

Filton Avenue Primary School

Address: Lockleaze Road, Horfield, Bristol, BS7 9RP

Unique reference number (URN): 138668

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Personal development and wellbeing

Exceptional 

Leaders have carefully considered how to use every aspect of school life to support pupils' wider development.

Consistently developing pupils' oracy has had a transformational impact. It underpins all aspects of the school's work, particularly personal development. As a result, pupils are confident, articulate and have a sense of wonder about the world around them. They know the power they hold to impact others and shape the communities to which they belong. The personal, social, health and economic and relationships curriculum is very well structured. It enables pupils to revisit key topics regularly and engage in meaningful discussion. Leaders use their detailed understanding of their local context to adapt this curriculum so that it precisely meets pupils' needs.

Pupils benefit from a vast array of enrichment opportunities that enhance their learning and broaden their aspirations. Visits to local museums, a university, a hospital and major employers inspire pupils and help them to consider future possibilities. A very wide range of clubs enables pupils to develop their talents and interests in sport, music, arts and crafts.

Extensive pastoral support is woven through all aspects of school life. Pupils who need additional help are identified swiftly and receive effective support to thrive.

Leaders have deliberately designed all aspects of school life to build pupils' character, resilience and sense of responsibility. Playground activities promote social and physical development, cooperation and problem-solving. Pupils fulfil an array of purposeful leadership roles that enable them to contribute to the school community. These roles are highly prized, and those who hold them are shining examples to others.

Pupils deeply understand and strive to live by the fundamental British values. Pupils develop a deep understanding of different faiths through the curriculum and many visits to places of worship. They show empathy and respect for those who are different from them and value the views and contributions of others, regardless of background or need. They understand the importance of ensuring that everyone is heard and treated fairly.

Strong standard

Curriculum and teaching

Strong standard 

The ambitious and well-sequenced curriculum clearly sets out the knowledge pupils need to learn. This knowledge includes the key vocabulary that pupils need to understand in order to learn the curriculum deeply. Pupils build securely on what they already know and are well prepared for their next stages in learning. Subject leaders play an active role in reviewing and refining the curriculum. They ensure it remains coherent and effective.

Teachers have the subject knowledge they need to present new learning clearly. They show pupils how to apply new knowledge and give them ample opportunities to practise. Teachers check pupils' understanding throughout lessons, using this information to adapt teaching and provide additional support when needed. As a result, misconceptions are swiftly corrected and pupils learn well.

Leaders prioritise the development of pupils' speaking, reading, writing and mathematics. Teachers weave opportunities to practise these basic skills across the curriculum. Consequently, pupils are able to access their learning in all subjects.

Lessons take into account the starting points of pupils and the needs of those with special educational needs and/or disabilities (SEND). Highly-skilled staff, including support staff, adapt resources and approaches so that pupils, including those with SEND, can access the same ambitious curriculum as their peers. Leaders have used the insights they gain from monitoring the quality of provision to strengthen the consistency and impact of the curriculum when needed.

Early years

Strong standard 

Leaders have a detailed understanding of children's starting points. They use this to design a well-structured curriculum so that children build knowledge securely over time. Staff use ongoing assessment precisely to shape teaching for groups of children and individuals. Teaching is responsive to the emerging needs of children. Staff identify children who need extra help, including those who have special educational needs and/or disabilities.

Children make sustained progress in all areas of learning. Their use of spoken language develops rapidly, including for children who speak English as an additional language. Staff consistently help children to understand the meaning of new words and how to use them in full sentences. Daily phonics sessions help children recognise sounds, read familiar words with confidence and use their knowledge to read new words. Staff support early writing and mathematical thinking well. Children gain confidence from their success in learning. This motivates them to continue to learn even more.

Children feel safe. Routines are firmly embedded. This helps children to settle into a calm and purposeful environment. They learn to manage their feelings and to cooperate well with others. As a result, children are very well prepared to move into key stage 1.

Inclusion

Strong standard 

Leaders have established a highly inclusive school culture. Staff systematically assess pupils' learning and identify any additional needs swiftly. Rigorous checks are made on the impact of extra support provided for pupils who face barriers to learning. This includes monitoring the impact of support for those with special educational needs and/or disabilities (SEND) and those who are known or previously known to social care, including those who are in care. Consequently, support remains precisely focused so that it supports pupils' learning well.

Staff deeply understand the needs of pupils. They have the expertise they need to adapt teaching effectively so that pupils with SEND can learn alongside their peers. Teachers

adjust support when needed so that pupils can learn. Enhanced provision, including the use of 'the nest' for pupils with the highest need, supports pupils' independence and inclusion well.

Leaders use additional funding effectively to improve achievement and attendance and support pupils' wider development. Leaders evaluate the impact of this support robustly, adapting when necessary. As a result, disadvantaged pupils achieve well and are well prepared for their next stage.

Leaders work effectively with external professionals, including those responsible for looked-after children. Leaders use alternative provision appropriately and ensure that it meets pupils' needs when these are beyond what the school can provide.

Leadership and governance

Strong standard 

Leaders have a very detailed understanding of the quality of provision across all areas of school. They relentlessly identify areas that could improve further. Leaders bring about positive change in the best interests of pupils. For instance, they have securely embedded a shared approach to the delivery of the curriculum across the school. This has enabled pupils to learn consistently well.

Those responsible for governance provide effective challenge and support to leaders so that provision for pupils continues to improve. They know the school well.

Leaders take into account the impact on staff when introducing changes. For instance, they have trialled a new approach to communicating with parents before introducing it fully to check that it does not negatively impact on staff workload. Staff feel well supported and are proud to work at the school.

Staff have opportunities to deepen their expertise, including plentiful opportunities to work with one another on aspects of the curriculum. Leaders ensure that staff have dedicated time regularly to improve the quality of provision and to build positive relationships with parents and carers.

Parents appreciate the extensive pastoral support and the many opportunities provided for pupils to develop their confidence, talents and interests. Leaders communicate regularly with parents and carers and work closely with them to address any concerns about pupils' wellbeing, attendance or learning. Leaders routinely seek the views of parents, staff and pupils when making decisions. Pupils know that their views are valued and can identify how their feedback has influenced changes in the school.

Expected standard

Achievement

Expected standard 

Pupils are typically well prepared for the next stage of their education. They develop secure knowledge across the curriculum. They build on prior learning when studying new topics.

The continued development of pupils' speaking, reading, writing and mathematics enables pupils to gain detailed knowledge and skills across the curriculum.

Published outcomes at the end of key stage 2 are broadly in line with, or above, national averages. There are particular strengths in writing and reading. Disadvantaged pupils typically achieve well. Pupils with special educational needs and/or disabilities make secure progress from their starting points due to the effective support they receive.

Across the curriculum, pupils recall their learning confidently. Improvements in the quality of pupils' writing across all year groups are underway but are not consistently in place. Some pupils' written work does not reflect all they know and can do. Leaders are continuing to embed these approaches so that pupils can achieve consistently highly in all year groups.

Attendance and behaviour

Expected standard 

Leaders have a clear understanding of the reasons for pupils' absence. They have put appropriate strategies in place to help remove any barriers that may impact on pupils attending school regularly. Leaders take swift action to support pupils who are persistently absent to improve their attendance. Pupils' attendance has improved over time. Leaders' sustained efforts have been particularly effective in reducing the absence of those who most frequently missed school. However, some pupils still do not attend school well enough.

The school is a calm place where pupils feel respected, welcome and valued. Pupils strive to be good role models to one another, regardless of age. Staff consistently promote positive behaviour and follow the school's behaviour policy. Pupils learn how to manage their own emotions and to consider the impact of their actions on others. They know that staff will deal with instances of bullying quickly and effectively. Pupils, including the very youngest, show very positive attitudes to learning. They concentrate well and persist when they find learning tricky. Disruption to learning is very rare.

What it's like to be a pupil at this school

Pupils love attending this school and arrive brimming with enthusiasm for the day ahead. They have positive attitudes to learning. Breaktimes are joyful and harmonious, and pupils of all ages cooperate well with one another.

Pupils are excited by their learning. There is a purposeful buzz in classrooms, where pupils share their ideas and knowledge with clarity and enthusiasm. They typically produce high-quality work that reflects what they have learned. Staff remove or reduce any barriers to learning, helping pupils to achieve well.

Pupils' behaviour is excellent. They strive to meet staff's high expectations and to be highly positive role models for their peers, regardless of age. There is a respectful environment, where unkindness or bullying are rare and quickly resolved when they do occur. Pupils are polite and courteous. Many pupils have formal leadership roles. For example, they support play activities with the youngest children and lead family style discussions at lunchtimes, encouraging others to share their views about current affairs.

Pupils are happy and safe at school. Relationships between pupils and staff are highly positive. Staff notice early signs that a pupil might be struggling and provide swift support. Pupils trust staff to help them.

Pupils are very well prepared for life in modern Britain. The school's work with local employers and education providers inspires pupils and raises their aspirations. The way pupils treat one another shows a sophisticated understanding of diversity and equity. Pupils are intrigued by, and respectful of, cultures and beliefs that differ from their own.

All pupils are fully included in the school's extensive wider offer. They develop an extensive range of skills and talents beyond the classroom through opportunities in different sports, arts and crafts. A particular strength of the school is the development of pupils' oracy. This helps pupils to become highly articulate while building their confidence and resilience. Pupils listen as effectively as they speak. Consequently, they learn from the views and experiences of others, broaden their horizons and build a sense of wonder about the world around them.

Next steps

- Leaders should further embed their high-quality work to reduce barriers to attendance so that the number of pupils who are absent from school too often continues to reduce.
 - Leaders should further embed their work to improve the quality of writing of pupils of all ages so that they are able to produce consistently high-quality work that conveys their depth of knowledge across the curriculum.
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About this inspection

This school is part of Amplify Education, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Neil Blundell, and overseen by a board of trustees, chaired by Sir David Eastwood.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior and middle leaders, trustees and a member of the local governing body, and a selection of school staff and pupils during the inspection. They also considered the views of parents and staff who responded to the Ofsted surveys that were sent out. Inspectors visited lessons, including those in the enhanced learning provisions (the nest). They spoke to pupils at social times and in pupil group meetings. A selection of pupils' work was also viewed by the inspection team. An inspector contacted some of the alternative provisions used by the school, a representative of the local authority and a representative of the virtual school.

The inspectors confirmed the following information about the school:

The school has admitted one pupil above the registered age range.

The school makes use of 3 alternative provisions, including 2 that are unregistered.

The school has undergone a significant change since the last inspection. The headteacher took up his post in September 2022. The multi academy trust that the school was part of has recently merged with another multi academy trust.

Headteacher: Dan Rodeck

Lead inspector:

Sarah Favager-Dalton, His Majesty's Inspector

Team inspectors:

Tonwen Empson, Ofsted Inspector

Darren Preece, Ofsted Inspector

Kevin Martin, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

570

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.12%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.16%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.84%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	69%	61%	Above
2022/23 (final)	62%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (final)	76%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	75%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	81%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (final)	71%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	65%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25 (final)	54%	47%	Close to average
2023/24 (final)	48%	46%	Close to average
2022/23 (final)	54%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average
2024/25 (final)	69%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	66%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	59%	Close to average
2024/25 (final)	69%	59%	Close to average
2023/24 (final)	65%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	66%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	53%	59%	Close to average
2022/23 (final)	56%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-16 pp
2024/25 (final)	54%	69%	-15 pp
2023/24 (final)	48%	67%	-20 pp
2022/23 (final)	54%	66%	-13 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (final)	69%	81%	-12 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	66%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	78%	-11 pp
2024/25 (final)	69%	78%	-10 pp
2023/24 (final)	65%	78%	-13 pp
2022/23 (final)	66%	77%	-12 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	53%	79%	-27 pp
2022/23 (final)	56%	79%	-23 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.6%	5.2%	Above
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	8.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	21.7%	13.0%	Above
2023/24 (3 term)	24.4%	14.6%	Above
2022/23 (3 term)	29.6%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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