

Raysfield Infant School

Inspection report

Unique Reference Number	109053
Local Authority	South Gloucestershire
Inspection number	337204
Inspection dates	13–14 October 2009
Reporting inspector	Hazel Callaghan

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Mr Carl Stokes
Headteacher	Mrs Alison Wood
Date of previous school inspection	4 February 2007
School address	Finch Road Chipping Sodbury Bristol BS37 6JE
Telephone number	01454 867140
Fax number	01454 867141
Email address	alison.wood@southglos.gov.sch

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils, and parents. They observed the school's work, and looked at a variety of policies, risk assessments, reports, lesson plans and pupils' work as well as the school development plan. The 52 parent questionnaires returned were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How current teaching is enabling pupils to learn as well as they can.
- The extent to which pupils' awareness of cultural diversity is supporting the promotion of community cohesion.
- How governors and leaders at all levels are influencing school improvement and their ability to monitor and evaluate the impact of strategies.

Information about the school

Raysfield Infants is a fairly small school. The vast majority of pupils come from families of White British backgrounds and the proportion of pupils eligible for free school meals is below that found nationally. There is a broadly average proportion of pupils with special educational needs and/or disabilities but the number in some year groups is much higher than in others; this creates some fluctuations in standards from year to year. Children in the Early Years Foundation Stage are taught in two Reception classes. Many of these children transfer from the on-site privately run pre-school group. The school has successfully gained the Healthy School Award, Activemark and the Opal Award for the promotion of learning through play.

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?

1

The school's capacity for sustained improvement

1

Main findings

Raysfield Infant School provides an excellent education for its pupils. Staff create an exciting and stimulating curriculum that inspires pupils' interest and enthusiasm for learning. Pupils concentrate well in lessons and try very hard to do their best and to improve their work. Pupils respond exceedingly well to the challenges provided. Their activities are memorable and pupils feel real pride in what they achieve. Their huge enjoyment and enthusiasm linked to good teaching ensure excellent learning. They are exceedingly well prepared for the next stage of education.

Another reason for pupils' overall outstanding learning and progress is the accurate use of assessment. Teachers monitor pupils' attainment and progress very carefully and use the information to ensure activities are well matched to each pupil's needs. Information from assessment is used exceedingly well to identify those pupils who need additional personal and/or learning support or those who need more focused tasks to help them to achieve well. Pupils with specific emotional, social or learning needs consequently make excellent progress. The recent successful focus on the more able pupils resulted in an improvement in the number of pupils reaching the higher standards of Level 3, especially the number of girls. The school has worked hard to improve pupils' writing skills, with the result that all pupils have made outstanding progress from their various starting points. Girls achieve exceedingly well and for three years have reached high standards in reading and writing, and last year in mathematics as well. Boys also make very good progress but their starting points are often lower than those of the girls and so, although they reach similar standards to boys nationally, they are not yet equalling those of the girls in the school. This remains a focus of improvement for the staff. Standards fluctuate from year to year because of the range of special needs in each cohort but, over the last three years, well above average standards have been a regular feature. Overall, standards are above average. Attainment is strongest in writing because of its recent very successful improvement but traditionally attainment is a little weaker in mathematics.

Parents and pupils say that the staff provide fantastic care for all the children and are confident in the way staff care for them and promote their well-being. 'I am very happy with the school and feel all the children are happy and safe here,' was the way one parent expressed this view. Pupils' personal development is consequently excellent. Relationships across the school are strong and the pupils respond well to the school's nurturing ethos, showing care for one another in return. They respect each other's differences and enjoy their friendships. They have a satisfactory awareness of the diversity of other cultures and religions but have only a few opportunities to meet with people of different backgrounds; this aspect of community cohesion is not sufficiently

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

strong.

The main reason for the continuing excellence of the school is the strong leadership of the headteacher. Her vision, drive and commitment enthuses all the staff. She is well supported by the equally committed senior leadership team and together they manage the school very effectively. The staff are accurate in their evaluations of the school's strengths and weakness and successful in their strategies for improvement. Many improvements have been made to the school environment, which is used very well to enhance pupils' experiences and to enrich their learning. Good progress has been made, particularly in the development of writing and in the provision for children in the Early Years Foundation Stage. The maintenance of the school's strengths, as well as the successes in their focused areas of improvement, is testimony to the excellent capacity for further improvement.

What does the school need to do to improve further?

- Share good practice so that standards in mathematics equal those in reading and writing and boys reach similar standards to the girls.
- Provide more opportunities for pupils to develop a good awareness of the diversity of other cultures and so enhance community cohesion.

Outcomes for individuals and groups of pupils**1**

Very effective learning starts in the Reception classes. It is still early in the term and these young children are still only attending for half of each day but already they have a good understanding of the class routines and how to access their resources. Most clearly knew the activities they wanted to pursue but they showed a very disciplined attitude to selecting their tasks, recognising that only a certain number of children were allowed into each area and sometimes they had to wait for their chance. They were already showing enthusiasm for their tasks and were eagerly exploring new ideas and resources. Older pupils are also well involved and eager to participate in their lessons and to develop their skills and knowledge. There was a real sense of excitement, especially from the most able pupils, in a mathematics lesson observed in Year 2. The teacher had set a task which required the pupils not only to use their knowledge of two-dimensional shapes but also to solve a logistical problem of how to record their answers. The thinking skills required were quite complex and the challenge was taken on wholeheartedly. In a writing lesson in Year 2 the pupils had developed a good understanding of how to develop their ideas by using their senses to build a bank of vocabulary from which they could make interesting phrases 'just like a poet'. A group of boys, for example, were crackling leaves between their fingers, sniffing them and looking at them closely as the sunshine bounced off the colours to gain inspiration for new ways of describing autumn. They were eager to share these ideas and to get on with their writing. These very positive attitudes also extend to pupils' ability to evaluate their own work and to set themselves targets for improvement. They also effectively use the targets set by the teachers to help them improve. Boys and girls and pupils of all

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

abilities make at least good progress and over their time in school it is often outstanding, given the low levels of ability and narrow range of knowledge and skills they had when they started school.

Pupils make excellent progress in their personal development as well. Pupils feel safe and have an exceedingly good understanding of how to keep themselves safe. They are proud of their ability to spot potential risks and to plan safe ways of overcoming them. Their risk assessments are displayed around the school, and the new adventure playground, although now ready for use, is awaiting the pupils' risk assessments before it can be used. Pupils are also very aware of the factors that support healthy lifestyles and, for their age, show excellent understanding of how to keep themselves fit and healthy. They are proud of their school and attend very regularly. The vast majority of pupils behave well in lessons and in the play areas. There are a few with social and emotional difficulties who find difficulties in playing happily but the staff are skilled in managing such behaviour. Pupils act sensibly and enjoy taking responsibilities. The school councillors, for example, feel that they have an important role in improving the school and ensuring everyone gets on well. Pupils are very aware of the school's values and try to follow them.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

How effective is the provision?

The teaching staff have created an exciting learning environment. The outside areas play as an important part in pupils' learning as the lessons in the classrooms. The staff use the forest area and the wildlife garden as a stimulus for many activities, as was very clearly demonstrated during the inspection when pupils explored the signs of autumn. Subjects are linked in a meaningful way so that pupils' enthusiasm for learning is enhanced. The curriculum is also very effectively underpinned by many themes that promote pupils' personal development, health and well-being, and is well supported by many outside agencies and links with other schools.

Really skilled teaching is evident in many areas. In one particular lesson the teacher created an exciting and challenging experience for all the pupils. The pupils were quite clear about what they had to do in their writing and when they came to share their work at the end were able to see how well they had done. The brilliant comparisons they were able to express in their writing about autumn became quite a moving experience as they delighted in their success.

There have been some changes in staff and teaching is consequently a little more variable than in the past. It is not as strong in mathematics across the school as it is in most other areas, and standards in mathematics are not yet equalling those in English. The use of assessment is very well developed. It is used to set targets for pupils' learning, which are now more accurate. Standards are checked carefully by all the teachers and the senior leadership team are skilled at using the information from assessment to plan interventions and strategies for support and improvement. The support of pupils with various needs is underpinned by the very effective use of assessment. The outstanding care, support and guidance provided by all staff is also a very important factor in the pupils' success.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership provided by the headteacher is extremely effective. One parent commented, 'The school has very experienced staff led by a great leader.' Staff have a clear view of what is expected and work together as a strong team. Teachers and the excellent team of support staff are successful in their drive to ensure pupils of all abilities and backgrounds make equally good progress in both their academic and in

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

their personal development. Pupils are cared for extremely well. All requirements for ensuring their safety and well-being are understood and at the time of the inspection rigorously followed. Staff respond quickly and effectively if there are any concerns. The staff evaluate their work accurately and, even though judged as an outstanding school at the previous inspection, continue to improve its provision. The outside environment had been extensively developed and the space inside the school remodelled to provide exciting and stimulating areas that promote pupils' good learning. Governors have been extensively involved in these developments and take an active part not only in their planning but also in monitoring their effectiveness. Governors are well informed and supportive but at the same time hold the school to account for its work. Good links with parents are effectively maintained and the school responds quickly to their suggestions or concerns. Staff and governors have evaluated their provision to promote community cohesion and identified the areas where improvements can be made. A start has been made in developing international links and in finding more ways to enable pupils to learn about the diverse cultures within the Britain. Financial resources are used very well to provide a responsive and stimulating education where all pupils often make excellent progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start school with a full range of abilities but the breadth of their experiences and skills is much narrower than is expected for their age, especially in aspects of personal development and in language skills. They make good progress across the Early

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

Years Foundation Stage curriculum and last year most children reached the standards expected or higher.

They settle quickly into the school and respond well to the adults, the other children and to daily routines. Their confidence is already growing as they independently choose their own activities and organise the resources made available. The outside areas are in full use and so children have many exciting activities to choose from that stimulate their interest. Although early in the year, children are already showing good levels of curiosity and the desire to experiment and explore. Their efforts are well supported by the experienced staff, who know when to ask the important question to extend their awareness and how to further stimulate their ideas. The staff monitor children's learning carefully and already are setting simple next steps, especially in their personal development. Not all children are used to sitting and listening to a story and so an important first step for many is to develop the skills of 'good listening' which teachers are skilled at promoting. The elements of good listening are explained, modelled by staff and regularly reinforced through praise, and so progress is made. Leadership of the Early Years Foundation Stage is excellent. Standards and progress improved significantly last year. The staff are evaluative of their work and look for ways to improve. Creative development was identified as an area in which children made less progress and this is a focus for this year. Staff have started to make home visits and this has proved invaluable in developing good links with the families and getting to know children's individual needs before the children start school, so making their first few days enjoyable and as stress-free as possible. Children's welfare underpins all the work in the Reception classes, just as it does throughout the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The vast majority of parents are positive about the school and feel that it provides high levels of care and education for their children. One parent was quite rightly concerned over the lack of supervision of her child after an after-school club run by an outside provider. Although the headteacher and staff were not present at the time, it was taken up immediately on it being reported to the school. The school's significant concerns were shared with the private organisation involved and appropriate changes have been made. Another parent was worried that the youngest children were not being supervised sufficiently at the start or end of the day. This was checked by inspectors, who feel that

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

any previous concerns have been very effectively addressed and the welfare of all children is of high importance to all staff. One parent expressed concerns about her able child not being sufficiently challenged. The staff were focusing specifically last year on ensuring that the most able pupils made good progress. The most recent test data show that this has been successful, resulting in an improved ratio of pupils achieving the higher standards of Level 3.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Raysfield Infant 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 12 statements about the school.

The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	67	17	33	0	0	0	0
The school keeps my child safe	36	69	13	25	2	4	1	2
The school informs me about my child's progress	26	50	26	50	0	0	0	0
My child is making enough progress at this school	23	44	28	54	0	0	0	0
The teaching is good at this school	34	65	18	35	0	0	0	0
The school helps me to support my child's learning	29	56	22	42	1	2	0	0
The school helps my child to have a healthy lifestyle	32	62	20	38	0	0	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)	27	52	20	38	0	0	0	0
The school meets my child's particular needs	24	46	28	54	0	0	0	0
The school deals effectively with unacceptable behaviour	25	48	24	46	2	4	0	0
The school takes account of my suggestions and concerns	23	44	24	46	3	6	0	0
The school is led and managed effectively	31	60	18	35	3	6	0	0
Overall, I am happy with my child's experience at this school	31	60	19	37	2	4	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 October 2009

Dear Children

Inspection of Raysfield Infant School, Chipping Sodbury BS37 6JE.

Thank you for making us so welcome and for answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a really excellent school. Here are some of the things we found out about you.

- You get a good start to your schooling in the Reception classes.
- You make excellent progress, especially in writing, and you reach standards that are better than most pupils of your age.
- You want to do well and enjoy the exciting activities you are given.
- You are polite, friendly and helpful to everyone. You have an exceptional understanding of how to keep yourselves safe. You show care for each other and respect for each other's feelings.
- You are taught well and all your teachers work hard to make sure that your lessons are fun. You have a good understanding of how you can get better in your work.
- The headteacher and senior staff provide strong leadership for the school and the staff all want you to do very well.
- Everyone in the school works together as a strong team and there is a good partnership with your parents and others who can help you to learn.
- The staff look after you extremely well so you feel safe and happy.

Even though Raysfield Infant School is excellent, there is something it can do to be even better. We have asked the headteacher and governors to:

- Help you all to do as well in mathematics as you do in writing and for boys to reach the same high standards as the girls.
 - To give you more opportunities to meet people from lots of different backgrounds.
- Thank you again for helping us and remember you can help to ensure that your school continues to be really special by continuing to work hard and helping one another.

Yours faithfully

Mrs Callaghan

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.