

# Inspection of Rangeworthy Church of England Primary School

Wotton Road, Rangeworthy, Bristol BS37 7ND

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Inspection dates: 19 and 20 September 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Early years provision

**Inadequate**

Previous inspection grade

Good

## **What is it like to attend this school?**

The school does not provide pupils with the education they deserve. Pupils do not learn enough in too many subjects. They have significant gaps in their learning. Until very recently, the school's expectations of what pupils can achieve have been far too low. As a result, pupils are not well prepared for the next stage of their education.

Despite these failings, pupils enjoy coming to school. They are friendly and polite. Pupils say they feel safe knowing that they can talk to an adult.

Pupils say their behaviour is getting better. Social times are enjoyable as pupils can do a wide range of activities. They play happily together. Pupils like the rewards they receive for demonstrating good behaviour. This helps to develop a sense of community and pride. However, when learning, a minority sometimes lose focus and disrupt others. This limits everyone's learning.

Pupils learn the importance of respecting different faiths and cultures. They celebrate the diversity in their school community and understand the responsibility they have to think about other people.

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

There has been significant turbulence in the school's leadership and staffing since the previous inspection. The school, including governors, has been too slow to sort out the widespread weaknesses. The quality of education that pupils receive is poor.

The recently appointed school leaders are working with the governing body to provide some clarity and direction. They have identified the failings of the school. However, it is too soon to see any demonstrable impact.

The curriculum is weak and poorly planned, including in the early years. The school has not ensured that the curriculum sets out the key knowledge that pupils need to know, understand and remember. Staff training has been scant. The school does not use assessment well enough to check what pupils know and remember.

The school curriculum does not match the full breadth of the national curriculum across all subjects. For example, in history, pupils do not learn a sufficient range of knowledge that they need to gain a secure understanding. As a result, pupils do not build up a rich body of knowledge over time.

The school's approach to teaching phonics and early reading is lacking. The school does not have the knowledge and skills required to teach phonics and early reading with success. Children in the early years are not getting off to a strong start with learning their letters and the sounds they make. Pupils do not practise the sounds they are learning enough. The books used to teach and practise reading are not

always matched closely enough to the pupils' stage in the phonics programme. This limits pupils' reading fluency and accuracy. However, pupils enjoy story time and are enthusiastic about the stories they have read to them. This is helping to develop a love of books.

Pupils with special educational needs and/or disabilities (SEND) are not getting the help they need. The school is not taking the right actions at the right time to ensure appropriate adaptations are made to help these pupils learn. Pupils' targets are too broad. Consequently, pupils with SEND do not achieve well across the curriculum.

Provision for pupils' wider personal development is in place and evolving. Pupils are enthusiastic about the enrichment opportunities the school provides. Activities include cheerleading and sports. Pupils enjoy the residential trip to Wales. Such activities develop pupils' social and leadership skills. However, some aspects of personal development are less well developed, for example healthy relationships.

The school ensures that pupils learn the difference between right and wrong. Pupils are confident in the behaviours that the school does not tolerate and the consequences that are in place. As a result, pupils are respectful and polite. They line up sensibly and move around the school calmly.

Relationships within the school are strong. Pupils are confident that they can talk to any adult if they have a worry or concern. They appreciate the focus on their mental health. The school encourages them to look after themselves, to be healthy and to look after each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Over time, governors have not held school leaders accountable for the quality of education. Pupils across the school do not achieve as well. Governors must ensure that effective systems are in place to increase their level of challenge to school leaders for the quality of education pupils receive.
- The curriculum is not ambitious. Consequently, pupils are not well prepared for the next stage of their education. The school must ensure that pupils receive an ambitious curriculum that teaches them the knowledge and skills they need to succeed in all subjects.
- The curriculum is poorly planned. Pupils do not gain the knowledge and skills they need to achieve well across the curriculum. The school must ensure that all

subjects identify the key knowledge and skills pupils need to learn, and assessment processes check how well pupils know and remember the curriculum.

- The school has not ensured that the books pupils read include the sounds that they know. Pupils' reading books are often too hard. Many pupils at the early stage of reading, including in the early years, cannot use and apply phonics to read accurately. The school should ensure that the books pupils read match the sounds they know, so that they develop accuracy and reading fluency.
- Pupils with SEND do not receive effective support. Teaching is not adapted well enough to meet pupils' needs. The school should ensure that the needs of pupils with SEND are met, in order for them to achieve success in their learning.
- A minority of pupils do not consistently show positive learning behaviours. This hampers the amount of progress these pupils make. The school must ensure that pupils behave consistently well during their lessons.
- The school may not appoint early career teachers before the next monitoring inspection.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	109172
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10288118
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Marie Bath
<b>Headteacher</b>	Samantha Travis
<b>Website</b>	<a href="http://www.rangeworthyprimaryschool.co.uk">www.rangeworthyprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	10 January 2018, under section 8 of the Education Act 2005

## Information about this school

- There has been significant staff turbulence at this school since the previous inspection. The current headteacher took up post in June 2023. The senior teacher started in September 2023.
- The school has been receiving support from a local multi-academy trust.
- The school does not use alternative provision.
- Rangeworthy is a Church of England school. The most recent section 48 inspection took place in November 2019.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons

responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the senior teacher, other staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector met with a representative from South Gloucestershire local authority and the director of primary education from a local trust that has been helping the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered key documentation, including school strategic development plans and governors' minutes.
- Inspectors observed pupils' behaviour in lessons and around the school site. The lead inspector met with the headteacher to discuss and scrutinise how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text replies. Inspectors spoke with parents during the inspection.

### **Inspection team**

Jen Southall, lead inspector

His Majesty's Inspector

Chris Hansen

Ofsted Inspector

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