

Filton Hill Primary School

Blenheim Drive, Filton, Bristol, South Gloucestershire, BS34 7AX

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress regardless of their starting points. Pupils' attainment has improved and is broadly average by the end of Year 6.
- Teaching is good, enabling pupils to improve their skills in literacy and numeracy, and provides opportunities for them to develop expertise in discussion and collaborative working.
- Pupils' behaviour is good. Pupils are keen to learn, and work hard in lessons. Pupils feel safe and are well cared for in the school.
- Learning activities in Reception ensure children make good progress and that they quickly develop the skills they will need ready for Year 1.
- The development of reading skills is good, with letters and sounds (phonics) being taught effectively.
- The quality and skills of the senior leadership team have improved from the last inspection and provide good support for the headteacher to drive improvements in the quality of teaching and pupils' achievement in the school.
- The governing body is very effective at holding the school to account for the progress of all groups of pupils in the school.
- This is an inclusive school that ensures all pupils are ready and able to learn and achieve.

It is not yet an outstanding school because

- The quality of teaching is not outstanding because pupils are not always given detailed feedback on their work in all subjects that would help improve their work, and are not given sufficient opportunities to make those improvements quickly enough.
- Higher-ability pupils are not always stretched enough in lessons to make fast enough progress.

Information about this inspection

- The inspectors observed teaching in 15 lessons and a lower school assembly. A short scene from the Year 6 production of *Robin Hood* was also observed.
- Meetings were held with groups of children, the Chair and other members of the Governing Body, and a representative from the local authority. The inspectors also met with senior and middle leaders.
- A wide range of documentation was reviewed, including planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.
- The inspectors listened to pupils read and scrutinised samples of the pupils' work in books.
- Responses from 36 parents and carers to the online questionnaire (Parent View) were considered. No staff questionnaires were returned.

Inspection team

David Hogg, Lead inspector	Additional Inspector
Lesley Voaden	Additional Inspector

Full report

Information about this school

- Filton Hill is a smaller than average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium (additional funding for children looked after by the local authority, pupils known to be eligible for free school meals and those with a parent in the armed services) is higher than the national average. Currently, there are no pupils from forces families in the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also close to the national average.
- The proportion of pupils from minority ethnic backgrounds is a little over half the national average, as is the proportion of pupils who speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by ensuring that:
 - the more-able pupils are always stretched in their learning and thinking skills
 - teachers consistently provide clear written comments to pupils about their work, give them an opportunity to respond to these, and then the time to make the improvements based on this guidance.
- Improve attendance further by ensuring that the small minority of parents and carers who do not send their children to school often enough understand the links between good attendance and good achievement.

Inspection judgements

The achievement of pupils is good

- Pupils join the Reception class with skill levels that are much lower than expected for their age. This is particularly so in the areas of personal development, and communication and language skills. Through good teaching over time, pupils develop their skills well and, although some are still behind where they should be, most are well prepared for Year 1. Reading is taught well, with younger pupils developing a good knowledge of letters and sounds (phonics). Pupils achieved well in the national screening check in 2012, and the school's own data indicate that pupils have continued to make good progress. By the time pupils reach Year 6, they are competent readers, having developed skills to tackle unfamiliar words.
- Pupils continue to make good progress in Key Stage 1, and attainment in Key Stage 2 is now improving rapidly and is broadly average. Pupils make good progress overall during their time in school.
- Pupils' progress is closely checked and ensures that support can be quickly provided if any pupil begins to fall behind. Recent changes in the administration of this system have ensured that the checking procedures are much more effective in delivering support when necessary. Teachers discuss how well their pupils are doing with senior staff and are able to plan work for different groups of pupils so tasks are not too easy or difficult for most groups of pupils. Sometimes, tasks can lack some challenge for the more able.
- Disabled pupils and those who have special educational needs make similar progress to other pupils due to very effective support from very well-qualified teaching assistants. The intervention work is sharp and focused, and is reviewed to check how effective it is. Teaching assistants also work with higher-ability pupils, leaving the class teacher to target work closely to those pupils who may find an activity difficult.
- A range of strategies to help close the skills gap between those pupils who are eligible for additional support through the pupil premium and other pupils include small-group work and one-to-one sessions including drama therapy. Although in national tests in 2012 these pupils were approximately ten months behind other pupils in English and mathematics, they make good progress throughout the school.
- The small number of pupils from minority ethnic backgrounds achieve similarly to other pupils in their classes.

The quality of teaching is good

- Over time, the quality of teaching has led to pupils making good progress from their different starting points. Teachers use the information they have on their pupils to match the learning activities in lessons so the work is not too easy or too hard. This is generally effective for most groups. However, more-able pupils are not always provided with sufficient challenge to stretch them sufficiently. That said, the school uses setting effectively in the teaching of letters and sounds in Key Stage 1.
- Activities are well modelled by teachers, and this provides pupils with good guidance on what they are expected to learn in an activity. This enables pupils to work on tasks independently of the teachers and to work with each other together to complete tasks. In a Year 3 mathematics lesson, pupils worked collaboratively to solve a range of 'maths puzzles'. In the lessons, the teacher was able to use the knowledge and skills of higher-ability pupils to help less-confident pupils or those who found the puzzles difficult.
- Teachers are very aware that pupils have a variety of interests and try to vary the types of activities in lessons to match the learning styles of different pupils to ensure engagement of the class is high. Relationships within the classes are very good and teachers manage behaviour very effectively.
- Teachers use technology well to aid learning. In an athletics lesson Year 4. pupils used iPads to

record performance and provide feedback on throwing technique. This allowed the pupils to analyse each other's skills against given criteria and enabled pupils to investigate how the angle the javelin was thrown influenced how far it flew.

- Pupils' work is marked with teachers providing more in the way of detailed guidance on how pupils can improve their work. This detailed next-step guidance is seen more often in the pupils' literacy books. Pupils acknowledge this feedback but they do not address the points raised quickly or always remember to make the improvements to their work the next time.
- The school uses visits to places of interest to stimulate ideas and to widen pupils' experiences. A recent trip to a Sikh temple in Bristol enabled Year 5 pupils to explore a different faith and culture within the local community.

The behaviour and safety of pupils are good

- One pupil said 'you will never be left out in this school', and pupils do feel included and very well looked after in Filton Hill. Pupils feel very safe and say there is no bullying in school. Incidents of unkindness are rare, although some children do fall out. If problems do arise, the pupils know who to go to for support. All parents and carers who responded to Parent View feel their children are happy and safe at school. The school is effective in promoting good relationships and ensuring there is no discrimination.
- In lessons, pupils work hard and are keen to learn. They work very well in small groups on collaborative activities, but can also work independently when required. Pupil discussion is encouraged by teachers and they demonstrate confidence in speaking in class.
- The school helps pupils develop a good awareness of personal safety, for example careful use of the internet, and develops road safety skills by providing cycling proficiency training. The school provides swimming lessons to develop water confidence and to promote healthy activity.
- The attendance of pupils is improving. Good attendance is celebrated through rewards, but the school has to work hard with some families within the local community to try to ensure that pupils attend as regularly as possible.
- The school's work with pupils whose circumstances may make them vulnerable, especially those who may have joined the school part way through a year, having been excluded or potentially at risk of exclusion from other schools, is excellent. The school has been successful in having re-engaged individual pupils back into learning.

The leadership and management are good

- After a period of uncertainty, changes to the senior leadership team have improved and strengthened the leadership of the school, and have put the school in a much better position to move forwards. The headteacher has been able to utilise the skills within the school to drive improvements in the quality of teaching and the outcomes for pupils. The tracking of the progress pupils are making is much sharper, and systems to monitor this are more robust. This has ensured better deployment of support and greater accountability of staff for the progress pupils are making.
- Middle leaders are developing in their roles, and oversee the planning of the curriculum and review achievement in their subject areas.
- The school checks the quality of teaching through formal lesson observations and reviews of the quality of pupils' work. The headteacher has used a number of external sources to support her assessments of the quality of teaching, and has used the expertise of external consultants to provide training and support to improve it further. Support packages have been used successfully to help individual teachers develop their skills, and the school has not been hesitant in eradicating inadequate teaching when it has appeared. There is a real sense of determination to improve the outcomes for pupils in the school through consistent high-quality teaching, and

the school leadership team strive to ensure this. The school has a strong capacity to improve.

- Performance management systems are in place and ensure that pupils' progress is the key feature in the targets teachers have, and these are linked to salary progression.
- The curriculum has a strong, creative dimension and provides interesting opportunities for pupils to learn new skills and develop as young people. The school identifies the need for the learning experiences to be meaningful and relevant so that the pupils are motivated and engaged. A key feature is on the emphasis on widening pupils' experiences and broadening their attitudes through visits and bringing visitors into school to meet with the pupils. The curriculum provides very good opportunities for the social, moral, spiritual and cultural development of the pupils.
- The school offers a wide range of clubs and activities to pupils. These range from sporting activities such as rugby and football to athletics, in which the school enjoyed success, coming second in a recent competition. Monday Club is very popular, which allows pupils to 'stay and play' using the school's facilities.
- The school has very good links with its parent body. The governing body has been able to reach out to parents and carers through a developing friends group. Literacy and numeracy workshops, which support parents and carers to help their children learn, have been well supported and are popular. The school is oversubscribed in Reception and well regarded in the local community. Safeguarding and child protection arrangements ensure the pupils are well looked after.
- The school works to ensure that all pupils have equality of opportunity and that, no matter what their starting point, they are supported to succeed. The vision statement 'Together we achieve' is clearly important to the school, and the school works hard to ensure it is delivered. Cultural differences are celebrated. Visitors from SARI (Support Against Racist Incidents) raised awareness of intolerance and challenged unacceptable attitudes towards others.
- The school has drawn on the support of the local authority to provide support for the leadership team and to improve the effectiveness of the governing body.
- **The governance of the school:**
 - The governing body knows the school very well and has a very good appreciation of the school's strengths and areas to be developed further. Both the headteacher and the governors themselves feel the governing body is a much more effective team in supporting the school and holding it to account. Governors are regular visitors to the school and have developed focus days which allow them to visit lessons and meet parents and carers. They carry out reviews of subject areas, the most recent being the quality of mathematics across the school. Data are provided for them by the school, which enables them to track the progress of groups of pupils, such as those in receipt of additional support from the pupil premium funding. The close tracking of how well groups are progressing is excellent. The governors are aware of the performance management systems within school. They know how good the quality of teaching is, how good teachers are rewarded, and where underperformance has been effectively tackled in the past. They review the safeguarding arrangements and financial position of the school carefully. There is a good range of expertise on the governing body, from finance, management and enterprise, and governors are confident to question and challenge the school to ensure the outcomes for pupils continue to improve.

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

Unique reference number	109013
Local authority	South Gloucestershire
Inspection number	413058

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Mike Fry
Headteacher	Kirsten Lemming
Date of previous school inspection	16–17 June 2009
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