

# Inspection of Paulton Infant School

Plumtre Close, Paulton, Bristol, Somerset BS39 7QY

---

Inspection dates: 3 and 4 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

The school's caring and supportive ethos provides a safe space for pupils to thrive. There is a positive culture in this inclusive and welcoming school. Pupils understand and know what the school's motto of GROW (grow your brain, respect and responsibility, opportunity and well-being) means to them.

There is a culture of high expectations of all pupils. Parents and carers speak highly of the school. They appreciate the care, guidance and support the school provides.

Staff support all pupils to behave well in class and during social times. Pupils know the school rules. They understand different types of bullying and are confident that adults deal with it swiftly if it happens. Pupils feel safe. They talk to a trusted adult if they feel worried. There is a strong, mutual respect between staff and pupils.

Pupils appreciate the wider opportunities that the school provides. For example, pupils enjoy taking part in Friday afternoon clubs, such as the yoga, storytelling, gardening and mindfulness clubs. Trips, visitors and enrichment opportunities, such as the recent link with a school in Ghana, support pupils' understanding of the world beyond Paulton.

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious curriculum that consistently sets out what they want pupils to know and remember from early years to Year 2. For each subject, leaders have sequenced a curriculum that builds knowledge over time. This important content is broken down into clear steps.

In early years, children secure strong foundations for their future learning through engaging activities. Staff encourage supportive and nurturing relationships, which helps children learn the shared routines of school. This strong start in early years ensures that pupils are ready for Year 1.

Leaders ensure that teachers have a high level of subject expertise. Teachers and leaders both check pupils' understanding carefully. They prompt pupils to connect and revisit previous knowledge learned. For example, in mathematics, pupils regularly revisit essential knowledge so they can apply this to more complex problem-solving. In a minority of subjects, the curriculum is not fully embedded. As a result, sometimes pupils do not recall and develop a deeper understanding of what they have learned over time. In these subjects, the expectations of pupils' work do not always match the same high standards and pride seen for other subjects.

Pupils with special educational needs and/or disabilities (SEND) benefit from strong care and support. Leaders support teachers to adapt their teaching and provide extra practice for pupils with SEND. Pupils' needs are identified quickly. Pupils with SEND learn well alongside their peers.

Leaders are determined to ensure that all pupils can read. The class reading areas and library are full of interesting and stimulating books that pupils enjoy reading. In early years, leaders ensure that there is a sharp focus on pupils' language and communication skills. Leaders ensure that adults deliver the phonics programme effectively. Teachers check pupils' phonic knowledge accurately. Staff provide extra support to help pupils who struggle to read. This helps pupils to catch up quickly to become confident readers. Pupils use their phonic knowledge well to read books that match the sounds they know.

Leaders have established clear routines so that pupils behave well in class. They have positive attitudes towards learning. Pupils are attentive, and learning is rarely disrupted. Adults support pupils to build strong relationships. Pupils enjoy the wide range of activities for them at break- and lunchtimes, such as playing with a wide variety of loose items outdoors and having opportunities to play team sports.

Pupils' wider development is highly valued. Pupils' spiritual, moral, social and cultural development is carefully woven into the daily fabric of school life. Leaders encourage pupils to have a broad understanding of people's different backgrounds, experiences and interests, such as celebrating International Day in early years. Pupils understand British values. They respect others and their views even if these are different from their own. For example, pupils know how democracy is lived out in school, such as when voting for playtime champions.

Leaders provide rich opportunities for all pupils. They have a shared aspiration for every pupil to flourish. Governors are knowledgeable and know the school's strengths and areas to improve well. Leaders are mindful of staff workload and take appropriate action to support staff well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are vigilant in ensuring the safety of children. Safeguarding training ensures that staff are confident to notice and report any signs of concern. Leaders' actions bring about positive changes for pupils and families. Leaders work closely with external agencies. Leaders seek out the right support for pupils and their families and act quickly for families in need. The procedures for the safe recruitment of staff are thorough.

Pupils are taught how to stay safe and about the dangers of being online. They know what to do if they are worried about using the internet.

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

### (Information for the school and appropriate authority)

- The curriculum is not fully embedded in all subjects. As a result, sometimes pupils do not develop a secure understanding of essential knowledge to make connections with their learning. Leaders need to ensure that the curriculum is embedded across the school so that pupils develop a deeper knowledge over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	147992
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10268611
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher Nye
<b>Headteacher</b>	Emily Omell
<b>Website</b>	<a href="http://www.paultoninfantschool.co.uk">www.paultoninfantschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Paulton Infants School is a sponsored academy school. It is part of The Partnership Trust.
- The school carries out appropriate checks on the alternative provision it uses.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, other leaders (including those responsible for safeguarding) and members of staff. They spoke with pupils about their work and their school. Inspectors met with members of the governing body and the chief executive officer of The Partnership Trust.
- Inspectors carried out deep dives in early reading, mathematics and history as well as sampling other curriculum subjects. Inspectors held discussions with

teachers, pupils and subject leaders. Inspectors visited a sample of lessons and reviewed pupils' work. Inspectors listened to pupils read to a familiar adult.

- Inspectors reviewed a range of documentation about safeguarding, including employment checks and the school's single central record. They spoke with staff about the school's procedures and systems for safeguarding pupils. Inspectors discussed with pupils how the school teaches them how to keep safe, including when on the internet.
- Inspectors observed pupils' behaviour in the classrooms and at social times.
- Inspectors met formally with groups of pupils and spoke to others informally throughout the inspection.
- Inspectors considered responses to the online survey, Ofsted Parent View, and spoke to parents at the school gate. They took account of the responses to the staff and pupil surveys.

### **Inspection team**

Richard Lucas, lead inspector	Ofsted Inspector
Helen Springett	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023