

# Paulton Infant School

## Inspection report

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<b>Unique Reference Number</b>	109066
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	356469
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Hazel Callaghan

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Garry Yoxall
<b>Headteacher</b>	Julia Sloyan
<b>Date of previous school inspection</b>	24 May 2008
<b>School address</b>	Plumtre Close Paulton Bristol BS39 7QY
<b>Telephone number</b>	01761412354
<b>Fax number</b>	01761 412354
<b>Email address</b>	paulton_inf@bathnes.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed taught by seven teachers along with various shorter observations of teaching and learning throughout the school. Inspectors observed the school's work, and looked at various documents and policies including those related to the safeguarding of pupils, reports written about the school, the minutes of the governing body, and the school development plan. They scrutinised the school's records of pupils' attainment and progress and looked at pupils' work particularly in English and mathematics. The questionnaires filled in by members of the staff were reviewed along with 48 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- the rates of progress made by all pupils, particularly the girls and most-able pupils in mathematics and those from minority ethnic groups
- how teaching and the curriculum meet the needs of all pupils and enable them to excel in their academic and personal development
- how the strategies for ensuring a smooth succession in leadership and the training of new staff are ensuring that the school continues to move forward.

## Information about the school

Paulton Infant School is a large infant school. It shares a site with the local junior school. The vast majority of its pupils come from families of White British backgrounds. Usually the proportion of pupils identified as having special educational needs and/or disabilities is average, but currently it is below average. Of those identified, most have moderate learning difficulties. Over the last two years, a significant proportion of the teachers have retired and five out of six classes now have new teachers. The substantive headteacher is also nearing retirement and, to reduce the impact of these changes, she is currently working part time with a co-headteacher who was the deputy headteacher of the school. A new deputy headteacher was appointed and took up post in September 2010

The school has achieved a variety of awards. The most recent are the Activemark, Artsmark and International Schools Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Paulton Infant School provides a good education for its pupils. The strong desire of all staff to promote children's personal and academic progress is at the heart of all its work. Each child has its own important place in the school community and this is much appreciated by parents and carers. The care, support and guidance provided for all pupils are good and the response to children who face challenging circumstances is often outstanding. The children, consequently, feel extremely safe in school and know that if they have any worries or concerns the staff will help and care for them. One parent/carer's comment typified this kind of care when they wrote 'Paulton Infant School is a friendly, effective school, very much part of the community, very inclusive and caring.' The school has maintained its good provision for several years due to the strong leadership of the headteacher. She is supported well by staff and the governing body who together work effectively to ensure continued good quality in the school's work. It has been recognised for some time that changes in the long-established staff were unavoidable and so effective plans have been put into place to ensure a smooth transition in all areas of leadership, as it comes. These changes have maintained the confidence of parents and carers and the morale of staff and are already having a positive impact on the school's work. The senior leadership team and governing body have an accurate understanding of the school's strengths and relative weaknesses. The good progress evident in the past is being maintained, ensuring good capacity for further improvement.

Teaching is good and pupils' attainment by the end of Year 2 has been above average in reading, writing and mathematics for the last three years. Boys and girls both achieve well to reach above-average standards.

Children settle well into the Reception classes because of the effective induction process and they achieve well in their language development. In the other areas of learning, progress is mostly satisfactory. This is because the range of resources and opportunities for children to experiment and explore are sometimes not as effective as they could be. The adult-led activities are successful in helping children to learn, although the most able are not always given sufficient opportunities to extend their ideas and this limits their progress.

Pupils behave well and have an excellent understanding of what constitutes a potentially dangerous situation, which enables them to consider sensible ways of avoiding it. They are given an extremely wide range of opportunities to make their school a better place and they respond very well to these challenges. They enjoy taking responsibility and do their jobs well. One parent's comments were typical of many when they wrote 'The children are very proud of their school and their achievements. It's an excellent environment to grow up in.' Attendance is above average. Pupils' good levels of literacy and numeracy skills, along with a desire to do well in their work, their ability to work

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together sensibly and their enjoyment of school prepare them well for their next stage of education.

Many staff have taken on new roles and the headteacher has recognised the importance of giving them time to settle in and develop their ideas. There is a sense of optimism within the school and the headteacher and co-headteacher provide a good lead along with advice and support for colleagues. Staff, already, take a lead in their areas of expertise and priorities for improvement, along with leadership roles, and responsibilities are in the process of being finalised. The school tracks pupils' progress carefully in order to identify any underachievement. A computerised system to support this process has recently been installed and staff are currently being trained to use it, but, as yet, there is no one in the school who is able to use the program to its full potential so that everyone has access to the data available.

### **What does the school need to do to improve further?**

- Enable all children in the Reception classes to make consistently good progress by :
  - providing a wider range of stimulating resources and activities for children to choose from so they feel motivated to experiment and explore new ideas
  - challenging the more-able children more frequently to extend their knowledge and skills.
- Enable all staff to play their part in aiding the development of the school by:
  - finalising their priorities and management responsibilities
  - extending the staff's understanding of the new data software so all are able to access and use the information available.

### **Outcomes for individuals and groups of pupils**

<b>2</b>
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Pupils make good progress in their language skills throughout the school. Children's skills are similar to those expected for their age when they start school, although reading and writing skills are lower than other areas. Overall, children, generally, make satisfactory progress and reach average standards by the end of the Reception Year.

In Years 1 and 2, all children make good progress. The few children from minority ethnic groups and those identified as having special educational needs and/or disabilities make similar good progress to their peers. The most-able children achieve well also, particularly in reading and writing, where the proportion of pupils who reach the higher Level 3 is above average. They are not quite as successful in mathematics, but, still, an average proportion reach the higher level. Pupils' good learning and progress are promoted by their good behaviour and their desire to do well. Pupils listen attentively in lessons and work well together in pairs and in groups, as well as on their own. Pupils are keen to offer their own ideas and listen to one another with interest. This was clearly demonstrated during a science investigation in a Year 1 class. Pupils worked sensibly and cooperatively to explore their ideas about how sound travels. In an English lesson in Year 2, pupils responded well to the additional challenge of extending their understanding of alliteration. The least-able pupils and those with special educational needs and/or disabilities want to show what they can do also and respond well to the good levels of help provided by teaching assistants.

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Relationships throughout the school are good. Children show care and empathy for those who are unhappy or less well off than themselves. They respond well to raising funds for local and worldwide charities and are keen to support children in their partner school in Uganda. There is a sense of delight and wonder when the school receives a parcel from the children in Uganda, as they recognise the time, care and attention that have been given in making the small gifts. The school received the International Schools Status in recognition of these links which enable pupils to develop an awareness of the lives of people living in other countries. The pupils' awareness of cultural diversity in the United Kingdom is satisfactorily developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Good teaching and good levels of care, support and guidance underpin pupils' effective learning and well-being. Pupils say the teachers make their activities interesting and so they enjoy taking part and concentrate well. In most lessons, teachers are effective in sharing the purpose of the lesson with pupils and use their good subject knowledge to develop pupils' understanding. Most teachers assess accurately what pupils already know and can do and use the information well to plan activities that help them to improve. On a few occasions, teachers spend too long talking to the class, so the pace of learning slows. Pupils are helped to understand how to be successful in their tasks and to recognise what they need to do to improve. Boys and girls are challenged equally and more-able pupils

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are helped to extend their skills and understanding well, though more effectively in reading and writing than in mathematics. Teaching assistants are well deployed. They use their good levels of experience to support pupils in their learning. Most teachers make effective use of new technologies to support learning.

The curriculum is suitably broad and balanced and meets pupils' needs well. The structure for teaching English and mathematics is well planned and there is a strong focus on developing pupils' personal, social and health education. The school, regularly, achieves recognition of its work in promoting pupils' awareness of healthy lifestyles and the importance of keeping fit and active. Many pupils enjoy sport and games and eagerly attend the after-school clubs. Singing is a strong source of enjoyment for pupils, as was observed in the singing assembly. Similarly, other creative activities, such as artwork, play an important part in the curriculum, which was recognised in the school's Artsmark award. Pupils' learning is enriched by whole-school activity weeks, visits to places of interest and visitors to school who provide valuable first-hand experiences. A parent has enjoyed sharing aspects of Indian culture and religious festivals with the pupils through food, art and costume. Pupils' awareness of other cultures is not fully developed through the curriculum. Links with the junior school are good. Year 5 pupils make friends with those in Year 2 before they move up, so easing transition.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides a clear focus on what the school needs to improve, such as the proportion of pupils reaching Level 3 in mathematics. With the good support of the co-headteacher and other members of the senior leadership team, she has set an effective agenda for putting these developments into place. The result is that teaching and learning in reading, writing and mathematics are good and above-average attainment has been maintained. Although the new computerised systems are not fully utilised, effective assessment procedures and the tracking of pupils' progress ensure teaching is well focused and expectations are high. Monitoring arrangements are effective and all aspects of the school's work are evaluated regularly. Members of the governing body are also self-evaluative and well informed. They have a good knowledge of the school's strengths and are influential in its development. Financial management is effective and the governing body was proactive in developing the new staffing arrangements that are enabling an effective succession in the leadership and management of the school.

Keeping pupils safe and secure are high on the school's agenda. The governing body and staff review their policies and procedures regularly to ensure good practice and to meet

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statutory requirements. Procedures are good and carried out effectively. The school is a very safe environment for staff and pupils. It is a happy and harmonious community where staff promote equality and mutual respect effectively. All pupils have equal access to all the school offers. The school is very active in seeking community cohesion, but has not formally evaluated its effectiveness in this area. It has good links with the local community and with a school in Uganda, but is less effective in ensuring that pupils' awareness of the cultural diversity in the United Kingdom is well developed. The school's partnership with parents and carers is good, as is its partnership with a variety of local schools, churches and outside agencies, which are used well to extend the curriculum and to support pupils' academic and personal development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's start in the Reception classes is managed well and so they settle quickly and happily into class and school routines. Staff provide caring support to which the children respond well. One parent's or carer's comment was representative of several: 'My child was very shy when she started school, but in a matter of weeks the school has provided her with confidence and self-esteem.' The school's good partnership with parents and carers begins in the Reception class and this provides a secure start to children's learning. There is a good focus on teaching letters and sounds and this is giving children the confidence to sound out new words when reading or writing. The children make good progress in these areas of learning. Learning is at its best when activities interest the children and set them thinking. A good example of this was seen when children were asked to find a way for the koala bear to cross the water and get to Noah's Ark and they came up with many different ideas. There is an appropriate balance of adult-led activities and those children choose for themselves. Adult-led activities are often well planned and structured effectively, although not enough attention is given to extending the most-able

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children. The secure outside area has been well developed, but there is not always a wide enough range of resources and activities to stimulate children's ideas. As a result, the children's progress, overall, is satisfactory rather than good. Leadership of the Early Years Foundation Stage is fairly new as there have been changes in the staff, but the team works well together. Staff are evaluative of their work and look for ways to improve. New ideas are having a positive impact, but it is still fairly early to see the outcomes in terms of children's attainment, which has remained broadly average over the last three years.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was quite small, but the satisfaction shown by the vast majority for all aspects of the school's work was high. All parents and carers who responded agreed that their children enjoy school, the school keeps them safe, they are helped to have a healthy lifestyle and that overall they are happy with their children's experiences at Paulton Infants. The number of parents and carers who had concerns or complaints was very small and there was no trend in their comments. The only aspects of concern to more than one parent or carer were to do with the management of inappropriate behaviour and the school's systems for helping parents and carers to support their children's learning. Both aspects were followed up by the inspection team who found that behaviour is good and any inappropriate behaviour is usually managed by the staff quickly and effectively. The inspection team looked at the different ways the school keeps parents and carers informed about their children's learning and felt these systems were effective and partnerships with parents and carers are good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paulton Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	75	12	25	0	0	0	0
The school keeps my child safe	36	75	12	25	0	0	0	0
My school informs me about my child's progress	24	50	20	42	1	2	1	2
My child is making enough progress at this school	32	67	14	29	0	0	0	0
The teaching is good at this school	33	69	14	29	0	0	0	0
The school helps me to support my child's learning	30	63	16	33	2	4	0	0
The school helps my child to have a healthy lifestyle	33	69	15	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	58	16	33	1	2	0	0
The school meets my child's particular needs	31	65	15	31	1	2	0	0
The school deals effectively with unacceptable behaviour	18	38	24	50	2	4	0	0
The school takes account of my suggestions and concerns	20	42	25	52	0	0	0	0
The school is led and managed effectively	30	63	17	35	1	2	0	0
Overall, I am happy with my child's experience at this school	33	69	15	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2011

Dear Children

**Inspection of Paulton Infant School, Bristol BS39 7QY**

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents or carers are correct in thinking that you go to a good school.

Here are some of the things we found out.

- You settle into the Reception classes well and enjoy your activities.
- You make good progress to reach standards that are above those of most children of your age in reading, writing and mathematics.
- You want to do well and enjoy your work.
- You feel very safe in school and have an extremely good sense of how to keep yourselves safe.
- You are polite, friendly and helpful. You enjoy taking responsibility and have done lots of things to help the school be a better place and to help people around the world.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting.
- The school is led well and everyone works together as a strong team.
- The staff look after you well so you feel safe and happy.

Even though Paulton Infant School is a good school, there are two things we have asked your headteacher and staff to do to make it even better.

- Help children in the Reception classes to have even more fun using a stimulating range of resources and activities and make sure those who find learning easy are given opportunities to think really hard.
- Enable all the staff to be even better at helping you to succeed.

Thank you again for making our visit so enjoyable and remember you can do your bit by continuing to work hard and helping each other.

Yours sincerely

Hazel Callaghan

Lead inspector (on behalf of the inspection team)

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