

Filton Avenue Nursery School

Blakeney Road, Horfield, Bristol BS7 0DL

Inspection dates

12–13 January 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders put children at the heart of all they do and have the highest expectations of staff and children. They strive relentlessly to further enhance the outstanding provision.
- Children make excellent progress because not a minute of learning time is wasted.
- An exceptionally strong feature of the school is the way in which children are encouraged to solve problems and find things out for themselves.
- Those children who are disabled or have special educational needs, or are in the early stages of using English as an additional language, make very good progress. This is because practitioners work extremely closely with parents and specialist agencies to plan individualised approaches.
- The outstanding provision for two-year-olds ensures that disadvantaged children, disabled children and those who have special needs catch up quickly with their peers. The key persons, each responsible for a small group of children, have a deep knowledge and excellent understanding of how young children learn. Most impressive is the way they ask children searching questions to develop their learning further.
- Children are extremely well-prepared for their next stage of education. They typically leave the nursery school with personal, emotional and social skills above that typically expected for their age.
- Children grow into extremely confident youngsters who work and play harmoniously together.
- Behaviour is exemplary. Children have an exceptionally clear understanding of what acceptable behaviour is. They are kind and thoughtful to each other.
- The well-being of every child is of paramount importance to all staff. They are exceptionally vigilant in their approach to the welfare of the children and safeguard them effectively.
- Governors use their professional expertise well to support and challenge the senior leadership team.
- Relationships between all members of staff, the children and families who attend the school, and the local community are exceptional.
- Fundamental British values are promoted in a seamless and age-appropriate way. Basic rules are taught extremely well and staff model respectfulness and sensitivity.

Full report

What does the school need to do to improve further?

- Include more visual prompts in and around the school to encourage, support and further challenge the children in their learning.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher and her assistant headteacher have created an extremely strong culture which puts children at the heart of all that they do. Working very closely with their exceptionally talented middle leaders, they set the highest expectations for themselves and the children they teach.
- Leaders are never complacent and relentlessly strive to enhance provision. The school development plan is the main artery for enhancing children's outcomes. Both senior and middle leaders continually fuel and drive through improvements that have a demonstrable impact on children's progress.
- By linking the school development plan tightly to the evaluation of the performance of key persons, leaders are able to measure their impact accurately and also audit the deployment of resources effectively. Every conceivable fund or pot of money available is sought out by the headteacher and governors.
- Most impressive is the way in which key persons share best practice with each other. They are deeply reflective about how young children learn. Key persons use the knowledge they gain from their own studies to inform and adjust the way they work in school. This in turn accelerates children's progress.
- The curriculum has been extremely well-designed to ensure that children are continually stimulated in their learning. Vibrant indoor and outdoor areas provide outstanding resources to support this exciting curriculum. By planning exceptionally rich and challenging experiences, staff make children think and investigate further. The individual learning programmes planned for disadvantaged children, disabled children and those with special educational needs ensure that children make rapid progress.
- Relationships between all members of staff, the children and families who attend the school, and the local community are exceptional. Not only do these relationships ensure that the children and families feel welcomed and secure when they attend school, but they also allow staff to develop a deep knowledge of personal circumstances and individual challenges.
- The ethos of the school is built around equality of opportunity for all. Discriminatory behaviour is not tolerated. The diversity of the local community enriches the cultural development of the children. Consequently, children relish opportunities they have to share their differences in the festivals they celebrate, the food they eat and the clothes they wear. Questions about why some of the key persons cover their heads or do not eat food at snack time during certain times of the year are answered openly and comfortably.
- The exceptional way in which the nursery staff promote fundamental British values is seamless and age appropriate. Key persons sensitively develop children's awareness of the consequences of their words and actions. They teach children basic rules extremely well and show them how to be respectful. Children learn what acceptable behaviour is, and what it is not. Key persons involve the children in sorting out minor conflicts in and around school. This helps children understand the basic principles of democracy.
- All staff have an astute awareness of the need to protect children from radicalism and extremism. Their competency in dealing with such issues has been tested well and is exceptionally robust.
- Although the school has not yet received its pupil premium funding, leaders are poised ready with a well-thought-out plan for the best use of this additional resource.
- The arrangements for safeguarding are effective. The policies and procedures for keeping young children safe are skilfully woven into all aspects of the school's work. Key persons and all other members of staff take exceptional care of the children. The well-being of every child is of paramount importance to all staff and they are exceptionally vigilant in their approach to welfare. Staff are highly trained in identifying children who are at risk from physical and emotional neglect and abuse. This enables them to act swiftly and ensure that the culture of the school is safe and secure. Senior staff keep their colleagues effectively briefed about current policies which are consistently updated and fully adhered to. For example, the use of mobile telephones for both staff and parents is banned in and around school and everyone is clear about this. Key persons waste no time in alerting senior leaders to any concerns they may have about the children and any issues are followed up without delay. The nursery's work with external specialist agencies is exemplary.
- **The governance of the school**
 - Governors use their individual expertise to gain an accurate understanding of the effectiveness of the school. They gain first-hand knowledge of the excellent progress children make because they are regular visitors. They talk to the youngsters, carefully review their learning diaries and talk to key persons about outcomes in class. Governors use their expertise well to support and challenge the senior leadership

team.

Quality of teaching, learning and assessment is outstanding

- Key persons plan extremely meaningful learning activities for the children because they have a deep knowledge and excellent understanding of how young children learn. Routines are extremely well-understood and this ensures there is a consistency of approach throughout the school.
- Most striking is the way in which key persons ask pertinent questions which further children's thinking and extend their learning opportunities. For example, children working with construction equipment were asked to explain to others what they were constructing. This challenged the most able, reinforced learning for the others, and helped the key person assess what the children had learned.
- The way in which children are encouraged to solve problems and find out for themselves is an exceptionally strong feature of the school. It helps them to make sensible choices. They gain confidence working and playing on their own or alongside others. For example, a group of boys were observed working out together how they could remove an obstacle from underneath the pedals of their tricycle. They thought about the problem, discussed it and then worked out how to move the obstacle.
- Key persons support learning by informally demonstrating knowledge and skills as they work alongside children. Inspired by the story of *The Three Billy goats gruff*, a group of children worked together with their key person to create a bridge which could withstand their body weight. The key person playfully checked the bridge was strong enough. He did this by precariously wobbling his way across it. This really supported the children's understanding of balance and helped them understand that it is okay to make mistakes as they learn.
- Sessions maximise opportunities for the children to develop and not a minute of learning time is ever wasted. By verbalising the key skills that are being taught, key persons help children to assess, develop and extend their vocabulary. At snack time, key persons share with the children what they are doing. They often use this opportunity to talk about shapes or develop counting skills.
- Adults make sure that children have time to think about their learning. Children gain a good understanding of what they need to do next. Learning diaries are used extremely well to capture key points in a child's development. These diaries are very much a part of the school day and children confidently explain to each other what they have been learning. Photographs of activities are particularly useful in consolidating new learning. All children are quite clear about what they are going to do next to improve their learning and develop new skills. However, the exemplary way visual prompts are used in individual children's learning diaries is not always replicated in and around the school to encourage, support and challenge children.
- Information from detailed records is collated, carefully analysed and reported on by senior leaders. Key persons constantly check children's understanding of concepts and use this information extremely well to inform the planning of sessions, group work and activities with individuals.
- The way in which disabled children or those who have special educational needs are taught is exemplary. By working closely with parents and specialist agencies, key persons teach individualised programmes. These have been skilfully planned to meet the needs of the children. Parents of children with complex needs consider that their children 'come on in leaps and bounds'.
- The clarity of rules and high expectations of key persons ensure that children's behaviour is managed extremely well.
- Parents are fully involved in their children's education. They have access to the learning diaries on a daily basis and are encouraged to send photographs from home to show important developmental points. The school organises regular workshops for parents and this helps them contribute to their children's learning. Parents describe the school as 'fantastic'.
- Those parents who use English as an additional language are helped by support staff who translate for them during home visits and at school events. This ensures that they are fully included in any guidance they require to support their children.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote children's personal development and welfare is outstanding. Children develop into extremely confident youngsters who work and play harmoniously together.

- Children feel very secure with their key person. The tight bond which is established between the key person and the parents is pivotal in the personal development of the children. Parents report that 'all staff genuinely care about the children'.
- Children display excellent attitudes to their work, settle well to their activities and demonstrate high levels of concentration.
- Children are kind to each other and happily share the resources with each other. They confidently take turns when playing with others. For example, older children were observed organising themselves into a play situation. They sensibly negotiated with each other which part they would play in the game.
- The way in which the school supports the children's social, moral, spiritual and cultural development is exceptional. They are very well-prepared to live and work in their diverse community.
- Once toilet-trained, children confidently tend to their own needs. For example, they remember to wash their hands afterwards. Mealtimes are sociable occasions when all children use appropriate cutlery to eat their food.
- The way in which children tidy-up their activities is outstanding. Without any fuss, they busily get to work, returning resources to where they belong. Children are respectful of this important time and they are quick to reprimand any of their peers who shirk this essential job!

Behaviour

- The behaviour of the children is outstanding. They have an exceptionally clear understanding of what acceptable behaviour is.
- The children are kind, sensitive and thoughtful to each other. Incidents of poor behaviour are extremely rare.
- By making sure that children understand what is right, what is wrong, and why, key persons help them to understand the consequences of inappropriate actions.

Outcomes for pupils

are outstanding

- In relation to the very wide range of starting points, all children make consistently good rates of progress. They are extremely well-prepared, academically, socially and emotionally, for the next stage of their education. Particularly impressive are outcomes for the children's personal, emotional and social development. These are frequently above those typically expected for their age.
- The introduction of funded provision for vulnerable two-year-olds has made an impressive improvement in the gap between the outcomes of disadvantaged children, disabled children and those who have special educational needs, when compared with the outcomes of their peers.
- Of most significance is the way in which the personal, emotional and social outcomes have improved for disadvantaged children, disabled children and those who have special educational needs. Their outcomes are much closer to matching their peers. This has enabled them to transfer into the three-year-old provision with growing confidence, together with an ability to take turns and be able to join in group activities.
- Disadvantaged children who were funded to attend two-year-old provision also start three-year-old provision with an increasing interest in books. They enjoy stories, talk enthusiastically about their favourite ones and join in rhymes and songs.
- A focus for all staff across the school is the acceleration of overall progress and improved outcomes for those children who are not funded for two-year-old provision. Information collected by key persons shows that these children start school with skills that are noticeably weaker in speaking and reading. Their use of mathematical language, such as 'up', 'down', 'over' and 'across' is also weak.
- Signs and symbols are being successfully used to help children communicate. This is successfully taking away the frustration of those individual children who have difficulty with their speech. Key persons run informative workshops for parents to help them support their children at home. They offer home book loans and encourage reading with their children by modelling bedtime stories. Key persons report a steady improvement in these strands of learning.

School details

Unique reference number	108894
Local authority	Bristol
Inspection number	10003894

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

Type of school	Nursery
School category	Community
Age range of pupils	2–4
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	David Jepson
Headteacher	Jackie McGregor
Telephone number	0117 377 2680
Website	www.filtonavenue.org
Email address	head.filton.ave.n@bristol-schools.uk
Date of previous inspection	February 2013

Information about this school

- Filton Avenue is a large nursery school which works together with Filton Avenue Children’s Centre.
- The nursery serves a diverse local community.
- Approximately half of the children who attend the nursery school are from minority ethnic groups.
- Half of the children who attend the nursery school use English as an additional language. There are 21 community languages spoken.
- The nursery school offers funded provision for 60 two-year-olds. These children are based in Acorns class.
- Beech and Willow classes offer provision for 140 three-year-olds. Children attend these classes either on a part-time basis or full time for two days.
- Each child has a key person who takes responsibility for a small group of children.
- The school is taking an increasing number of children with complex needs.
- The school does not, as yet, receive pupil premium funding. This is additional government funding for those eligible for free school meals and looked after children.

Information about this inspection

- Inspectors observed class, group and individual learning sessions. A number of these were joint observations with school leaders.
- Meetings were held with the headteacher, assistant headteacher, middle leaders and governors. A brief meeting took place with an officer from the local authority.
- A range of documentation was scrutinised during the inspection. This included the improvement plan, the nursery school's evaluation of its performance, and information relating to the children's attainment and progress.
- Inspectors talked to children and looked at their learning diaries.
- The 24 responses to the online survey, Parent View, were taken into account. Inspectors also spoke to parents informally at the start of both inspection days.

Inspection team

Lorna Brackstone, lead inspector	Her Majesty's Inspector
Hazel Callaghan	Ofsted Inspector
Linda Rowley	Ofsted Inspector

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