**Audit Report 2016**

Questionnaires were sent to parents, governors, support staff, teaching staff and pupils of Ashton Vale Primary School in February 2016.

The response rate from support staff was 92% compared to 88% in 2015

The response rate from teaching staff was 85% compared to 75% in 2015

The response rate from pupils was 100% as it was in 2015

The response rate from parents was 40% compared to 31% in 2015

The response rate from governors was 90% compared to 72% in 2015

The scores from the questionnaires are indicators only but they provide us with a great deal of information and help us to pin point the school’s strengths and weaknesses. To be satisfactory we need a score of between 80 and 100, 200 is the maximum score.

**CURRICULUM**

**Curriculum Subjects**

Once again standards of achievement in all curriculum subjects have scored over 100. I have put last years scores in brackets for comparison.

The top scoring areas were history (200) and multi cultural education (183) scoring 175.

The next top scoring areas at 166 are Art (183) and maths (200).

Then scoring 150 we have English (200), Music (183), P.E(200)., R.E (166)., Geography (166) and PSHE 150).

The lowest scoring areas were D.T.(166) 140, Science (150) and ICT (200)at 133.

We have a new curriculum, new assessments and new staff so comparisons year on year are not really accurate this year.

Parents score multi-cultural education at 124 similar to last year at 122. Parents are slowly gaining more information about the curriculum this year scoring their ability to find out at 121 as opposed to 113 last year and 100 the year before. We are continually updating the website and teachers are using blogs to share the work the children are completing.

Pupils certainly believe that they are expected to do their best (162) similar to 171 last year and well up on the 142 it scored the year before.

Parents feel their children make good progress (139). They also feel that teacher expectations are good (126) similar to last year 134 and 130.

Children are still happy with the activities provided at lunch time and after school (133), teachers scored this at 200, parents at 114 and governors at 200. We have provided more infant clubs this year with our sports funding but have made a small charge of £2.00 per session for the Summer outdoor club, as this funding will continue next year we hope to reduce this cost. All staff led clubs are free. Support staff believe that we do use their talents wisely in school scoring this at 180.

Governors are confident that the national curriculum is implemented (188). They also believe R.E. is taught adequately (166) and that the sex education policy is good (175).

We continue to promote reading for enjoyment and the children are very positive scoring their reading at 136 similar to 147 last year, parents have scored this area at 129 compared to 140 last year and 162 the year before. This has been an area of continuous action over the last few years and remains an area in our school improvement plan. We now have a real library which is kept as a really interesting and motivational resource. Our children do enjoy reading however with the added pressure of more testing we need to monitor the declining figure carefully and promote books.

**Quality of Learning**

Our school aim is ‘To empower children to create a considered future of their choice and make sense of their changing world’.

We have been focussed on making Ashton Vale a reading environment where children can read for pleasure and research. Our corridors also reflect our maths, writing and foundation curriculum and are interactive.

The higher order vocabulary which was introduced four years ago is really showing in children’s writing and spoken language and is now very part of the school.

The overall response to the questionnaires supports our thinking skills approach and show that our high expectations are making a difference to standards and enjoyment. We are now introducing more structured co-operative learning methods through the Kagan approach which ensures all children are active learners.

Pupils feel that they get regular feedback about their work (128) this reflects the time teachers take to involve children and work on marking conversations. Children also feel that their school work is interesting (131) compared to 151 last year. Pupils also feel that they can concentrate in class (103) similar to 117 last year, as other pupils behave sensibly.

Teachers are positive about pupils’ attitudes to learning (133) and the extent to which pupils have acquired effective learning skills (166). They are also positive about our assessment of pupils (150).

Pupils are also positive about further education after 16/18. This has scored 141 compared to 150 last year.

Teachers are confident that children with special needs are identified (150) and that they are well supported (150). Support staff also feel that these children are having their needs met (172). Governors are pleased with the special needs provision (177).

Parents feel that their children are making good progress (139).

**Quality of Teaching**

Teachers are pleased with pupils response to teaching methods used (116) this is a drop from 200 last year. This may be due to new staff and more induction needed on the use of Kagan and BLP. However teachers think that pupils work very well co-operatively and productively in groups (166) so these two scores do not really seem to marry. We have continued to build on good practice for many years now and have not become complacent. This year we have continued to work with co-operative skills and to expect good quality writing across all subjects. Classroom observations have been based on the outstanding teaching criteria and have been very positive. Learning walks with our SIP and done by the SLT have all been positive about pupil attitude to learning.

Teachers continue to use SMART boards well and pupils use a wide range of ICT equipment to support learning. The investment in staff ICT has supported pupil assessment and ICT provision in the classroom. The ipads have also continued to be value for money.

Pupils feel that they get help required in the classroom (135). They also get regular homework (146) and they find it interesting (107).

Over all pupils do feel they have satisfactory access to a computer to assist with homework (79) but this has dropped from 90 last year. One comment made by a child was that they use their ipad so this score may not be accurate. Next year we will change the wording from computer to technology. Parents score children using a computer at home to support homework at 131, a much higher score than the children. Mrs Wigginton has been running a home work club all year and children do have access to our lap tops at this club.

**Assessment, Recording and Reporting**

Teachers feel that we assess pupils very well (150), this year we have continued to work without levels on our target tracker system. Teachers also feel that records are useful and accurate (133).

Parents find school reports informative (113) similar to last year at 111, we also had positive parental comments from last year’s reports preferring the simplified format. Parents also feel that they are a partner in their children’s education as this scored 123, teachers have scored this area at 133.

Support staff feel they can contact parents when required (200).

Pupils feel that their teachers know them well (159) and also the Headteacher (151), both very positive scores.

**STAFF AND MANAGEMENT**

**A Common Purpose**

One of the characteristics of a good school is that there is good leadership; good leaders ensure that everyone is working towards a common goal and that the school is well evaluated in order to continue improving. At Ashton Vale all teachers (other than NQTs) are subject leaders and some staff also have management/leadership roles.

Governors definitely feel we have a common purpose as they have scored this question at 200. Teachers have scored this at 150 and support staff at 160. We are also agreed on our cohesive plan of action which has scored 172 by support staff, 150 by teachers and 188 by governors. All very positive scores.

Pupils feel that they attend a good school (166) and parents are satisfied with the curriculum (124).

**Communication**

Communication is a two way process and in a busy school things can occur which mean last minute changes. Staff check minutes if they have missed a meeting and senior staff all take a role in conveying information to people. Class teachers often give parents information formally and informally.

Teachers feel that they are well informed by the Headteacher (166) and that they have adaquate information about the schools finances (100).

Governors feel well informed (188) and very well informed about the schools finances (188).

Support staff feel well informed to enable them to do their jobs properly (164).

Parents feel they are given enough information when their child/children starts school (140) and thereafter (137). Parents also feel listened to if they have a concern (136) and are positive about the accessibility of the school (141).

Pupils are confident that there is someone in school they can talk to (151) and that they are treated fairly (149).

**Development of Staff and Delegation**

Staff at Ashton Vale have many roles and take a whole school perspective towards discipline and curriculum leadership. We support one another and work as a team. The scores for this area will determine whether people are clear of their own role and that of others.

Teachers score deployment and delegation at 116 down from last year when it was 183 similar to previous years. This will be explored at a staff meeting but is mainly due to one less than satisfactory tick. The majority of the staff would have scored it at 140. We have over spent on professional development this year due to many changes in the curriculum and this has been scored at 150. Once again one person has ticked unsatisfactory which will be explored at a staff meeting as the majority score would have been 180 from teachers.

Support staff feel positive about professional development (190) this has risen from 153 last year. They feel that their talents are used well (180).

**Accommodation and Resources**

Teachers and support staff are very positive about the use made of the accommodation (140) and (181). Governors have scored this at 177 the same as last year. This year we have been making good use of our purpose built kitchen for pupils and the library. Reception class have had a new outdoor classroom and the school has had new windows, new junior toilets and much redecoration.

Teachers are not as positive this year about resources and their availability (100) down from 150 last year. Again this is due to one tick in the unsatisfactory column, the majority of teachers have scored it at 120. Resources for pupils with special educational needs scored 100 as well for the same reason the majority would have scored it at 120. We have invested in new maths resources and in apps for our ipads and new reading books. Governors believe that the school is cost effective in the way it uses resources (188) and very safe (200).

Pupils feel that the school is clean and tidy (117) down on last year and from their comments it is mainly down to the problems we have had with the hall floor. The new decoration in the corridors do give a much cleaner and tidier feel. Pupils do feel that playtimes are well resourced (133).

**Liaison with Other Schools**

We are now well into being a Trust school and liaising with Ashton Park, Luckwell and Compass Point. We also have very close links with Ashton Vale Pre School. Teachers find this liaison useful scoring it at 160.

**PUPILS**

**Behaviour**

Pupils at Ashton Vale are expected to respect the rules they have agreed to and to take responsibility for their behaviour. They are also expected to be aware of the safety of themselves and others. The behaviour and attitude of pupils is essential to a productive learning environment.

Governors feel very strongly that pupils generally behave well (200), respect other people and property (188) and take responsibility and show initiative (188).

Teachers also believe pupils behave well (150), respect for others and property is also very positive (166). Pupils taking responsibility and showing initiative scores 133.

Support staff have also scored behaviour highly at 180 and respect for property 170.

Support staff are happy that children show initiative and take responsibility (190).

Parents have scored behaviour at 119 and children taking responsibility and showing initiative at 146.

 We get very little loss, damage or theft of property. Children know that swapping cards or items from home will be banned if there are any problems. Parents are supportive in stopping children bringing in toys and valuables.

Pupils feel safe at playtimes (158) and feel fairly treated by adults (149).

**Moral Development/Social Development**

Moral development is encouraged daily through assemblies, circle time, PSHME, R.E. and through informal and formal conversations with children. Staff work closely together to ensure we are consistent in our expectations of pupils. We have many rewards in place and celebrate all forms of success and good behaviour both in school and out of school.

Teachers have scored pupils moral education at 150 and their ability to work cooperatively at 166. Teachers also feel that pupils understand the society in which they live (200).

The stakeholder file shows a very positive response to our pupils’ behaviour outside of school and their understanding of how to behave in a social situation.

As a healthy school pupils are expected to understand emotional wellbeing as well as physical wellbeing. Pupils feel that they are able to make healthy choices (159) as do parents (144). Both similar to last year.

Please also see the section on behaviour.

**How Well Does The School Meet The Needs Of All The Children**

We need to ensure equal access for all children in all we have to offer. We are an inclusive school and have continued to build on our gifted and talented provision to ensure access to opportunities for all.

Parents are confident that the curriculum reflects a multi-cultural society (124).

Parent’s knowledge of the curriculum has been an area for improvement and this year has scored 121 up from 113 last year and 100 the year before. This is an area we need to continue to focus on in next year’s School Improvement Plan.

Teachers have scored identification of SEN at 150 and equal opportunities for pupils at 200. Support for children with SEN has scored 150 from teachers and 172 from support staff. Teachers are also confident that we monitor pupils wellbeing (166) governors have also scored this positively at 188.

Child protection procedures are seen as strong by governors (200) and teachers (166). All staff receive level 1 training and two members of staff have received level 2 training.

Children enjoy school as they have scored this at 146 and their parents scored this at 145. Parents are also confident that children’s problems are dealt with (123) and pupils feel they have someone to talk to (151).

**SCHOOL AND THE WIDER COMMUNITY**

**The School As A Community**

We have an active PTA although it is run by a very few keen, hardworking parents. We have more parents involved in this area of the school this year. Most parents are supportive of their children’s learning and actively hear them read and ensure homework is completed to a very high standard in many cases.

Parent’s attendance at parents’ evenings is good although historically not so good at curriculum information evenings. Parents have attended the family assembly for KS1 on Friday afternoons and the new junior one on Friday mornings.

Governors know the school well through curriculum visits, special occasion visits, voluntary help and by informal visits (200). Attendance at meetings and sub committees is good. Staff are also confident that governors know the school well (150).

Governors also feel well informed about the school (188).

Governors, teachers and support staff all feel that there is a sense of community and feeling of belonging these scored 200, 183 and 160 respectively.

Parents feel that the school is accessible (141) and they are involved as a partner (123).

**The School In The Wider Community**

The governors are once again positive about our links with local industry and commerce scoring it at 144 similar to last year. Teachers are not as positive as last year scoring it at 100 down from 150.

We have continued to incorporate local trips into our calendar and been to The Tobacco Factory, Leigh Woods , @Bristol and Ashton Park Secondary School We are going to The Community Farm with Years 2 and 4 this year. Our chickens are laying really well again this year. This enterprise has supported community involvement of parents as they have been active in caring for the chickens at weekends and during the holidays.

Local businesses continue to support the work of the PTA .

We will be working with our trust partners more as the trust becomes established.

Our achievement board and Every Child Matters file show many certificates and events from the wider community including charity support, letters of thanks from local groups/people and sporting success.

Our stakeholders file is also full of positive feedback from trips and events.

 **General Comments**

As happened last year this year we have similarity of scores across parents, pupils, governors and staff. We all seem to be seeing the same school which is really good. Pupils are more positive this year so we need to keep this enthusiasm going. We have had four new teachers this year which has meant induction has been a challenge.

This year our School Improvement Partner has completed book looks observations and agreed that teaching is good or better throughout the school and also that the learning environment is good to outstanding.

We have had a big focus on raising the number of children above age related expectation. Children are expected to produce their best writing in all subjects not just literacy.

We have continued to support a creative curriculum through more innovation and a thinking skills approach to subjects including the Kagan co-operative learning. We also have made changes to our marking to ensure a conversation with our pupils and that they react to next steps positively.

Teachers have introduced more independent work into lessons and less direct teaching which has led to more cooperation and group work.

Becoming a flagship school for the Food For Life Trust has developed our school grounds and also supported outdoor education and winning Gold in Bristol in Bloom was excellent recognition for the hard work in this area. The link to the organic farm is proving highly beneficial and the SNAG group have implemented very positive changes at lunch times. We are very proud to have gained the Gold award.

This audit shows that we need to continue to focus on parent/carers understanding of the curriculum. This continues to be a challenge as we have not yet been successful in encouraging parents to come to curriculum events. We have plans next school year to sign post where curriculum information can be found.

Attendance at Family Assembly is good as is attendance at parents’ evenings.

I am very pleased with all the behavioural scores showing our pupils to have respect for others and a great attitude to themselves and learning.

As a school we are now nearly full with just a few spaces in the juniors. This gives us greater stability and means we can monitor pupils progress more accurately as children arrive at 4 and leave at 11years. As always we want the very best for all pupils at Ashton Vale.

Many thanks to all who have contributed to this audit.

Ms Viv Champeney Headteacher 2016