



# Raysfield Infants' School

## Inspection Report

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**Unique Reference Number** 109053  
**Local Authority** South Gloucestershire  
**Inspection number** 288264  
**Inspection date** 28 February 2007  
**Reporting inspector** Lorna Brackstone

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>	Infant	<b>School address</b>	Finch Road
<b>School category</b>	Community		Chipping Sodbury
<b>Age range of pupils</b>	4-7		Bristol BS37 6JE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01454 867140
<b>Number on roll (school)</b>	155	<b>Fax number</b>	01454 867141
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Cherry Proud
		<b>Headteacher</b>	Alison Wood
<b>Date of previous school inspection</b>	21 May 2001		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a small school where most pupils have White British backgrounds. It serves a very mixed socio-economic area. An above-average number of pupils have learning difficulties. No pupils from minority ethnic families are at an early stage of learning English as an additional language. When children enter the Reception Year, their attainment is below the level expected for their age. The headteacher has been in post since September 2006.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

The success of this outstanding school is immediately evident in its happy and stimulating environment. Each child is fully involved and valued. The school is a unique community where everyone is treated with the greatest respect and given the very best opportunities. As a result, both staff and pupils flourish. Parents are very pleased with the school. One parent summarised the views of many by explaining that 'I am very confident that my child is in good hands and I have every faith in the school'. Leadership and management are outstanding. The headteacher provides inspirational leadership. Senior staff and governors have a shared purpose and a relentless focus on raising standards. Self-evaluation is modest but the strengths of the school and the areas identified for action are the right ones. Ambitious plans for the future show that the school has a very good capacity to improve even further. The school works very closely with other schools in the local area, sharing its good practice.

Pupils' achievement is excellent and standards are above average at the end of Year 2. Attainment on entry into Reception is below age-related expectations. Children are given an excellent start in Reception and because provision is good they make good progress. Throughout the school all pupils are fully engaged in learning because the quality of teaching is excellent. Teachers provide very good challenge by giving pupils real-life problems to solve. Individual targets are successfully used to maintain a fast pace of progress. The curriculum is extremely well tailored to the needs of all pupils. A rich and varied range of activities helps to ensure that pupils thoroughly enjoy their learning. The progress made by boys is now comparable to that of the girls because they are given activities that interest and motivate them. However, the school is fully aware that pupils in Year 1 do not have the benefit of access to an outdoor learning area. As a result, some of the best practice in the Reception Year is not continued at the start of Year 1, for example, to promote physical development. The care, guidance and support for pupils are exceptional. Extensive tracking systems enable teachers to quickly identify individual pupils who need extra help and ensure that pupils are set accurate targets.

Pupils' outstanding personal development and well-being are a tribute to the high priority the school gives to this area. Spiritual, moral, social and cultural development is excellent. All staff act as excellent role models and the agreed code of conduct is very well known and followed by all pupils. Pupils are very clear about what they need to do to keep fit, healthy and safe. Every effort is made to ensure that the pupils do as well as they can. They are exceptionally well prepared for later life.

### **What the school should do to improve further**

- Develop the outdoor area to enhance the curriculum in Year 1.

## **Achievement and standards**

### **Grade: 1**

The good provision for the Reception class ensures that children achieve well. Communication, language and literacy skills, and children's personal, social and physical development are particularly weak on entry into school. Consequently, many do not attain the expected levels for their age in these areas in particular by the time that they are ready to move onto Year 1. Progress is good in Year 1 but is restricted by the lack of outdoor provision for the pupils to extend their Reception class activities, particularly in physical development.

Progress accelerates in Year 2 because the basic skills are developed extremely well. Pupils' basic skills are also used very effectively to promote high achievement across all subjects. By the time the pupils are ready to move onto the next school, their achievement in relation to their starting points is outstanding and they attain above-average standards across the curriculum. The outstanding progress made by pupils with learning difficulties makes a big contribution to the overall high standards achieved by the school.

## **Personal development and well-being**

### **Grade: 1**

Pupils develop a wonderful love for learning. They enjoy all aspects of school life and this is reflected in their very high attendance rates. Pupils are very confident learners who thrive on the celebration of success and are extremely proud of their work. They are exceptionally well behaved and very relaxed with visitors, who are welcomed with great enthusiasm. School councillors show great maturity as they explain how they have 'a fairly responsible job' to do.

Pupils are very knowledgeable about the importance of eating healthily and exercising regularly. They know how to keep safe and adopt sensible attitudes to everyday life. The pupils are developing an outstanding sense of being good citizens and have a good awareness of other cultures and faiths. Pupils contribute very well to community life, particularly through their first-class response to their shared code of conduct in the 'Happy School Plan'. Together with their good academic skills and their extremely well developed personal skills, they are very well prepared for their next stage in their education and for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

A consistent approach throughout the school ensures that pupils fully understand what is expected of them in lessons and they learn effectively as a result. Teachers have high expectations of pupils, and they are exceptionally high in Year 2. Planning

is excellent and the very sharp focus on literacy and numeracy skills provides pupils with high quality challenges that promote their learning.

The exceptionally detailed tracking procedures, which are measured against individual targets, enable pupils to receive learning opportunities that fully meet their needs. For example, the school has developed very good ways of involving boys much more in their learning, such as through the provision of many practical activities. In one lesson, for example, Reception children really enjoyed an activity called 'decision alley'. This involved them in moving to a particular part of the classroom depending on choices they made.

By providing real-life situations, the teachers have very successfully encouraged pupils to talk more. They confidently share ideas and discuss how problems can be solved, so developing understanding at a good rate. Interactive whiteboards are used very well to provide a visual stimulus that keeps pupils well involved. The highly skilled team of assistants works well with teachers to support individual and group learning.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum prepares pupils exceptionally well for their future lives. The children in Reception make an excellent start to developing their literacy skills because the curriculum is so well focused on the development of basics. The small, safe and secure outdoor area is also used very well to promote the physical skills of the Reception children. The school has rightly identified that Year 1 pupils are prevented from doing even better than at present by a lack of outdoor opportunities, for example, to promote their physical development.

Throughout the school, very close links are made between subjects. The use of real-life situations and challenges makes learning meaningful to the pupils. For example, during a recent 'walk to school week', information was collected on how pupils actually got to school. Pupils then analysed the information they had gathered using computers to promote their mathematical and technological skills. Stories are used exceptionally well not only to develop reading skills but also to improve speaking and listening and increase the wider use of interesting vocabulary.

Pupils have access to a very high quality range of activities out of lessons, for example, country dancing, football and tennis. These activities ensure that pupils keep fit and substantially boost their personal development.

## **Care, guidance and support**

### **Grade: 1**

Procedures for keeping pupils safe are excellent. The exceptional emphasis on individual welfare and the very successful way personal development is promoted is evident through the regular rendering of the school council's 'Healthy Schools Rap'. This rap acts as a constant reminder in a fun way for the pupils to eat healthily. Pupils have no hesitation in discussing worries or concerns with the adults in school, who they all consider to be 'very kind'.

The guidance given to pupils to help them in their academic work is superb. Pupils very clearly know what they have to do to improve their work. This is because teachers mark their books very carefully and provide extremely detailed feedback for them. All pupils' English and mathematics targets are very clearly displayed and used to support them during lessons. Pupils with learning difficulties are supported exceptionally well through individual plans and very well-organised activities that help them to gain confidence. For example, the 'Earlybirds Club' enables pupils with behavioural difficulties and poorly developed physical skills to engage in a range of activities that help them to feel more confident and settle better to work.

## **Leadership and management**

### **Grade: 1**

The extremely enthusiastic headteacher has used her past experience of a wide range of schools to improve the school's already effective provision. She has established outstanding teamwork with all staff, pupils, parents and governors. Everyone is working towards the same goals and they are all clear about how these can be achieved. The success of the extremely detailed plans for action and the focused monitoring and evaluation programme is reflected in the good improvement in standards achieved over recent months. All senior staff and subject leaders have contributed substantially to this development. The rigorous approach and care taken in the appointment of the headteacher is an example of the highly effective work of the governing body. Governors play a full part in the life of the school and have a very good understanding of its strengths and areas for development.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making me so welcome at your school. It was very interesting seeing you at work in your classrooms. I really enjoyed watching you at work and play. I would like to say a special thanks to the group of pupils I met who told me all about life at Raysfield Infants' School.

Your school provides you with an excellent education. You feel safe and cared for because the school looks after you extremely well. It gives you the highest quality support with your learning. You make outstanding progress and, by the end of Year 2, reach good standards in all your subjects. You behave exceptionally well and enjoy your learning because teaching is excellent and you have a very interesting range of activities.

You are proud of all the after-school activities you are involved in. You particularly enjoy the visits out of school, which help you learn more about different topics. I was very impressed with your extremely detailed knowledge about keeping fit and healthy and liked your 'Healthy Schools Rap'.

The adults in charge of the school are leading and managing it exceptionally well. Your headteacher is very determined to always give you the very best education.

I have asked the school to develop the outdoor area so that Year 1 pupils can continue with some of the best activities that Reception children have.

Once again, thank you for your help. Keep doing your best and working with the adults to make sure that Raysfield Infants' remains an outstanding school.