensuring learning is planned to build progressively on pupils' knowledge, skills and understanding
 - using assessment information to tailor activities precisely to meet the full range of pupils' needs
 - having high expectations of all pupils
 - improving the balance of lessons so that there is less teacher talk and more pupil involvement in practical activities.
- Improve assessment procedures so that teachers can take effective responsibility for the progress of pupils in their care by:
 - adapting and improving the tracking data so it is easier to identify pupils in danger of underachieving
 - ensuring that all teachers can accurately assess pupils' attainment levels.
- Accelerate the pace of school improvement by ensuring that leaders and managers at all levels, together with governors, play a full part in:
 - monitoring the school's work, especially teaching and learning
 - identifying improvement priorities
 - evaluating the impact of their actions to raise attainment and achievement.

Outcomes for individuals and groups of pupils**4**

Too many pupils are underachieving in English and mathematics. Pupils join Year 3 with broadly average attainment. Senior leaders state that pupils' rates of progress in Years 3 and 4 have been declining over a number of years. Consequently the school has tried to ensure pupils 'catch up' in Years 5 and 6. However, national test results at the end of Key Stage 2 confirm a declining trend over the last three years. The unvalidated results in 2009 national tests at the end of Year 6 show below average standards in English and science and well below average standards in mathematics. During the inspection, lesson observations and work sampling showed that some pupils' progress is improving and is now satisfactory in Years 3 and 6. However, inspectors did not find this improvement replicated elsewhere in the school.

Pupils with special educational needs and/or disabilities and those from the resource base make inadequate progress in their learning. They make satisfactory progress, whilst in small groups, in their personal and social development because of the sensitive support given by teachers and support staff. When these pupils are in the mainstream classes, they often receive the same work as other pupils, which restricts their progress. Those pupils who speak English as an additional language make satisfactory progress because staff make a point of checking that pupils can understand the task and specific vocabulary. Pupils from minority ethnic backgrounds make satisfactory progress in English but, like their peers, they make inadequate progress in mathematics.

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While most pupils say they enjoy school, a small minority say they do not. The large majority say that they feel safe at school, although some pupils said that incidents of bullying sometimes made them feel unsafe. Inspectors investigated pupils' concerns but found no evidence of bullying during their two days at the school. Pupils' behaviour in lessons is satisfactory but some say their teachers talk for too long and they get bored; they feel they learn best by being actively involved. The majority of pupils show consideration for each other at break and lunch times but there are a number whose behaviour becomes challenging if they are not closely supervised when there are no directed activities available. Most pupils are polite and courteous to visitors. Information from the school indicates that exclusions are declining. Pupils are generally willing to cooperate with each other to resolve conflicts. They share common school values and understand the difference between right and wrong and the consequences of their own and others' actions.

The school has a growing number of recorded racist incidents, which the pupils say are dealt with. Pupils are confident that they know how to complain, that they are listened to and that issues are dealt with appropriately. The vast majority know and understand many of the important factors which affect the different aspects of their health. Consumption of the freshly prepared, nutritious school meals and pupils' participation in sporting activities are very good. Pupils take on responsibilities and play a constructive role in the school, although the work of the school council is superficial and the council is not yet being used sufficiently to involve pupils in decision-making. Despite many intervention strategies, attendance is showing little sign of improvement and remains well below the national average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is inadequate overall. Despite the fact that satisfactory teaching was observed during the inspection, a scrutiny of pupils' work revealed significant underachievement over time, especially in mathematics. It is clear that some teachers are unsure of pupils' precise levels of ability and make insufficient use of assessment information to match work to their capabilities. Expectations of what pupils can do are too low. This is especially true in Year 4, where work sampling showed that all pupils, regardless of their capabilities, are given the same undemanding and low-level work. In some lessons observed, teachers talked for far too long without engaging pupils sufficiently and all pupils received the same worksheet to complete. Good teaching was observed in Year 6, where teachers conducted lessons at a smart pace and had high expectations. They used assessment information well to plan the next steps in learning and consequently pupils made better progress.

The curriculum has significant shortcomings and does not provide a secure framework to support teachers in planning for the development of pupils' knowledge, understanding and skills. The mathematics curriculum is not meeting pupils' needs. ICT is not established in the curriculum and so does not adequately help pupils prepare for their future lives. There are few links between subjects to make learning relevant and memorable. There are a good number of after-school clubs and pupils have good opportunities to make visits outside the school and to experience the stimulus of visitors such as an Aardman animator and the Oscar-winning actor, Gromit.

Pastoral care is generally effective in supporting pupils' needs. Good support for the most vulnerable pupils is an established part of the school's provision. The daily breakfast club, run by welcoming staff, is effective in giving pupils a secure and nourishing start to the day.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

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When the headteacher joined the school two years ago, she quickly realised that there were major shortcomings in the school's provision. She also recognised that the school had made insufficient progress since its last inspection. She wasted no time in tackling pupils' behaviour and, as a result, exclusion rates dropped and behaviour seen during the inspection was satisfactory. However, until comparatively recently, she has not had a stable and effective leadership team or strong subject leaders to support her in school improvement.

The headteacher is keen to accelerate the pace of improvement and has successfully focused the school's efforts on its most important priorities. Some effective action has been taken, resulting, for instance, in higher standards in writing for more able pupils in 2008. However, this rise in standards was not sustained in 2009 and standards in English and mathematics in 2010 are predicted to be low. There have been improvements to the way pupils' progress is tracked but, because it is currently not easy to spot underachievement quickly enough, another tracking scheme is to be introduced. The monitoring of teaching and learning is unsatisfactory as it has not been done with sufficient regularity or rigour. The recent deployment of senior staff to Year 3 has raised pupils' achievement from inadequate to satisfactory. However, there is little evidence of all staff being totally committed to school improvement or sharing the vision, motivation and ambition of senior staff, or having high enough expectations of pupils. While the governing body provides satisfactory support, it does not challenge the school sufficiently.

The school has a generally positive relationship with parents and carers. Parents' views are collected at monthly coffee afternoons organised by the learning mentor and emailed to the headteacher for discussion, response and action. The school has close links with a nearby infant school with which it now shares an inclusion manager and a site supervisor. Senior leaders have appropriate strategies for tackling any discriminatory behaviour between groups of learners. However, there is no analysis to determine the extent to which pupils modify their attitudes as a result of reporting procedures. Equal opportunities are not promoted effectively as there has been no evidence of improvement in pupils' attainment and achievement in mathematics at the end of year 6 for a number of years. At the time of the inspection, the school met the safeguarding regulations, and child protection procedures and policies are good. Managers know which pupils are most at risk and give priority to safeguarding their welfare. Staff work satisfactorily to promote community cohesion within school and have established useful links with a school in Dorset. However, the school is at an early stage of evaluating the effectiveness of this aspect of its work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

All parents who responded to the inspection questionnaire were happy with their children's experiences at the school. However, a small minority expressed concerns about the way the school meets their children's particular needs and about communication, behaviour and the lack of homework. Inspectors share parents' concerns about the school not meeting the needs of all its pupils, as outcomes for individuals and groups of pupils are judged to be inadequate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Filton Avenue Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	58	35	41	1	1	0	0
The school keeps my child safe	34	40	49	58	1	1	0	0
The school informs me about my child's progress	37	44	44	52	4	5	0	0
My child is making enough progress at this school	29	34	53	62	3	4	0	0
The teaching is good at this school	35	41	50	59	0	0	0	0
The school helps me to support my child's learning	32	38	45	53	6	7	2	2
The school helps my child to have a healthy lifestyle	30	35	54	64	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	31	51	60	3	4	0	0
The school meets my child's particular needs	23	27	50	59	7	8	1	1
The school deals effectively with unacceptable behaviour	26	31	52	61	5	6	1	1
The school takes account of my suggestions and concerns	24	28	49	58	7	8	0	0
The school is led and managed effectively	32	38	48	56	2	2	0	0
Overall, I am happy with my child's experience at this school	43	51	40	47	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 November 2009

Dear Pupils

Inspection of Filton Avenue Junior School, Bristol BS7 9RP

Thank you all for welcoming the inspection team on our recent visit to your school. Special thanks to the guides who did a good job of showing us around the school and to all those who talked to us and filled in our questionnaire.

We saw that your behaviour is satisfactory. You told us that many adults are caring and supportive. Most of you told us that you feel safe in school and that adults deal with bullying or unkindness. You teachers are good at helping you to lead healthy lives. Those of you who are learning English as an additional language are given the help you need to make satisfactory progress. While most of you are keen to learn, many of you do not make as much progress as you could by the time you get to the end of Year 6. This is because the curriculum is not matched to your needs and because the quality of teaching is too variable.

These are the things we have asked your headteacher and the other staff to do:

- speed up your progress and help you reach higher standards in all your work, particularly in English and mathematics
- make sure that teaching and the curriculum meet your different needs
- very carefully check up on how well you are doing and make improvements quickly when they are needed.

We judged that your school needs what is called 'special measures.' This means that other inspectors will visit your school to see how well it is getting on. You can all help by attending school regularly, behaving well and always doing your best.

We wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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