

Inspection of Raysfield Primary School

Finch Road, Chipping Sodbury, Bristol BS37 6JE

Inspection dates: 20 and 21 June 2023

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

What is it like to attend this school?

Raysfield Primary School is a happy place to be. Pupils are curious and keen to learn. The school's vision 'know myself, respond to my world and connect with my community' and the school motto 'be kind, be respectful and be brave', thread through all aspects of school life.

Leaders are ambitious for all pupils. Staff model the school's high expectations. From the start, children learn to behave well. Pupils know right from wrong. The small number of pupils who find it harder to behave are effectively supported to improve. The school is calm and orderly. Pupils learn what bullying is and what to do if it occurs. They are confident that if it were to happen, staff would quickly sort it out. Pupils know they can turn to an adult to help them with concerns or worries. Pupils feel safe and parents agree.

Pupils enjoy the opportunity to listen to visitors and take part in assemblies. This helps them learn to stay safe and build healthy relationships. Pupils are proud to be awarded the 'Aim High' certificate in assembly.

Most parents and carers are positive about the school. Many appreciate the commitment and support school leaders give them.

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

Leaders prioritise reading. It is the central support to the curriculum. From the beginning of Reception Year, children learn early sounds well and link them to the sounds that letters make. Teachers have regular training that develops their subject knowledge. They use assessment well to identify pupils who need more help. Staff spot pupils at risk of falling behind quickly. These pupils get extra support to keep up. Early reading books match the sounds pupils know. This means they quickly develop the knowledge they need to become fluent, confident readers. In key stage 2, teachers check that pupils learn how to analyse texts teachers read to them. Pupils say that teachers make reading interesting.

Leaders are continually making improvements to the curriculum. They think carefully about how they deepen pupils' skills and knowledge over time. Curriculum plans are well sequenced and ambitious. Some subjects in the wider curriculum are at an early stage of development. As a result, pupils have gaps in their knowledge. In these subjects, pupils do not learn as well as they could.

Pupils learn what they should in mathematics. Learning is broken down into small steps. This helps pupils, including those with special educational needs and/or disabilities (SEND), to learn well. In early years, the focus on number gives children a firm foundation for future learning. Teachers challenge pupils to apply their knowledge and vocabulary to solve problems.

Teachers use assessment to check what pupils know and remember about the curriculum. This is used well in early reading and mathematics. However, in some subjects in the wider curriculum, leaders do not have a sufficiently detailed understanding of how well pupils are learning the curriculum. This means pupils' misconceptions persist.

Leaders identify accurately and review regularly the support pupils with SEND receive. Pupils in the Lodge and Den benefit from effective, tailored support. This enables pupils with SEND to learn with confidence and success across the curriculum. Leaders evaluate the effectiveness of this provision to know what is working well.

Pupils feel valued. Staff listen to pupils in a climate of respect and compassion. Leaders and staff promote pupils' well-being and health, including for those with complex needs. The relationships between staff and pupils are encouraging and warm.

Leaders provide opportunities for pupils to become well-rounded young people with the skills to make a difference to the world as they grow older. The curriculum develops pupils' understanding of moral and social issues. Pupils, including those with SEND, take part in extra-curricular clubs and fundraising events. Pupils take up positions of responsibility, such as members of the school and eco council, well-being ambassadors and as Year 6 house captains. Pupils learn about different faiths and cultures. Older pupils understand what it means to be different.

Governors share leaders' ambitions for the school's future. They provide robust challenge and support. Governors have a detailed understanding of what the school does well and what it needs to do next. Staff appreciate the consideration leaders give to their well-being and workload. They welcome the professional development leaders provide. Staff are a cohesive team. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure all staff understand their role in keeping children safe. All staff are trained well and knowledgeable about the signs of abuse. Staff are vigilant. There are rigorous systems in place to identify pupils at risk of harm. Record keeping is appropriate and thorough.

Leaders work with outside agencies quickly when families and pupils need help. Leaders challenge and escalate concerns if needed.

The curriculum supports pupils to stay safe. Pupils know how to be safe online and in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' plans for a few subjects in the wider curriculum are not as strong as the others. Pupils have gaps in their learning in these subjects. Leaders need to continue the work they have started and ensure that plans for all subjects are as clear and detailed as they could be, so that pupils learn effectively.
- In some subjects in the wider curriculum, assessment is not used well enough. Leaders do not fully understand how well pupils learn the curriculum in these subjects. As a result, pupils do not know and remember as much as they should. Leaders should make better use of assessments to check what pupils know and can do in these subjects.

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

Unique reference number	148178
Local authority	South Gloucestershire
Inspection number	10268410
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair of governing body	Holly Magson
Headteacher	Claire Hill
Website	www.raysfield.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school runs a breakfast club.
- The school does not use any alternative providers.

Information about this inspection

- 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 met with school leaders, including the headteacher and with representatives of the local governing body and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and art. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- Inspectors looked at curriculum plans and spoke to leaders about other subjects, including computing and design and technology.
- An inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.

- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school and considered how well safeguarding leaders act on concerns about pupils' welfare and safety. The inspectors talked to pupils, staff and governors about safe working practices.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text responses. The inspector met with parents at the start of the school day. The findings of Ofsted's online staff survey were considered.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Lorna Buchanan	Ofsted Inspector
David New	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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023