



Filton Hill Primary School

Inspection Report

Unique Reference Number 109013
LEA South Gloucestershire
Inspection number 278101
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Daniel Towl HMI

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

Type of school	Primary	School address	Blenheim Drive
School category	Community		Filton
Age range of pupils	4 to 11		Bristol BS34 7AX
Gender of pupils	Mixed	Telephone number	01454 866559
Number on roll	207	Fax number	01454 866 560
Appropriate authority	The governing body	Chair of governors	Mr Michael Fry
Date of previous inspection	7 February 2000	Headteacher	Mrs Linda Hay

Age group 4 to 11	Inspection dates 28 September 2005 - 29 September 2005	Inspection number 278101
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

Description of the school

Filton Hill Primary School is in an urban and light industrial area on the northern outskirts of Bristol. There is a mixture of privately owned and local authority housing. Thirty-four pupils are identified as having learning difficulties and disabilities. The number of pupils who receive free school meals is below the national average. Many children entering the Reception class have weak speech and language skills. A small number of pupils are from minority ethnic backgrounds. There is little movement of pupils to and from other schools throughout the year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of Filton Hill Primary School is satisfactory. Pupils make a strong start in reception classes and by the time they leave the school they reach above the expected standards for 11-year-olds. However, pupils do not achieve as well as they should by the end of Year 2. The school views its overall performance as satisfactory and the inspection confirms this. It has several strengths but some aspects of management, teaching and learning require improvement.

Very good teaching in the Foundation Stage and upper years of Key Stage 2 means that pupils in these classes make good progress. The progress of pupils in classes in Key Stage 1 and the lower years of Key Stage 2 is too slow and reflects teaching that is not as effective as it should be. There is not enough challenge for pupils in some of these classes. The school cares well for its pupils and their personal development is good. They receive suitable guidance and support. Pupils who need extra help with their learning achieve well. Relationships are very good and this provides an appropriate climate for learning in most classes. Attendance at the school is not high enough. The headteacher, senior staff and governors are committed to improving the school. They have the skills and knowledge to do so but are not thorough enough in checking on teaching, learning and pupils' progress. As a result, they do not have the detailed information they need to make clear plans for improvement. Improvement since the last inspection has been satisfactory. Standards in English at Key Stage 2 have risen and been maintained. The quality of writing has improved and the provision in the Foundation Stage is very good. Changes to the management of Key Stage 1 have not had a significant impact on raising standards. The school provides satisfactory value for money.

What the school should do to improve further

- raise teachers' expectations and provide greater challenge to learners in Years 1–4 so that they match those found in other years
- make more rigorous checks on teaching and learning, and use the information gained to help plan for improvement where it is needed
- use test and assessment results to help plan the next stages of learning for pupils to reduce the erratic progress from year to year
- continue to work with parents and pupils to raise attendance levels.

Achievement and standards

Grade: 3

The standards that the pupils reach by the age of 7 are below those achieved by pupils in similar schools in reading and writing, but are average in mathematics.

However, by the time they reach the age of 11, pupils are achieving very good standards in English, mathematics and science. This is as a result of very effective teaching in the older year groups.

When they start school many children are behind in their learning. They achieve particularly well in the reception classes because of very good teaching. By the time they move to Year 1 they have reached the standards expected although some have a little way to go in communication, language and literacy. In Key Stage 1, progress is limited and standards in reading and writing are low. Tasks and activities are not challenging enough for some pupils who could do better.

Because pupils start Key Stage 2 at below expected levels, but leave at above expected levels, they make good progress overall. Pupils make much better progress in Years 5 and 6 than they do in the earlier part of Key Stage 2 when the teaching is not demanding enough.

Pupils with special educational needs have very effective support and make good progress, particularly in Key Stage 2. This is because teachers and classroom assistants have a good understanding of their needs and work well together to provide the right teaching, guidance and help.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good and their cultural development is satisfactory. Pupils are well mannered and show a caring attitude towards adults and each other. They are helpful and courteous to visitors. Behaviour around the school is mostly good because of the high expectations staff have of the pupils. There is a clear and effective approach towards managing behaviour and this ensures that pupils feel safe, and incidents of bullying are rare. When pupils' friendships do go wrong, the school provides helpful and effective support. In class, attitudes are good and most of the time pupils behave well and enjoy their lessons. However, sometimes they are too noisy and this can distract other pupils from learning.

The school council is well established and pupils feel that their views are valued. They have a voice that is both listened and responded to. They have developed many ideas to make playtimes better. Pupils of all ages make a positive contribution to the community through fund-raising events, many of which they take responsibility for planning and organising themselves. Pupils are responding well to the school's efforts to promote healthy eating and exercise.

The school is fully aware of how low attendance can hinder the achievements of some pupils. The senior staff are developing strategies to try to resolve the problem but it is too soon to judge their success.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There are particular strengths in the Foundation Stage and upper years of Key Stage 2 where pupils make good progress. Pupils learn

well in these classes because teaching is lively and has a sense of purpose. Consequently, pupils work hard and respond with enthusiasm. Pupils know exactly what they have to do and complete their tasks quickly. Weaker teaching and learning in Years 1–4, both now and in previous years, are limiting the progress of pupils. Work is often undemanding, especially for those who could achieve higher levels. Some tasks are dull and do not stretch pupils enough.

In nearly all lessons, behaviour and relationships are very good and this creates a positive atmosphere for learning. Sometimes weak classroom management and poor behaviour interferes with pupils' learning. This is a concern for a small number of parents.

Teachers and teaching assistants provide good individual support for pupils in lessons and work is regularly marked. Pupils are aware of the importance of teachers' remarks to indicate how well they have done but the quality and usefulness of comments are not consistently helpful throughout the school. The school collects a large amount of information from assessment to check pupils' progress but its analysis is not used efficiently to influence future teaching and learning.

Teaching assistants make an extremely valuable contribution to pupils' learning, especially for those who need extra help.

Curriculum and other activities

Grade: 3

Pupils have a broad range of appropriate activities including opportunities for creativity. In addition to the National Curriculum, which is well planned, there are other enrichment activities, extended visits and clubs. The expertise of school staff, visiting teachers, coaches and speakers is used effectively to support this broad curriculum.

The school has successfully placed a strong emphasis on a curriculum that promotes healthy living. Pupils are fully aware of these initiatives and are supportive of the school's efforts to develop healthier lifestyles.

Care, guidance and support

Grade: 3

Supervision of pupils is very good. Pupils are aware of school rules and each class has its own expectations prominently displayed. Adults guide and organise pupils with respect. At break times, pupils play safely. Most parents feel that their children are well cared for in school. Adults know the pupils well and this helps to establish very good relationships in classrooms. The good links between teaching assistants and teachers ensure that the pupils who need most support and guidance achieve well. Health and safety, child protection and risk assessment procedures are fully in place. The school has close links with outside agencies.

Pupils understand the various class and school rewards and are keen to gain such recognition. Pupils are not involved enough in assessing their work and setting targets for themselves.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, in post for just over one term, has an accurate overview of the strengths and weaknesses of the school and the judgements made in the self-evaluation match those of the inspectors. The new leadership team is knowledgeable and conscientious and has the capacity to make the further necessary improvements.

The headteacher has a very good understanding of what makes teaching and learning effective but she and other senior teachers have not made enough rigorous checks on how well pupils are getting on. This means that the leadership team and governors do not have the detailed information that they need to make improvements. Many of the right developments are identified in the school improvement plan but the actions to be taken and the outcomes that are expected are not clear enough.

The school has maintained standards at Key Stage 2 in recent years and significantly improved them in the Foundation Stage. Changes to improve standards at Key Stage 1 have not had significant impact.

The school has embraced successfully recent national initiatives to develop the leadership team and provide planning time for teachers. Their implementation is testament to the strong cooperation of all staff in school. The governing body is considerably under strength but members are keen and willing to fulfil their roles and responsibilities, which they do. The headteacher has provided good guidance to the governing body to help with developing committees so that they are more effective and the early signs are promising.

The headteacher has tried to provide more information to parents and seek their views but a small number of parents would welcome even more communication. Overall, parents are supportive of the school and content with the care and education that their children receive.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and helpful when we inspected your school. We enjoyed talking to you and finding out about your learning. You told us that you enjoy coming to school and most of your parents are happy about what you are doing.

You have some very good teachers in your school and lots of you in different classes are making good progress. We want all of you to do well so we have asked the headteacher to spend more time in lessons to make sure that all classes are having interesting and well planned work. We believe that some of you, especially the 6- and 7-year-olds, could do even better, especially in reading and writing.

We are pleased that you have many different subjects to learn about and that you have become a school where healthy eating and physical exercise is important.

Nearly all of you get on well with each other and with the adults in the school. This makes it a happy and safe place in which to learn. A very small number of you do not behave very well in lessons and this means that you do not learn as much.

We are a little worried that some of you are away from school too much. Try to make sure that you go to school everyday so that you do not miss any lessons.

Thank you again for your help.