

# 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>	356452
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Mo Roberts HMI

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 of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Gardner
<b>Headteacher</b>	Anne Rutherford
<b>Date of previous school inspection</b>	9 October 2007
<b>School address</b>	Lockleaze Road Horfield Bristol BS7 9RP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 23 lessons, including groups led by teaching assistants during the structured reading and writing programme. They observed the school's work, and looked at the governing body minutes, the school's development plan and policies, and pupils' books and reading assessments. Their analysis also included 64 questionnaires returned from parents and carers. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

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- The school's actions to improve the rates of attendance.
- The impact of the developments in the provision for the Early Years Foundation Stage.
- The effectiveness of the recent strategy to improve pupils' mathematics.

## Information about the school

This school serves an increasingly diverse ethnic community and a significant number of pupils speak English as an additional language. The proportion of pupils eligible for free school meals is above the national average and rising. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has expanded and now has three classes in each year group so it is larger than most infant schools.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Filton Avenue Infant School is an outstanding school where children of all abilities reach or exceed the national expectations in reading, writing and mathematics. Moderated national test results, as yet unpublished, show good gains on previous years. At the heart of the school is the belief that all pupils, irrespective of their background, can achieve well when given the appropriate support. The school uses a wide variety of strategies to ensure that all pupils achieve their full potential. For example, any pupil who does not respond to the structured reading programme quickly gets extra support; specialist school staff trained to use the Reading Recovery method, together with volunteers, including parents and carers and staff from the Royal Mail, support the pupils' reading programme very effectively.

The school has an ethos that encourages pupils to respect and value each other and their behaviour is good. The curriculum is often exciting, especially in the Early Years Foundation Stage, and information and communication technology (ICT) is exceptionally well used throughout the school. The youngest children, for example, used small handheld video recorders to follow their classmates when they acted out the story Rosie's Walk before they discussed and wrote the story. Provision in the Early Years Foundation Stage is of high quality and this has led to improved outcomes.

Pupils achieve well in mathematics and they like the electronic notebooks and various graphing programmes, which they use with surprising ease. Teaching overall is outstanding because lessons are imaginatively planned and include detailed provision for pupils of different abilities. Teaching assistants are highly trained and deployed very effectively; they form an important part of the teaching team. All basic skills are well taught, but the natural aspect of the outdoor learning environment for the youngest children and the school's provision for pupils with particular talents are underdeveloped.

The leadership and management of the school are outstanding. The headteacher copes admirably with the numerous daily challenges as well as the pressures of an expanding school. She has successfully developed a confident management team whose members use their initiative and are quick to solve problems. The care for looked after children is excellent and the safeguarding of all pupils is of the highest possible standard. The school is working to achieve advanced Healthy School Status and has set challenging targets to ensure pupils eat enough fruit and vegetables and get plenty of exercise. The school provides more physical education time than most which helps keep pupils' energy and enthusiasm up so that they learn well throughout the day. Pupils' concentration and cooperation are good in all classes.

The governing body provides the school with good support. Governors have taken a keen interest in the successful new approach to teaching mathematics. Parents and carers are pleased with the school and increasingly take an interest in how their children are learning. However, because some parents and carers take holidays in term time, pupils'

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attendance levels are no more than satisfactory. The school's self-evaluation is thorough and leads to very effective school development planning. These strengths, together with the school's past record of raising pupils' achievement, indicate that the school has outstanding capacity for improvement.

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

- Improve attendance rates.
- Extend the natural environment in the outdoor area used for learning in the Early Years Foundation Stage.
- Provide more opportunities for those on the gifted and talented register to excel in their particular strengths.

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

**1**

When children start school in the Reception Year, their skills and knowledge are generally below that expected for their age. Pupils then make outstanding progress. National test results have been significantly above the national average for three years and the previous gap between boys' and girls' attainment has been reduced substantially. All groups in the school, including those with special educational needs and/or disabilities and those who speak English as an additional language, achieve equally well. Superb mathematics work was seen in a lesson on developing pupils' skills with money where pupils were confident enough to extend and challenge each other's learning independently. In another lesson, they confidently counted on from various numbers in a 'hundred number square' together.

Pupils enjoy their learning and develop exceptional personal qualities, such as resilience and thoughtfulness. For example, they were observed learning a wide variety of techniques for gently massaging each other's shoulders and backs to help them reduce tension and focus on their learning. Pupils with special educational needs and/or disabilities learn to care for each other and pupils' emotional well-being is exceptionally well developed. Together with high academic achievement, these personal attributes prepare pupils well for the next stage of their education and for their future lives. Pupils know a good deal about how to stay fit and healthy through eating their 'five a day' and taking regular exercise in their 'brain gym' sessions. They make a significant contribution to the school community through their work as playground buddies. The school council is proud of the equipment they helped to purchase and pupils are keen to make the school more environmentally friendly.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The curriculum is well adapted to pupils' needs and learning styles, and involves many practical experiences and educational outings that stimulate pupils' vocabulary and understanding. Staff make good use of portable ICT equipment throughout the day which engages some otherwise reluctant learners. They also encourage parents and carers to use a computer-based reading support programme with their children. The range of reading books and non-fiction books is exceptional and they are all displayed at a level which makes pupils' access easy. Although pupils with particular talents have been identified, as yet they have too few opportunities to extend their learning above and beyond the school's good general subjects.

Teaching and learning are outstanding, not least because teachers assess pupils' progress exceptionally thoroughly and make excellent use of this information when planning future work. This good practice helps them ensure that lessons are pitched at the right levels so all pupils can succeed. Assessment and target setting in mathematics are slightly less well developed than elsewhere due to the new scheme. Teachers and assistants are very skilled practitioners and have a wide range of effective classroom management skills. They are exceptionally good at pre-empting and redirecting any poor behaviour. Tasks engage pupils' interest and inspire them to learn.

The quality of care, guidance and support is good and reflects the importance attached to each individual child. Many aspects of pupils' personal development are very good; pupils

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feel safe and well cared for, and they trust adults to support them when needed. There is effectively targeted support for all pupils, and newcomers are welcomed whenever they arrive. The development and well-being of pupils who are in challenging circumstances is a significant strength of the school. The newly appointed family support worker has begun effectively encouraging families to engage more with the school and improve their children's attendance. The after- school club is well organised.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school's management and leadership are highly effective. The headteacher, who has been selected as a Local Leader in Education, is determined that pupils' academic and personal needs are met and she ensures that equality of opportunity and the prevention of discrimination are cornerstones of that endeavour. Staff and governors are fully involved in improving the school. The school takes its role in promoting community cohesion seriously and has a detailed action plan which it is implementing successfully; pupils take an active part in charity work both nationally and internationally and have a lively interest in the world around them. The governors have their own learning and development plan, and support the school well. They have also begun to challenge it effectively.

Since the last inspection, the school has maintained its strengths and improved from a good to an outstanding grade due in part to especially well-targeted professional development for its entire staff. It has an excellent capacity to get even better as it has demonstrated by the year-on-year improvements. The procedures for following up pupils' absence are rigorous but it is too early to judge the impact of the new initiative. The school works exceptionally well with its partners which include the University of the West of England.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The good provision in the Early Years Foundation Stage ensures children achieve exceptionally well from their starting points, which on average, are well below those expected for their age. Children settle in quickly and enjoy the daily routines. Their registration and class assembly times are a delight to watch. Children are increasingly confident in making their own choices and using the abundant, high-quality resources provided both indoors and outside. They are encouraged to tell the others about their accomplishments and this supports their listening and speaking skills exceptionally well. The layout of the outdoor area does not give children quite enough opportunity to appreciate the sounds, textures and light that come from a more natural environment, but the school uses the local woodland very effectively on occasion and this has led to some excellent outcomes, especially for children with special educational needs and/or disabilities. Children's robust physical development is supported by a good variety of challenging climbing and riding equipment which all enjoy using.

Teaching and learning are outstanding and effectively develop children's early reading, mathematics and writing skills. Some teaching is highly structured and this gives children added confidence. They also enjoy more informal learning, such as in their 'bug hunts' and role play. Assessment is exemplary, with detailed records showing what each child knows and enjoys, and the careful identification of their next steps in learning. The subsequent plans are multi-layered and successfully provide for the very wide level of ability, including those with special educational needs and/or disabilities and those new to learning English. Children's attainment is improving each year and they make at least good and often outstanding progress. Teaching assistants are fully integrated, offer excellent support and help in recording astute and accurate assessments. Parents and carers are beginning to contribute to these records and home learning is valued. ICT is used very well to engage children's interest and their dexterity is excellent. The Early Years Foundation Stage is run

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by an exceptionally effective team which was successful recently in getting a demanding quality assurance award revalidated.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are very happy with the school. Additional comments on the returned questionnaires were very positive and strongly supported inspectors' findings that this is a school that believes, in the words of one response, that 'pupils have a right to a great education'. Inspectors looked at the few criticisms of the school made by parents and carers but during this inspection could find no evidence to support them.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Filton Avenue Infants 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 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	75	16	25	0	0	0	0
The school keeps my child safe	43	67	21	33	0	0	0	0
My school informs me about my child's progress	47	73	15	23	2	3	0	0
My child is making enough progress at this school	42	66	19	30	2	3	0	0
The teaching is good at this school	47	73	14	22	1	2	0	0
The school helps me to support my child's learning	42	66	20	31	0	0	1	2
The school helps my child to have a healthy lifestyle	37	58	27	42	0	0	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)	34	53	27	42	1	2	1	2
The school meets my child's particular needs	37	58	24	38	1	2	1	2
The school deals effectively with unacceptable behaviour	35	55	27	42	0	0	1	2
The school takes account of my suggestions and concerns	33	52	29	45	0	0	1	2
The school is led and managed effectively	45	70	18	28	1	2	0	0
Overall, I am happy with my child's experience at this school	53	83	10	16	0	0	1	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



23 June 2011

Dear Pupils

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

It was lovely to come to your school and to see you working and playing so well. A special 'thank you' to the Year 1 pupils who came to talk to the inspector as Year 2 pupils were out on their trip to the city farm. She enjoyed hearing all you had to say about the school and the school council.

We found you go to a really great school and we use the word 'outstanding' to tell everyone just how good it is!

We especially liked:

- how good you are at reading, writing and mathematics; you are as good or better than most other children of your age anywhere in the country
- how well you behave and how good you are at using ICT
- how well your teachers and teaching assistants are helping you to learn they are outstanding teachers
- how well your headteacher and her team keep the school running smoothly and make sure you all get a chance to do your best
- the fact that your school is a happy place where you all get on well together.

We have asked your teachers to see if they can make the outside area by the Reception classes a bit greener with more plants, so you can observe a bit more about the natural world, its sights and sounds and smells. We have also asked if they can do a few more things for those of you with special talents, like singing, dancing, mathematics or even running.

Please help yourselves to go on learning well by always coming to school unless you are poorly.

Best wishes

Yours sincerely

Mo Roberts

Her Majesty's Inspector

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