



Raysfield Junior School

Inspection Report

Unique Reference Number 109052
LEA South Gloucestershire
Inspection number 278110
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Margaret Dickinson AI

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

Type of school	Primary	School address	Finch Road
School category	Community		Chipping Sodbury
Age range of pupils	7 to 11		Bristol, South
			Gloucestershire BS37 6JE
Gender of pupils	Mixed	Telephone number	01454 866795
Number on roll	232	Fax number	01454 866797
Appropriate authority	The governing body	Chair of governors	Rev Stuart Wild
Date of previous inspection	5 June 2000	Headteacher	Mr Jon Bird

Age group 7 to 11	Inspection dates 22 February 2006 - 23 February 2006	Inspection number 278110
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Raysfield Junior School is situated on the outskirts of Chipping Sodbury. Most pupils live within the surrounding district and almost all are from White British backgrounds. The percentage of pupils who have learning difficulties and disabilities is below average. The school's assessments, carried out shortly after children enter the school, show standards as broadly average, but writing standards as lower than expected for this age. There have been many changes in staffing over the last three years. The headteacher joined the school in September 2004 and a new deputy headteacher was appointed last September.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Raysfield Junior School is an improving school that provides a satisfactory standard of education and sound value for money. These judgements reflect the school's own view of its effectiveness. The headteacher has a perceptive view of the school's strengths and weaknesses and provides good leadership and a clear educational direction. He has focused effectively upon areas that needed improvement and, despite many changes in staff, has achieved a lot in a short time. He and the new deputy headteacher work closely and effectively together, and the school is in a good position to improve further. However, the leadership and management of subject co-ordinators are not as effective and they do not monitor the progress pupils make in their subjects sufficiently. The quality of education is satisfactory. Teaching is satisfactory, with some strong features. Many lessons are well planned and tasks interest pupils. Some lessons, however, do not have enough pace and the more capable pupils could achieve more. Teaching assistants sometimes miss opportunities to help and encourage pupils to learn. The school has made satisfactory progress since the last inspection. It now uses assessments well to help identify where pupils are learning successfully or where they may need extra help. Pupils with learning difficulties and disabilities are satisfactorily supported. The curriculum is good. This satisfactory provision means pupils progress at an appropriate rate. However, writing still requires further improvement because pupils make better progress in writing in some classes than in others. The school works closely with parents, who are happy with the school. Pupils enjoy school and are well behaved. Many participate in the wide range of activities provided for them out of school time.

What the school should do to improve further

- Raise standards in writing by planning more opportunities for pupils to broaden their vocabulary and write more descriptive, expressive and extended pieces of work.
- Improve teaching by increasing the pace of lessons, the level of challenge for the more capable pupils, and by making better use of teaching assistants.
- Develop the monitoring role of subject co-ordinators so that they can influence how well pupils make progress in their subjects.

Achievement and standards

Grade: 3

The school assesses pupils soon after they enter the school. These assessments show pupils are working at broadly average levels, except in writing, in which standards are below the level expected at this age. Pupils, including those with learning difficulties and disabilities, make satisfactory progress in relation to their starting points and capabilities. The results of pupils at the end of Year 6 in the national tests in 2005 were broadly average in English and science. Pupils did particularly well in mathematics and reached standards that were significantly above the national average. In the previous two years, English results had been significantly below average, so this

represents distinct improvement. Reading standards have been better than those in writing. As a result, the school has been concentrating on improving standards in writing, which was a weakness at the last inspection. The 'Boys in Writing' project, for example, is broadening the range of teaching approaches and increasing boys' interest. Girls have also been benefiting from this project. As a result, all pupils are making better progress than they were. The school did not meet its targets for English and mathematics in 2005. However, the school's own evaluation shows these were based on data from two years ago when the school's assessments were less robust. The recent improvements in assessment and target setting mean that the school is now setting suitably challenging targets in relation to pupils' starting points

Personal development and well-being

Grade: 2

The school's emphasis on 'learning to care, belong, believe and achieve' supports pupils' personal development, which is good overall. Pupils enjoy school and attendance and punctuality are good. Pupils are proud of their school and have positive attitudes. They are quick to say what they would miss about the school if they moved away. Behaviour is good in lessons and at other times. Pupils say bullying is rare and adults deal with any inappropriate behaviour quickly and fairly. Pupils make good overall progress in their spiritual, moral, social and cultural development. They develop a sensitive approach to life and everyday issues, although their awareness of other cultures is a relatively underdeveloped area. Pupils make a satisfactory contribution to their school and local community. They know their opinions are listened to and valued. The school council makes a useful contribution to the day-to-day life of the school and ensures pupils' views are well represented. Through fundraising for a range of charities and learning about topics such as 'fair trade', pupils gain an appropriate understanding of wider social and economic issues and an appreciation of those less fortunate than themselves. Pupils have a good awareness of the importance of safety, regular exercise and healthy eating. They enjoy explaining which foods are good for them.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching ensures that all groups of pupils make adequate progress. Teachers are well organised and resources are well prepared. They use interactive whiteboards effectively to provide a visual stimulus, help pupils understand and involve them actively in lessons. The school has been focusing on broadening teaching methods and this is providing variety and enlivening pupils' learning. In one lesson, for instance, pupils really enjoyed working on a play script with partners and bouncing ideas off one another. The main reason why teaching is judged satisfactory rather than good is that the teaching, whilst improving, is not yet consistently good. Some teaching is slow-paced, which reduces the momentum of learning. More capable pupils are not

always challenged sufficiently in the questions they are asked or the tasks they are given. There are limited opportunities for pupils to express their thoughts, offer ideas or ask questions. Teachers use assessments well to find out which pupils may need extra support. However, teaching assistants are not always used effectively to give support at all stages in lessons. They sometimes sit listening to the teacher, along with the pupils, when they could be taking a more active role in helping pupils.

Curriculum and other activities

Grade: 2

The school provides a good, interesting curriculum that meets statutory requirements and pupils' needs well. It is carefully planned and makes good links between subjects. There is effective provision for numeracy and reading. Good attention is being given to improving the provision for writing and this is leading to better standards, although the school recognises that further action is necessary. Provision in information and communication technology is now satisfactory, having improved significantly since the last inspection. A comprehensive programme of personal, social and health education provides clear information to pupils about keeping safe. It also helps them to build good life skills that will encourage them to become responsible citizens. A good range of visits and visitors enlivens the curriculum. These activities give pupils access to first-hand and practical experiences, which they enjoy, and also support their learning well in a variety of subjects. In addition, well over three-quarters of the pupils take part in an impressive range of out-of-class clubs and sporting activities.

Care, guidance and support

Grade: 3

The overall care for pupils makes a satisfactory contribution to their enjoyment of school and also to their progress. All staff are successful in helping pupils to feel safe at school and pupils know that they have an adult to whom they can turn should the need arise. Procedures for child protection are good, and staff and governors are fully aware of their responsibilities. The emphasis on healthy lifestyles effectively shapes pupils' attitudes to health, diet and exercise. In lessons, pupils receive careful attention and support. Marking has improved since the last inspection. Teachers acknowledge effort and give appropriate guidance on how pupils can improve. Satisfactory use is made of assessments to monitor and track pupils' progress, to set targets and to guide pupils academically. This is an area which has developed since the last inspection, although better use of assessment is still required to ensure, for example, that the more capable pupils are consistently challenged.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory, with some strengths. The headteacher sets a clear educational direction and drive for improvement. During his first year, he quickly identified what needed to improve to increase pupils' progress.

A lot has been achieved in a short while and there are clear signs that the pupils are doing better as a result of the actions taken. The focus on writing and the way assessment is now used are good examples. The headteacher and new deputy headteacher work well together and there is a good sense of teamwork throughout the school. The school is in a good position to improve further. The headteacher regularly monitors how each class is doing in reading, writing and mathematics, based on previous test results. This has been an important factor in raising the standards over the last year and ensuring pupils make adequate progress. The school has evaluated its performance satisfactorily and knows how well it is doing. The headteacher regularly checks on pupils' progress. The new deputy headteacher has made a good start on identifying what could be improved in mathematics. Teachers who have areas of responsibility are not yet sufficiently involved in making sure pupils make enough progress over time and this is an aspect requiring improvement. Governors are supportive and committed to improving the school. They have developed a satisfactory awareness of the school's main strengths and weaknesses. The school works closely with parents and seeks their views. Good use is made of pupils' and parents' views to influence the school's work. Parents are appreciative of the leadership of the headteacher and are pleased about the improvements that have been made.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils As you know, we visited your school recently. We enjoyed meeting you and talking with you about your work. Thank you for helping us and making us feel welcome. We wanted to write to you to let you know what we thought about your school. These are some of the good things that we found:

- You enjoy school and want to learn.
- You respond well when lessons are fun and you have interesting things to do.
- You get on with each other and with the adults in the school.
- You have a good headteacher who has good ideas on what to do to improve the school further. This is what we have asked the school to do now, to make it even better:

- We have asked teachers to help you make your writing more interesting and give you more opportunities to write longer pieces of work.
- We think some of you could manage harder work in some lessons and that the adults in the classroom could help you a bit more.
- Most of the teachers have a responsibility for a particular subject across the whole school. We have asked them to carry out more checks to make sure that all of you are doing well in each class.

Thank you once again for your help. Very best wishes Margaret Dickinson Lead Inspector