

# Raysfield Junior School

## Inspection report

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<b>Unique Reference Number</b>	109052
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	377862
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	John Eadie

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Bull
<b>Headteacher</b>	Jon Bird
<b>Date of previous school inspection</b>	10–11 February 2009
<b>School address</b>	Finch Road Chipping Sodbury Bristol BS37 6JE
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## Introduction

This inspection was carried out by three additional inspectors. They visited 22 lessons or part lessons and observed eight teachers. Inspectors held meetings with leaders and managers, staff, pupils, the incoming Chair of the Governing Body and another member of the governing body. They observed the school's work and looked at a variety of documentation, including the school's improvement plan and policies and procedures, particularly those concerning safeguarding. Inspectors looked at the data showing the progress that pupils are making and evidence from the school's own monitoring as well as that of the School Improvement Partner. Questionnaires returned by 83 parents and carers were analysed, as were those completed by 98 pupils in Years 3 to 6 and 11 staff.

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

- Whether the more-able pupils are being challenged enough and making sufficient progress relative to their abilities.
- Whether boys are making better progress than girls, as suggested by data.
- Whether pupils' progress in mathematics is weaker than in English, as suggested by the progress data provided by the school.

## Information about the school

Raysfield Junior is broadly average in size. A very large majority of the pupils are White British and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is rising, but is still below average. The proportion of pupils identified with special educational needs and/or disabilities is above average. Most of these have behavioural, emotional and social difficulties or speech, language and communication needs. The school is running an after-school club as a pilot for this term and, in conjunction with the on-site infant school, runs a breakfast club, which takes place at the infant school. There is a soft federation between the school and the infant school. The school has recently satisfied the requirements for the Go4it gold award.

**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

The school has improved significantly since the last inspection and is now a good school. It has a number of major strengths, perhaps the most important being the outstanding quality of care, guidance and support. This results in pupils feeling exceptionally safe. All pupils on their questionnaires were positive in saying that adults in the school care about them. All parents and carers who responded to the questionnaire also regard their children as being kept safe. One echoed the views of many in the comment, 'We are particularly impressed with the care our daughter has experienced.' A further reason for this is the outstanding attention given to safeguarding. The school is regarded as a leader of high-quality practice in the area and is called upon to exemplify its procedures for other schools. A particular strength is the involvement of pupils who, for example, have created their own very effective risk assessments for various areas and activities around the school. They have also been fully involved in developing very successful e-safety procedures. A further improvement is in the rate of attendance which, due to the school's hard work and partnership with parents and carers, is now high.

Pupils' progress, which was satisfactory at the time of the last inspection, has also improved and is now good in all year groups. However, this improvement has not yet been in place for long enough to have a major impact on pupils' attainment by the time they leave which, while improved, remains average. Although there are an increasing proportion of pupils reaching the higher level (Level 5), there are too few in comparison with the national picture. Progress in mathematics, while still good, is not quite as good as that in English. A reason for this is that the system of setting targets for next steps in learning, which is used in English, is not so fully embedded in mathematics.

There are two key reasons for pupils' improved progress. The first is the improvement in the quality of teaching, which is now good. Leaders and managers have monitored classroom practice thoroughly and provided good quality professional development, which has led to a consistency in quality and content. This improvement and the redesigned and improved curriculum mean that lessons are interesting and engaging and pupils work keenly. Good systems of assessment are used very well to identify any potential underachievement and effective interventions are used to prevent pupils falling behind. Although targets are set for pupils' next steps in learning, these are not always sufficiently precise to match pupils' needs and abilities, and teachers do not always refer to targets when providing feedback to pupils.

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The improvements noted are due largely to the drive and ambition of the headteacher. His aspirations have been very well communicated and all staff who responded to the questionnaire said that they shared his vision for the school. Members of the governing body, too, play an integral role in setting the course for the future development of the school. They, along with staff, are involved in analysing the strengths and areas for development of the school, and a very accurate picture has been built of these and of the way forward. Bearing this in mind, alongside the improvements noted, the school has a good capacity for sustained improvement.

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

- Raise levels of attainment by ensuring that in all lessons:
  - there are consistently high levels of challenge for all pupils, particularly the most able
  - pupils spend less time listening and more engaged in active learning.
- Increase pupils' understanding of how they can improve, and accelerate their progress further in English, and especially mathematics, by:
  - setting precise targets for pupils' next steps in learning that accurately match each one's abilities and needs
  - ensuring that teachers use these targets when they feed back to pupils on the success of their learning.

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

**2**

Pupils enjoy their learning and classrooms are often filled with an excited buzz as they keenly address the tasks they are set. For example, in a science lesson in Year 6, there was a great variety of well-planned tasks to help the pupils learn about reversible and irreversible changes. The lesson started with a demonstration experiment which grabbed the pupils' attention and they then moved on to the tasks with enthusiasm. They moved between assignments sensibly and there were some splendid discussions within groups showing sophisticated understanding. Similarly, in English lessons in Year 5, there were interesting stimuli, such as music or sound effects, so that the pupils enthusiastically tackled the task of editing a piece of writing about a forest to make it more lively and interesting. The end results demonstrated good learning.

Pupils' progress is much improved and is now good through the school. Although data suggested that boys are making better progress than girls, this was an issue specific to last year's Year 6. The school noted this, investigated fully and provided thorough data to show that boys and girls are now making similar progress in all year groups. The data also show that all other groups, though many of these are small, are doing equally well. In particular, those with special educational needs and/or disabilities are making good progress relative to their abilities and starting

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points.

Pupils generally behave well and lessons are orderly and purposeful, although a few find the constraints of consistently behaving well difficult. Pupils are developing well into sensible, healthy and thoughtful young people, who are not afraid to take risks, both in their learning and in their everyday life, after having evaluated these risks carefully. This has been recognised by the significant honour of winning the gold Go4it award. Working for this award had many benefits. For instance, the pupils gained a greater understanding of the problems of disability by playing wheelchair basketball. The school recognises that there is a need to work to give pupils a greater understanding of the multicultural nature of society today and is establishing links with a school in a contrasting area to develop this.

*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>	3
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>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

There is a notable consistency in the quality of teaching. Teachers organise their classes well and use a good range of resources to interest and engage pupils. There is a calm and orderly atmosphere in classrooms, which leads to a good working environment which pupils respect. Teaching assistants contribute well to pupils' learning, particularly for those with special educational needs and/or disabilities. However, they do not exclusively work with these pupils, sometimes working with the more-able to enable them to extend their learning, for example. There are occasions when teachers do not provide sufficient challenge for pupils of all abilities, particularly the more-able. There are also times when they take too long over the

<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

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introductions of their lessons, meaning that pupils are not engaged in sufficient active learning. Teachers adapt their daily planning well on the basis of the success or otherwise of learning on previous days.

Improving the curriculum was an area for improvement noted in the last inspection and the school has been markedly successful in this. Staff have developed their own creative curriculum and pupils enjoy the topic-based approach. For example, in Year 6, pupils were so interested in their work on mountains that many had spent considerable time at home carrying out research on mountains and volcanoes, and creating models of these. However, planning to enable pupils to practise their specific literacy and numeracy skills in other subjects is at an early stage and is not yet having a significant impact on improving these skills. There is a very wide range of clubs and activities, and parents and carers were very complimentary about these saying such things as, 'There is a superb range of extra-curricular clubs' and 'The clubs run at lunchtime by older pupils for younger (pupils) are fantastic!'

All staff demonstrate their care for individual pupils in their daily practice. This stems from the fact that individual pupils and their circumstances are very well known to all staff. The school engages extremely well in solving problems that pupils or their families might have and it works with a range of outside agencies to support them when necessary. A particularly effective innovation is the 'well-being group', which consists of a wide range of staff who keep the needs of a large number of pupils under review and plan to address these needs, whether they be short- or long-term.

*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>1</b>

## How effective are leadership and management?

There is a very evident shared sense of purpose between all staff and members of the governing body, and this has been a key factor in bringing about the improvements noted. The headteacher takes an effective lead in establishing this sense of purpose and gives a very clear and focused direction. Members of the governing body are an integral part of the management of the school and, as well as providing a good strategic direction, they are regular visitors and have good knowledge of the day-to-day running of the school. Their committees are involved in action planning for improvements, though governors are less involved with seeking the views of stakeholders.

Equality of opportunity is at the heart of the school's ethos. This is demonstrated well

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in the very careful analysis of data that is carried out to ensure that no group is underperforming. All, pupils and staff, are encouraged to contribute ideas and try out new approaches, which is very much part of the 'can do' attitude that resulted in the Go4it award. Community cohesion is promoted well, with members of the governing body being instrumental in fostering particularly good links in the local community.

Safeguarding procedures are exemplary. The school is extremely careful to consider their own particular needs and all risks are evaluated exceptionally well. A notable feature is that, instead of adapting available national or local policies, the school has written its own to suit its particular needs, and these are regularly and thoroughly reviewed.

*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>1</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>

## Views of parents and carers

The proportion of parents and carers returning their questionnaires was a little above average. As can be seen below, these were overwhelmingly positive. Parents and carers are particular pleased with the way their children are kept safe and with the way their children are prepared for their future. A number made positive comments, such as 'My children are happy, confident, motivated and willing to learn – they enjoy school.', and 'The school actively encourages children to try new things and take sensible risks.'

No major concerns were raised, although a very small minority do not consider that unacceptable behaviour is dealt with effectively. Evidence from the inspection confirms that there are a few occasions when staff are not sufficiently prompt in dealing with unacceptable behaviour, though this very rarely hinders learning.



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

Ofsted invited all the registered parents and carers of pupils registered at Raysfield Junior 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	59	29	35	2	2	0	0
The school keeps my child safe	40	48	43	52	0	0	0	0
The school informs me about my child’s progress	28	34	48	58	4	5	0	0
My child is making enough progress at this school	28	34	46	55	3	4	1	1
The teaching is good at this school	30	36	52	63	1	1	0	0
The school helps me to support my child’s learning	24	29	53	64	1	1	0	0
The school helps my child to have a healthy lifestyle	31	37	48	58	3	4	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)	35	42	40	48	0	0	0	0
The school meets my child’s particular needs	28	34	52	63	1	1	0	0
The school deals effectively with unacceptable behaviour	21	25	45	54	9	11	0	0
The school takes account of my suggestions and concerns	23	28	49	59	3	4	1	1
The school is led and managed effectively	32	39	45	54	3	4	0	0
Overall, I am happy with my child’s experience at this school	30	36	50	60	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



20 October 2011

Dear Pupils

### **Inspection of Raysfield Junior School, Chipping Sodbury BS37 6JE**

Thank you so much for welcoming us to your school when we visited recently. We very much enjoyed talking to you and hearing how much you enjoy school. We are not surprised that you are proud of your school as it has improved significantly and is now a good school.

These are some of the best things we found about your school.

- All adults look after you outstandingly well and there are excellent safeguarding procedures.
- You feel extremely safe in school and told us that there is always someone you can go to if you have a problem.
- Rates of attendance have improved and are now high.
- You are making good progress because you are being taught well.
- The planning for what you are to learn has improved well and there are a good range of interesting topics for you to cover.
- You are developing well into responsible and sensible young people.
- Your headteacher, staff and members of the governing body have good plans to make your school even better.

There are two things we have suggested need to be improved.

- We think that you could make even faster progress and reach higher standards. To help you do this, we have asked the staff to make sure that your work is always sufficiently challenging. We have also suggested that you are always given long enough in lessons to spend on your tasks.
- Having really precise targets in writing and mathematics which match your abilities and needs could help you to understand more clearly how to improve, especially if the staff used these targets when giving feedback on your work.

I know you will all help your school to keep raising standards and improving by continuing to work hard.

Yours sincerely

John Eadie  
Lead inspector

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