

# Samuel White's Infant School

## Inspection report

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<b>Unique Reference Number</b>	109033
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	356465
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Paul Garvey

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>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rhona Phelps
<b>Headteacher</b>	Kairen Smith
<b>Date of previous school inspection</b>	26 June 2008
<b>School address</b>	Creswicke Avenue Hanham Bristol BS15 3PN
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons and 11 teachers. Meetings were held with pupils, senior and middle leaders, staff, the Chair of the Governing Body and a local authority adviser, as well as informal meetings with parents and carers around the school. They observed the school's work, and looked at school documentation including the school improvement plan, assessments on pupils' progress, school monitoring information, together with the school's self-evaluation form. In addition, 121 parental questionnaires were analysed, as well as those from pupils and staff.

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

- Is the progress of the children improving rapidly for all groups of pupils?
- Is the school's provision enabling pupils to achieve well, especially the more able?
- Do leaders and managers at all levels have an accurate view of the school's strengths and weaknesses?

## Information about the school

This infant school is larger than average. The majority of pupils come from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs relate mainly to moderate speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is below average. The school's present headteacher took up her position in January 2010 after a number of changes in headteacher in recent years. Children join the Early Years Foundation Stage in three Reception classes.

**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?**

**3**

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

**3**

## Main findings

Samuel White's Infants is a satisfactory school, as it was at its last inspection. Pupils' achievement remains satisfactory, but after a period of upheaval, it is now improving strongly. Under the leadership of a very effective headteacher, who has encouraged and inspired staff, and combined with a caring ethos, the school provides a happy and a safe place of learning for the pupils. 'This is a lovely, friendly school where children are very happy' was a comment from one parent or carer, and another affirmed that 'The staff at Samuel White's go out of their way to ensure the children feel happy and confident.' These remarks were typical of the views expressed and reflect the school's good partnership with parents and carers. The school's good care, support and guidance and robust arrangements for the safeguarding of children ensure that pupils feel very safe and behave well. ♦

Children make a good start in the Early Years Foundation Stage, where a warm and welcoming environment and good provision enable them to make good progress. The focus on improving pupils' learning is producing a rapid improvement in their progress and is raising attainment in Key Stage 1, although the acceleration is quicker in reading, than in mathematics and writing. There are some inconsistencies, however, and progress remains satisfactory overall. Pupils' attainment at the end of Year 2 is broadly average.

The quality of teaching is satisfactory overall, although good in some lessons. This is especially true in the Reception classes, but there are inconsistencies in Key Stage 1, where the pace of learning is slower, especially in Year 1. The support for vulnerable pupils and pupils with special educational needs and/or disabilities is effective in promoting social development, behaviour and attendance. As a result, they make as much progress as their peers. In some lessons, teachers do not expect enough from higher-attaining pupils and, as a consequence, they do not make the progress of which they are capable.

Senior leaders and the governing body have an accurate understanding of what needs to be done next to improve the school and this is reflected in some effective strategies to accelerate progress. For example, since the last inspection, pupils now have opportunities to practise their literacy skills, and teachers use assessment more accurately to plan lessons to meet the needs of most pupils. This is leading to improved progress. A new system to track the progress of each pupil has been introduced, although its impact on identifying potential underachievement at an early stage is not yet fully established. There are still occasions where more challenge could be provided for the more-able pupils and the quality of teaching remains inconsistent. Subject leaders are able to recognise and rectify weaknesses but do not formally monitor the quality of teaching and learning well enough. Given the recent improvements in attainment overall and the clear plans in place

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to make further improvements, there is currently satisfactory capacity for sustained improvement. ♦

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in writing and mathematics at the end of Key Stage 1 by July 2011 through:
  - providing more challenge for more-able pupils
  - identifying and addressing potential underachievement at an early stage.
- Improve the quality of teaching so that it is consistently good by:
  - ensuring more pace in lessons, especially in Year 1
  - ensuring that the learning of all pupils is monitored throughout lessons, especially the more able.
- Increase the role of senior leaders and subject leaders in monitoring the work of the school by ensuring that they formally monitor the quality of teaching and learning so that practice is consistent.

**Outcomes for individuals and groups of pupils****3**

The majority of children have skill and understanding that are typical for their age when they start school in Reception Year. The youngest children make a good start to school life and achieve well in Early Years Foundation Stage. ♦ As they move through the school, progress is more rapid in Year 2 than in Year 1, where the pace of lessons is quicker. However, good relationships between teachers and pupils, and improved planning to meet pupils' needs, have led to improved learning in both years. Pupils with special educational needs and/or disabilities are given valuable support from teaching assistants and this allows them to make satisfactory progress. When there is a clear focus on ensuring that the learning of all pupils is monitored well, pupils make better progress and, where the efforts of the teachers are concentrated on particular groups of pupils, rather than on everyone, learning overall was slower.

The progress of more-able pupils is less rapid, but where planning allowed for opportunities for extended writing, more-able pupils responded to this well and progress was good. In a mathematics lesson, pupils had a range of tasks with which they could explore shapes and surfaces, and again, the more-able pupils showed increased enthusiasm when the teacher showed them how more complex shapes could produce a more interesting range of surfaces, edges and corners.

Pupils enjoy coming to school and their attendance is above average. They know how to keep themselves safe and feel very secure. They said that 'If you are unhappy, you can tell one of your friends or your teacher.' The school council makes decisions, one of which was to buy vegetable seeds, so the school could grow some of its own healthy food. Pupils have a good understanding of what it means to be healthy, taking part in sports after school and participating with enthusiasm in physical education lessons, as well as making

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healthy choices for lunch. Pupils' spiritual, moral, social and cultural development is good. This is evident in the good social skills they display and the way that they support each other. Pupils contribute well to the school community, but they have less knowledge of, or opportunity to contribute to, the wider community outside of their immediate surroundings. As a result of their satisfactory progress in developing basic skills, they are satisfactorily prepared for the next stage of education and for later life. ♦

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?**

There are variations between subjects, and inconsistencies in the extent to which individual needs are addressed, that result in pupils making satisfactory progress in Key Stage 1. Teachers have positive relationships with pupils and make good use of information and communication technology to make lessons interesting. However, there are occasions when expectations, especially of more-able pupils, are not high enough and when the pace of learning is too slow. Pupils receive regular feedback from marking that helps them to understand their next steps in learning, although this is not always used well to inform planning for individual needs.

The curriculum covers all subjects well and has been reviewed and strengthened to give pupils opportunities to choose their own topics. This helps to gain their interest. In some Year 1 lessons, where the activities chosen by groups of individual pupils are not well

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monitored, it leads to a slowing of pupils' progress. There is a wide variety of enrichment activities, which are well attended and appreciated by the pupils. This included a recent, and particularly successful, joint writing day with the nearby junior school. The curriculum allows all pupils to access learning, including pupils with special educational needs and/or disabilities.

The school provides good care and support to all pupils and is careful to target help to those who experience difficulties. Parents and carers are very positive about the levels of support that their children receive. The measures employed by the school to ensure good attendance are successful. Pastoral care is a strength of the school and this results in good behaviour and positive relationships between pupils and adults.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The very effective leadership of the headteacher has created an atmosphere in which staff, the governing body and pupils believe they can improve. Over the course of the last year, systems have been put in place to monitor pupils' progress more effectively. These have been successful in raising achievement. However, subject leaders do not monitor the quality of teaching and learning in lessons rigorously enough or follow up sufficiently well to ensure that the quality of teaching and learning is consistently good. ♦

The school makes effective use of its good relationships with parents and carers. One example of this is them being invited into Year 2 classrooms to discuss with their children the work they have done. These 'Wonderful Wednesdays' were seen by parents and carers to be an excellent opportunity to see their children's work and then to ask questions of the class teachers. Comments such as ♦'I'm so impressed with my child's maths' and ♦'It means so much to know how my child is doing before it gets to consultation evening' are testament to how much these sessions are appreciated. Other partnerships are less well developed, but contribute satisfactorily to pupils' learning, though there are good links with agencies to promote the welfare of pupils who are potentially vulnerable.

Although many governors are new to the role, they are well informed about the school's performance and the priorities for improvement. They are beginning to hold school leaders to account for the performance of the school. The school promotes community cohesion satisfactorily. Pupils have responded sympathetically to disaster appeals and they followed the rescue of the Chilean miners with great interest, but they are less aware of cultural and religious differences in other areas of Britain.

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The school's commitment to promoting equal opportunities and tackling discrimination is evident in its everyday life. However, while the performance of different groups is monitored, the rate of progress in writing and mathematics and for the more-able pupils is not yet uniformly good. Safeguarding arrangements are good. Procedures are fully in place, are robust, and are regulated well and regularly reviewed by the headteacher and the governing body.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The key to the good achievement of pupils in the Early Years Foundation Stage is the way that the good leadership of the experienced leader is transmitted to a talented group of teachers and support staff. All then plan effectively, and with the interests and the needs of the children firmly in mind, which leads to good progress. In addition, the quality of assessment is good and this allows staff to clearly identify the next steps in learning.

Children then learn well, because they are motivated and they clearly enjoy the variety of activities on offer. This was illustrated by a group of girls writing the story of Rapunzel in tower-shaped books. The story was selected to fit the 'fairy tales' theme that the children had said that they wanted to learn about. They were using appropriate resources to help them and, as a result, were working at levels in excess of those expected for their age.

The provision in the classrooms is of a high standard. ♦♦

Care for the children is good and welfare requirements are met in full. The children are expected and encouraged to play well together, and responsibility is encouraged by such tasks as taking registers to the office. Parents and carers are made very welcome and a strong partnership established. This results in them being able to express concerns before they become problems, or to discuss any short-term medical issues promptly. Parents' and carers' views are highly valued, and this is reflected in the changed organisation of



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induction procedures and the introduction of a staggered start to the school day. The strength of these relationships is reflected in the very positive parental comments.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a good rate of returned questionnaires. Of those who responded, most were highly satisfied with the school's work. Almost all agreed, or strongly agreed, with every statement, and all said that their child enjoys school and that the school keeps them safe. A very small minority of parents and carers expressed concerns about the way that the school kept them informed about their child's progress and how well the school helps them to support their child's learning. A number of parents and carers made very positive comments. These were typified by one comment, 'My son has not been at the school for very long, but I am impressed and happy with the school and the welcoming support from staff.' Very positive views were expressed by parents and carers who spoke to inspectors.

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

Ofsted invited all the registered parents and carers of pupils registered at Samuel White's 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	77	29	24	0	0	0	0
The school keeps my child safe	83	69	36	28	0	0	0	0
My school informs me about my child's progress	65	54	51	43	5	4	0	0
My child is making enough progress at this school	61	52	54	44	5	4	0	0
The teaching is good at this school	75	63	46	36	1	1	0	0
The school helps me to support my child's learning	66	55	50	41	5	4	0	0
The school helps my child to have a healthy lifestyle	82	68	36	28	2	2	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)	58	49	53	44	1	1	0	0
The school meets my child's particular needs	67	56	49	41	3	3	0	0
The school deals effectively with unacceptable behaviour	63	53	55	46	1	1	0	0
The school takes account of my suggestions and concerns	56	47	57	47	4	4	0	0
The school is led and managed effectively	70	58	47	39	1	1	0	0
Overall, I am happy with my child's experience at this school	80	66	40	33	1	1	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.**



3 February 2011

Dear Pupils

**Inspection of Samuel White's Infant School, Bristol BS15 3PN**

We very much enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a sound education.

These are the best things about your school:

- You learn quickly in Reception classes.
- You are well behaved, polite and friendly, and you enjoy coming to school.
- Well done for keeping fit, eating healthy lunches and keeping safe!
- We agree that your teachers are kind and care about you.

These are the things we have asked your school to do next to make things better.

We would like your teachers to help you to learn more quickly. They can do it by setting work which will make everyone really think hard. We have asked them to make sure that they help children who don't understand what they are learning by watching what everyone does, very carefully, in lessons.

We would also like your headteacher to ask her school leaders to work with the teachers so they can help them to help you to learn even better.

Thank you once again for telling us about your school and letting us see your work. All of you could help all your teachers by always working as well as you can and taking notice of how you can do better next time.

Yours sincerely

Paul Garvey

Lead inspector

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