

Samuel White's Infant School

Abbots Avenue, Hanham, Bristol, BS15 3PN

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- Samuel White's Infant School is a rapidly improving school. Pupils make good, and increasingly speedy, progress.
- By the time pupils leave at the end of Year 2, the standards they reach are broadly in line with the national average, and are rising.
- Teachers inspire pupils to learn. They grab pupils' attention through the lively way they introduce new learning. Pupils stay focused because they enjoy the work they have to do.
- The way the teachers mark work helps pupils to know what they have done well and how they can do even better next time.
- Pupils develop their basic skills well and they regularly practise and apply their skills and understanding through the work they do across all the subjects they learn.
- The promotion of pupils' spiritual, moral, social and development is woven through all their learning. Pupils understand right from wrong and they develop a love of art and music as a result of the enjoyable experiences they have in school.
- Pupils behave exceptionally well at all times. Their attitudes to learning are very strong. All pupils and adults get on very well together. These features contribute strongly to the progress pupils make.
- The school is a safe and nurturing place in which to learn. Pupils know that they are safe and their parents and teachers agree.
- All leaders and managers share a determined drive and ambition which have resulted in significant improvements to the quality of teaching and to achievement.
- Leaders' meticulous attention to detail has brought about impressive consistency in all aspects of the school's provision. The consistently high expectations of all members of staff have helped pupils' progress to speed up.
- Governors provide high levels of challenge. They know the strengths and the ways the school could improve further. They make sure that leaders in school are doing everything they can to make things even better.

It is not yet an outstanding school because

- Over time, pupils have not made rapid and sustained progress because teachers do not always use questions to help pupils to think at a deeper level.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons and parts of lessons, most of them jointly with the primary headteacher or the head of infants.
- Discussions took place with the primary headteacher, the head of infants, other leaders in school, members of the governing body, representatives of the local authority and with parents and pupils.
- Inspectors took account of the 78 responses to the online questionnaire, Parent View. They also discussed the views of parents through informal conversations in school.
- Inspectors considered leaders' views on the quality of the school's work and their plans for school improvement, as well as gathering information about pupils' progress. They looked at teachers' planning, pupils' work, documentation about safeguarding procedures and samples of the targets teachers receive to improve their performance.
- The inspection team analysed the 29 questionnaires completed by the staff.

Inspection team

Jeanne Simpson, Lead inspector

Additional inspector

Phil Taylor

Additional inspector

Full report

Information about this school

- Samuel White's Infant School is an average-sized school.
- The school federated with its partner junior school in September 2013 to become the Hanham Primary Federation. The headteacher of the junior school became the primary headteacher and a new appointment was made to the post of head of infants. Both of these appointments took effect after the time of the previous inspection.
- The pupils are taught in single age classes, three for each of Reception, Year 1 and Year 2.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after) is lower than average.
- Most of the pupils are from a White British background.
- The proportion of disabled pupils and those with special educational needs is lower than the national average.
- The children in the Reception classes all attend full time.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding and further accelerate pupils' progress by ensuring that teachers find interesting ways, including through the use of questioning, to probe pupils' understanding and thinking so that pupils learn at a deeper level.

Inspection judgements

The leadership and management are outstanding

- Samuel White's Infant School has improved rapidly since the time of the previous inspection. This is because of the clear and highly effective leadership of the primary headteacher and the head of infants. Parents are delighted with the school and almost all who responded on Parent View would recommend the school to others.
- All leaders, including governors, have worked together to create a school where only the best is good enough. Staff are overwhelmingly positive about the changes that have happened and are proud of how the school has improved.
- Teachers who lead subjects have contributed exceptionally well to the improvement journey. They know what is going well in their subjects and are taking appropriate actions to make things even better. They use their own expertise to help others. As a result of their efforts, alongside the drive of the headteachers, the quality of teaching and pupils' achievement have improved and are continuing to improve over time.
- The targets that teachers have to improve their performance are challenging. Teachers recognise that the training they have had has helped them to develop their skills well.
- The additional funding for primary sport has enabled the school to employ a specialist teacher to work with all the pupils in Key Stage 1 and to lead after-school clubs. This is helping to improve pupils' skills. The school is a member of a local sports partnership which provides training for the teachers as well as involvement in sports festivals. New equipment has highlighted the importance of sport. More pupils are now involved in new activities and this is helping them to raise their standards and to develop good attitudes towards being healthy and fit.
- Pupils love learning across all subjects. The subjects are organised so that pupils learn the basic skills in English and mathematics and practise and apply these skills through their activities when they 'explore learning'. Pupils work towards challenges which are matched to their abilities. They have the freedom to reach these challenges in any way that they choose. This inspires them to try hard.
- The development of pupils' spiritual, moral, social and cultural understanding is consistently promoted through all their activities. The rules about how pupils should behave are displayed in every classroom and help them to understand right from wrong. They learn about other cultures, faiths and lifestyles through music, art and dance, as well as through history, geography and religious education. The school council, the freedom pupils have to make choices about their learning, alongside the opportunities they have to hold posts of responsibility, all help them to develop an understanding of British values. Pupils' involvement in the local community and the tolerance and respect they show to others shows that they are well prepared for life in modern Britain.
- Leaders use the pupil premium funding effectively to provide well-targeted support for disadvantaged pupils. Pupils' progress is speeding up through the additional support they receive individually and in small groups, both within the classroom and through special programmes of work. Leaders check that the funding is making a difference and they respond very swiftly if progress slows. As a result, gaps in attainment are closing rapidly.
- There is no significant difference between the achievement of any groups of pupils. This demonstrates the school's drive to promote equality of opportunity and to tackle discrimination.
- The school's arrangements for the safeguarding of pupils meet requirements. All staff know the actions they should take if they are worried about a child's welfare. Leaders are vigilant in making the necessary checks when they appoint new staff.
- The local authority has provided very effective support since the previous inspection. It has an accurate view of the school's effectiveness. Support has been withdrawn appropriately as the school has become more successful.
- **The governance of the school:**
 - The work of the governing body has significantly improved since the previous inspection. Governors use their individual skills wisely to provide high levels of challenge and support for leaders. They use information about pupils' progress confidently and accurately to compare the school's effectiveness with other schools nationally. They know that disadvantaged pupils are getting the help they need and that the gaps are closing. They visit the school regularly to check on the quality of teaching and to find out the views of pupils and parents. They know that teaching is good, and improving, and that the targets that teachers have to improve their performance are resulting in improvements. They make sure that underperformance is tackled and they ensure that effective teachers are rewarded by progression through the pay scales.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. All adults in school show the pupils, through their actions, how to treat everyone with respect. As a result, pupils understand the high expectations that staff have of their behaviour. They demonstrate their understanding through their exceptionally polite, considerate and caring behaviour towards each other and towards all adults at all times.
- Pupils show an impressive love of learning. They apply themselves to their work with levels of concentration which belie their age. In the few examples of off-task behaviour seen during the inspection, teachers could bring the pupils back to their tasks through a raised eyebrow or a quiet reminder. The very few entries in the records kept by the school show that there are almost no serious incidents.
- Pupils take great care with their work and they are proud to share their learning. Displays in the classroom show that pupils' work is valued.
- In the playground, pupils of all ages play together well. The enthusiasm with which they skip into school each morning is a joy to see. Parents say that their children are happy and that behaviour is a strength of the school.
- Pupils understand the difference between bullying and rough play. They say that they learn about different kinds of bullying regularly in lessons and in assembly. They are not worried that they might be bullied. They are confident that they could talk to any adult in school if they were ever concerned.
- Pupils understand the need for rules. They know what happens if they make wrong choices about their behaviour. They are pleased that pupils who always behave well are recognised and rewarded, especially the sparkly stickers they get from the headteacher!
- Pupils who find it difficult to manage their behaviour have effective support. As a result, there are very few incidents. There have been no exclusions since the previous inspection.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils know that they are safe in school and their parents and teachers agree.
- The site is very secure. The system for allowing visitors into the school ensures that pupils' safety is not put at risk.
- Attendance is above average and is continuing to improve. The school is vigilant in checking that pupils are safe if they are absent from school.
- Pupils are highly aware of how to keep themselves safe in a variety of situations. They talk knowledgeably about how to use the internet safely, both in school and at home. The recent visit from the fire service, and the road safety talks they have, equip them with the skills they need in the wider world.

The quality of teaching is good

- Teaching is consistently good and is getting better all the time. Much of the teaching seen during the inspection was inspirational and enabled pupils to make rapid progress. However, this has not always been the case during the time that the oldest pupils have been in the school. Therefore, teaching is not outstanding over time.
- Teachers inspire pupils to want to learn. They find highly creative ways to draw pupils into learning. The interesting tasks teachers set provide high levels of challenge and keep pupils engaged in their work. The love of learning is so strong that teachers use it as a reward. As one teacher said during the inspection, 'If you try hard today, we'll do something really exciting tomorrow!'
- Teachers mark work in a way which helps pupils of all abilities know what they have done well and what they need to do to improve their work next time. Pupils know that they are on a journey of getting better and better. They want to improve and they check their own work against the suggestions made by the teachers to make sure that they are putting the advice into practice.
- Teachers have high expectations, which the pupils try very hard to reach. Teachers use their very good subject knowledge to help pupils to build new learning on their previous skills, knowledge or understanding. During lessons, they check that pupils are not finding things too easy or too hard. They adapt their teaching to extend those who show that they understand and to provide extra support for those who need it, frequently through working with a teaching assistant.
- Teaching assistants play an important role in speeding up the progress pupils make. They support pupils well through the questions they ask and they make sure that pupils have the understanding they need to be successful with their work.

- Most teachers ask questions which challenge the pupils to think at a deeper level. This helps them to make rapid progress. However, this is not always the case. Sometimes they miss chances to probe pupils' thinking which means that their learning is not always extended fully.
- Pupils read well. They regularly practise at home and in school. Teachers support them effectively to use their knowledge about phonics (letters and the sounds they make) to build unfamiliar words. Pupils understand how to look for deeper meaning in the text. Displays around the school encourage pupils to explore books. The recently refurbished library stimulates their interest and shows the importance of books and reading.
- The teaching of writing is particularly effective. Teachers help pupils to write imaginatively and with correct punctuation and spelling. They provide effective support through displays in the classrooms and through the resources pupils have on their desks, so that pupils can write without interruption. The style of handwriting which the school has introduced is helping pupils to write fluently and at length.
- In mathematics, teachers plan carefully so that there is clear progression in the way they teach skills. They make sure that pupils of all abilities have work at a level which challenges their thinking, but does not frustrate them. Pupils have good understanding of number facts and they frequently apply their skills through practical work and problem solving. As a result, pupils are developing their mathematical understanding at a faster rate than in the past.

The achievement of pupils

is good

- Achievement is improving at an impressive rate. The work currently in pupils' books shows that pupils are making rapid progress in reading, writing and mathematics and good achievement overall. However, gains in pupils' achievement have not been consistently rapid enough from the time that they started school. Current rates of progress need to be consolidated so that more pupils make rapid progress over longer periods of time.
- Pupils who left the school at the end of Year 2 in 2014 reached standards which were broadly in line with the national average. More pupils are on track currently to reach both the expected levels and the higher levels than at this time last year. The standards that pupils reach mean that they are well prepared for the next stage of their education.
- The proportion of pupils reaching the expected standards in the phonics reading check at the end of Year 1 is above average and is rising steadily. Pupils use their skills confidently and accurately when they are reading and writing.
- Over the last three years, the proportion of the most able pupils reaching the higher levels has been below average in reading, writing and mathematics. However, the records kept by the school and the work currently in pupils' books show that their achievement is good and more pupils are on track to reach the higher levels by the end of this year.
- Pupils do equally well in reading, writing and mathematics. There is no significant difference in the achievement of boys and girls. Parents say that their children are improving 'in leaps and bounds'. They are not mistaken.
- The progress made by disabled pupils and those with special educational needs has improved significantly. They are now often making better progress than their classmates, which is helping them to catch up. The support they receive is chosen carefully so that it meets their needs. They are often taught individually or in small groups, both in the class and in separate lessons with a teacher or a teaching assistant. Their progress is checked regularly and the school is quick to respond if progress shows any signs of slowing which helps them to make good and better progress.
- Disadvantaged pupils also receive well-chosen support and, as a result, they make good progress. They particularly benefit from learning in the school's special area for outdoor learning. The targets they have to develop particular skills while they are learning outdoors help raise their confidence and their self-esteem and improve their attitudes to learning. They return to their classes more ready to learn, which helps them to make faster progress. By the time they leave they are about a term behind other pupils in school and other pupils nationally and the gap is closing rapidly.

The early years provision

is outstanding

- Children of all abilities make rapid progress during their time in the Reception classes. When they start school, their skills and understanding are slightly below those typically found for their age. The highly effective provision across all three classes means that a much higher proportion than the national average

reaches a good level of development by the time they move into Year 1.

- Children whose skills are low on entry have effective support so that they catch up rapidly. The support provided for pupils who need to improve their speaking and listening skills helps them to develop confidence and understanding exceptionally well. They quickly acquire the language they need to join in learning with the rest of the class.
- Children and adults get on very well together. Children reflect the positive examples of politeness and respect shown by the adults. They share willingly with each other and take turns sensibly. Their behaviour at all times is excellent.
- All adults know what young children need to help them to thrive. They make careful observations and they provide just the right activities so that children can take the next steps in their learning. The extended conversations adults have develop the children's language and help the children to make rapid gains in their understanding.
- The most able children do well because they have many chances to extend their own learning and the adults are always on hand to challenge them further.
- Teachers and other adults explain new ideas carefully and systematically. They check that the children understand and the well planned activities enable the children to practise and apply their learning.
- Children cannot wait to get in the classrooms in the morning. The classrooms are exciting and engaging places in which to learn. The outdoor area is not of the same high quality as indoors because some of the equipment is rather jaded, but this does not prevent the children from learning well. During the inspection, inspectors were entranced by the adult who was leading a group of children round the outdoor area waving ribbons in different shapes and singing. The children, including the boys, could not wait to join in and they were queueing up to have a turn.
- Parents are delighted with the progress their children are making. They say that the careful start to the year helped their children to settle very quickly because routines and expectations were established from the day they started. The ongoing partnership with parents means that learning is able to be a continuous experience, both in school and at home.
- Children are very safe because all adults set up the activities carefully and they check that children are aware of any potential risks.
- The highly effective work of the early years leader has improved the quality of teaching and children's achievement since the previous inspection. She has an accurate view of the strengths. The actions she is taking are the right ones to maintain the excellent provision she has created.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109033
Local authority	South Gloucestershire
Inspection number	462461

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

Type of school	Primary
School category	Foundation
Age range of pupils	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Dr Rhona Phelps
Primary headteacher	Mike Coyne
Head of infants	Sue Leyden
Date of previous school inspection	27–28 June 2013
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