

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Direct F** 0117 315 0430  
**Email:** christina.bannerman@tribalgroup.com

10 September 2013

Mike Coyne  
Executive Headteacher  
Samuel White's Infant School  
Creswicke Avenue  
Bristol  
BS15 3PN

Dear Mr Coyne

### **Requires improvement: monitoring inspection visit to Samuel White's Infant School**

Following my visit to your school on 10 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- take greater account of children's starting points and ensure that opportunities for learning are maximised
- provide training to help teaching staff understand how to model good learning and interact purposefully with the pupils.

### **Evidence**

During the visit, meetings were held with you, the associate headteacher, leaders for the Early Years Foundation Stage and Key Stage 1, six members of the governing body and two representatives of the local authority to discuss the action taken since

the last inspection. The school action plan and the most recent attainment information provided by the local authority were evaluated. I also visited all nine classes and spoke informally to a group of pupils at lunchtime.

## **Context**

Following a period of leadership change and uncertainty, Samuel White's opened on 1 September 2013 as a primary federation with Hanham Abbots, a junior school which shares the same location. The headteacher of the junior school has been appointed as executive headteacher of both schools. An associate headteacher with specific expertise in infant education has been appointed to Samuel White's. The deputy headteacher of the junior school has been appointed as the associate headteacher of Hanham Abbots. One federated governing body has been formed across both schools.

## **Main findings**

After only six school days in post, the associate headteacher and executive headteacher demonstrate strong and sustainable leadership and a clear vision for the future. The action plan sets out clearly the areas requiring development and the specific milestones set ensure that improvements can be measured accurately. By making sure that staff in different year groups plan together, the school has created a consistent approach to teaching so that all pupils receive the same opportunities to develop their skills. Following training at the start of term, all teachers are now expected to share the learning intention of their lessons with their pupils and evaluate what they have learnt at the end. This is helping staff to make sure that the next lesson is planned to meet the needs of all the pupils, in particular, those who are more able. A system which helps to record and check pupil progress has been adopted from the junior school and is started to support the 'bigger picture' across the primary federation. By appointing a new subject leader for literacy and an inclusion manager, the associate and executive headteachers are developing a culture of ambitious change across the school.

The newly formed governing body, which is astute and knowledgeable, has quickly set about checking that improvement is rapid and on-going with clear goals for the senior leaders to achieve. For example, by the end of week one the associate and executive headteachers were required to, not only produce an annual system to check the performance of all staff, but also to indicate where support was necessary to rectify any weaknesses. By the end of October, the governing body expect that throughout the school all the agreed features of a good lesson will be securely in place and clear targets set for each pupil.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The local authority has supported the school well with the improvement plan and has made sure that the leader and managers know what training packages are available to them. By appointing an officer to work with the school who has proven skills in school improvement, the local authority is drawing well upon additional external support. The associate headteacher has also been provided with a mentor from another school within the local authority which has experienced rapid school improvement.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for South Gloucestershire.

Yours sincerely

Lorna Brackstone  
**Her Majesty's Inspector**