

Rangeworthy C of E Primary School

Wotton Road, Rangeworthy, Bristol, BS37 7ND

Inspection dates 14–15 November 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Achievement for all groups of pupils is good. Most children enter the school with skills and knowledge that are broadly typical and by the time they leave Year 6, they are above the national average. Pupils across the school are making good progress.
- Leaders know the pupils well and have introduced effective systems for tracking pupils' progress that have helped the school improve standards over the last three years.
- The teaching of older pupils is usually very exciting because it engages their attention through well-planned and relevant activities.
- Teaching assistants work effectively in partnership with teachers. Together they provide effective support for pupils, particularly those whose circumstances make them vulnerable and those with special educational needs.
- School staff commitment to the pupils encourages a real sense of family, which fosters pupils' good behaviour in lessons and exemplary manners around the school.
- Pupils respect each other, are harmonious, feel very safe and clearly demonstrate pride in their school.

It is not yet an outstanding school because

- A minority of teaching requires improvement, particularly for match of work to ability, setting clear learning objectives and providing sufficient opportunities for pupils to think things out for themselves.
- The monitoring of the quality of teaching is not rigorous enough and so correctly identified improvements are not always swiftly put right.
- Governors are not robust enough in monitoring the allocation and effectiveness of the pupil premium grant to the appropriate pupils.

Information about this inspection

- The inspector visited all classrooms and observed 10 lessons jointly with the headteacher.
- The teaching of phonics (letters and the sounds they make) was observed in the Early Years Foundation Stage, Years 1 and 2.
- An assembly was attended.
- Pupils' work in their books was scrutinised and pupils from Years 2 and 6 were heard reading.
- The inspector met with pupils to discuss their work and their views about the school.
- The behaviour of the pupils was observed in a range of settings, including the playground, dining hall, assembly, around the school and in classes.
- Meetings were held with the headteacher, senior leaders, including the SENCO (special educational needs coordinator), governors and the local authority. In addition, the inspector spoke with a number of parents who were bringing their children to school.
- School documentation was examined, including reports from the local authority, tracking data, safeguarding, curriculum plans, the school's own lesson observations and performance management.
- Nine questionnaires from the school staff were collected and analysed and the views of 30 parents posted on Parent View taken into account.

Inspection team

Claire Thompson, Lead inspector

Additional inspector

Full report

Information about this school

- Rangeworthy C of E Primary School is much smaller than the average-sized primary school.
- Almost all the pupils are of White British heritage and none are from minority ethnic groups. Pupils are in three mixed-age classes, although there is an additional class for the Early Years Foundation Stage to be taught separately every morning.
- The proportion of pupils eligible for the pupil premium is very much lower than usually found in schools nationally. This is the additional government funding provided for pupils who are eligible for free school meals, those who are looked after by the local authority and those with a parent in the armed forces. There are no pupils currently at the school known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is close to the national average. This is the same for the proportion of pupils who are at school action plus or with a statement of special educational needs.
- The school receives an additional grant for improving the expertise of staff in providing for sport and in developing pupils' understanding of their health and well-being.
- The school meets the current floor standards set by the government, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Increase the amount of good and outstanding teaching by:
 - making sure that tasks always provide suitable challenge for all pupils so that the learning is well matched to the range of abilities in each class
 - improve the teaching of early reading skills in letters and sounds (phonics) so that pupils reach above-average scores in the national tests in Year 1
 - ensuring that pupils have more frequent opportunities to write and record their learning so they can become better writers and meet their targets more frequently
 - increase the opportunities for pupils to know their learning objectives and what they have to do to be successful.
- Improve leadership and management, including governance, by:
 - ensuring there is more frequent and rigorous monitoring of the quality of all teaching so that precise written feedback spells out exactly what teachers need to do to be outstanding and when this will be achieved
 - improve the accuracy of assessing children who are in the Early Years Foundation Stage
 - supporting governors in robustly tracking the use of the pupil premium grant to benefit the pupils at whom it is targeted.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception year with skills and knowledge that vary year on year but are typically at the level expected for their age. Extra help is provided for this group so that in their first year they are taught as a separate class every morning. This contributes to their good progress.
- Pupils continue to make good progress across the school. By the time they complete Key Stage 1 their attainment is just above average and at the end of Key Stage 2 it is securely above average. Attainment has improved over the last three years. The progress of pupils has also accelerated and by the time they leave the school there is a larger proportion who make higher rates of progress than is nationally expected.
- Raising achievement in reading has been a whole-school focus. Actions taken have included pupils being involved in podcasts with authors, story-telling and becoming reading buddies. Consequently standards have improved generally. However, early reading skill levels in letters and sounds remain below average.
- The rate of progress in writing is just below that for reading and consequently standards are slightly lower. This is because pupils do not consistently get enough opportunities to record and write often enough. Pupils reached above-average scores in the Year 6 test which checks their grammar, punctuation and spelling.
- Pupils achieve well in mathematics and this is the strongest subject across the school from a weaker start in the Early Years Foundation Stage. Pupils acquire good computational skills. They are able to apply these skills to real-life situations and problem-solving tasks.
- By the end of each key stage, the pupils reach standards that are two average points scores ahead and this is nearly six months ahead of what is expected nationally in reading and mathematics. For writing, pupils are just over one average point ahead of their peers.
- The cross-curricular focus in the learning for older pupils enables them to be independent, thinking things out for themselves, and to acquire real-life skills. This was seen in a very successful lesson following a school visit where pupils presented their new learning in structured teams through quizzes, puppet shows, news reports and plays. This creative approach supports the pupils well in developing aptitudes for their future lives.
- The progress of the few pupils eligible for the pupil premium grant is the same as all other pupils. They achieve well and there is no gap in achievement. The pupil premium fund is focused upon additional activities which support broadening opportunities for these few pupils.
- The special needs coordinator has been highly influential in ensuring good support for pupils with special educational needs to ensure they make good progress. Very few pupils finish their primary education below the national expectations. The team of teaching assistants are diligent in building confidence and ensuring pupils progress quickly. As one pupil shared, 'This school is different to my last school because all the adults help me learn faster.'

The quality of teaching is good

- Teaching is typically good and this results in pupils' good learning over time. When teachers use questioning well, this probes pupils' understanding. In these classes, pupils discuss maturely and exciting activities inspire strong teamwork to support new learning.
- Teachers' marking is usually good and there is clear evidence of consistency of practice across year groups. Teachers inform the pupils of how well they are doing and what they need to do to improve.
- In mathematics, the quality of teaching is typically good over time and the work in pupils' workbooks shows pupils have regular opportunities to apply their knowledge of numbers to

everyday problems. This good teaching has contributed to pupils' higher attainment in mathematics.

- The teaching of reading is now stronger throughout the school and pupils enjoy reading. The regular reading sessions are valued by pupils, who feel this is helping them to improve.
- Pupils do not always have sufficiently frequent opportunities to write independently. On the occasions when pupils do freely write they often display skill levels which are higher than expected for their age, such as when a Year 4 child wrote, 'I was on the street in the cold, misty morning. I stood outside Mr B's house. It wasn't how I imagined. There were ducks in the drive splashing in the pond and dogs howling in the front garden...' There are few instances of this high quality work in pupils' workbooks.
- In lessons that require improvement, teachers are often too fastidious in guiding exactly what pupils have to do. Too long is spent talking as partners, writing on small whiteboards or practising skills which might be too easy or too hard for pupils because this is not matched precisely to their abilities. This slows the pace of learning and reduces the amount they record in their books.
- In a few lessons teachers did not clearly explain the objectives of each lesson or what each group of pupils would need to do to be successful. Marking is developed and gives guidance on what pupils have done well and what they need to do next, yet this does not always inform the planning of the next lessons. As a result, pupils occasionally do not know enough about what is individually expected of them.
- The teaching of reading skills in letters and sounds in the younger classes lacks enough pace and teachers do not check individual pupils' knowledge often enough.
- Positive relationships and clear expectations for good behavior result in all classes having a calm and purposeful atmosphere. Teachers offer lots of praise and this helps to build the pupils' confidence and self-esteem.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and are keen and motivated learners. Pupils respond well in lessons, share ideas confidently, working well as individuals, in pairs and in groups. They enjoy investigations and opportunities to explore new ideas in teams.
- Pupils say they enjoy their activities and want to do well. Lessons are very rarely disrupted by inappropriate behaviour and most pupils show good levels of concentration and attention. Pupils' sensible attitudes make a strong contribution to a safe, positive learning environment.
- Pupils behave exceptionally well in assemblies, at break times and around the school. They are exemplary in their courtesy to visitors.
- The school has a caring ethos. Pupils who enter the school at later times confirm that they quickly make friends. Pupils and parents refer to the 'family feeling' within the school. This was seen clearly in the assembly that underlined the school's values of kindness and care in preparation for anti-bullying week.
- Pupils say they feel very safe at school. They have a good grounding in recognising potential dangers, such as when using the internet.
- Pupils say behaviour is good and that bullying of any kind is rare, especially any physical, emotional or cyber-bullying. Pupils say any upsets or disagreements are quickly and effectively sorted out by the staff. The vast majority of parents who contributed to the Parent View questionnaire believe that behaviour is good and few have any concerns.
- The vast majority of pupils attend school very regularly and attendance is above average.

The leadership and management are good

- The headteacher displays a passionate commitment to the development of the whole child. Her care and concern for all pupils and their families, but particularly those whose circumstances

make them vulnerable, have created a very positive ethos that supports and encourages all to achieve well. She is equally well respected by all school staff and parents.

- The school's systems for measuring how well pupils are performing have been effectively developed to give all leaders accurate knowledge of every pupil's progress. This has contributed well to the three-year improvement in pupils' attainment across the school. Tracking of pupils' progress is less secure for the very youngest children in the Reception class within the new national assessment system for this age group. As a result the school compares as being well below the local average for children on entry to Key Stage 1 and leaders are taking stock to strengthen this aspect.
- The well-considered interventions introduced by the special educational needs coordinator (and usually taught by the teaching assistants) are making a positive impact. They accelerate the rate of progress of all groups of pupils, regardless of ability, and so there is no noticeable difference in the performance of any different group.
- The curriculum is effectively planned to provide an enjoyable range of topics and activities that promote pupils' learning well. Writing is recognised as requiring improvement but is increasingly used to support learning in other subjects such as in history. Pupils in Year 6, for example, enjoyed exploring the sequence of events and the different use of grammar and tenses in *The Highwayman* poem when developing features of a play script. However, teachers' expectations for the quality and quantity of writing are inconsistent across the school and particularly for younger boys.
- The school has enhanced the wide range of activities through visits and additional clubs so that pupils' spiritual, moral, social and cultural development is well promoted. Assemblies are a special time when the pupils join together as a family.
- Performance appraisal processes are in place and the headteacher is accurate in her judgements of what needs to improve following lesson observations. Improvements in the quality of teaching can lack urgency because teachers rarely receive formal written feedback which identifies how they can develop their practice.
- Safeguarding procedures are fully in place.
- As a result of good provision, pupils have a good understanding of what constitutes a healthy and safe lifestyle. The school uses the government's sports fund to train the staff through providing sports coaches and local sporting facilities, and an impressive new hall is being built.
- The local authority support is light touch and the quality of the work of the school improvement adviser gives accurate advice which is helping the school to focus upon getting to outstanding.
- **The governance of the school:**
 - Governors have accurate knowledge about how well the pupils are achieving and about the school's strengths and areas for development in relation to other schools locally and nationally.
 - They are clear about the improvements that have been made in pupils' achievement through their subject link responsibilities.
 - The governing body has recently strengthened its skills. This has helped governors to become more diligent in challenging the headteacher more robustly.
 - Governors have a good understanding of the pupil premium funding yet have still to insist on the accurate targeting of this fund in order to monitor this small amount of money robustly.
 - Governors are kept informed about the outcomes of performance management and are committed to rewarding good teaching and effective leadership.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109172
Local authority	South Gloucestershire
Inspection number	427246

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

Type of school	Primary
School category	Church of England
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Mrs Jeanette Mullen
Headteacher	Mrs Jane Hewitt
Date of previous school inspection	22–23 October 2009
Telephone number	01454 228425
Email address	rangeworthy.primary@sgmail.org.uk

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