

Inspection of a good school: Ranby CofE Primary School

Blyth Road, Ranby, Retford, Nottinghamshire DN22 8HZ

Inspection date:

27 March 2024

Outcome

Ranby CofE Primary School continues to be a good school.

What is it like to attend this school?

Nurture and care are at the heart of Ranby Church of England Primary School. Pupils enjoy attending school. One pupil echoed the views of many when they told inspectors, 'This school is just an amazing place to be. There is always someone you can count on.' Pupils value the positive relationships that they have with staff at the school.

Most pupils behave well. They have a positive attitude to their learning. Pupils feel safe and know that they can talk to any member of staff if they have any worries or concerns. Older pupils embrace the opportunities that they have to support younger pupils.

All pupils, including those with special educational needs and/or disabilities (SEND), have access to a broad and ambitious curriculum. Pupils enjoy an array of extra-curricular activities, including clubs and trips. Pupils are enthusiastic about the different opportunities they have to extend their learning beyond the classroom. For example, older pupils told inspectors how much they had enjoyed their residential visit to Hathersage.

Parents and carers are overwhelmingly positive about the school. One parent captured the views of many: 'My child has thrived at this school educationally, socially and emotionally.'

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

The school has recently redeveloped the curriculum to ensure it is ambitious. There is a deliberate order to the lessons that teachers deliver. The curriculum is centred around ensuring that pupils develop a love of learning across the different subjects. Pupils enjoy their lessons.

Teachers demonstrate secure subject knowledge which enables pupils to ask questions and to develop their curiosity. The school has considered how pupils can learn successfully in mixed-age classes. Pupils are able to talk about their most recent learning. However, in

some subjects, teachers do not consistently revisit prior learning with pupils. Some pupils struggle to recall their learning over time. This means that they do not always build connections with their current and previous learning.

Staff across the school foster a love of reading. Pupils talk about the different books that they have read. The school has carefully considered the different books that teachers read to pupils. This ensures that pupils have access to a range of different texts and genres. Pupils enjoy taking part in 'genre bingo' when they choose their own books to read. Staff teach phonics effectively. Children in the early years accurately use terms such as 'digraph' and 'trigraph'. They know how to blend sounds to help them with their reading. Support is quickly put in place to ensure that any pupil who needs additional help receives it. As a result, pupils quickly become accurate and speedy readers.

Children in the early years benefit from a warm and nurturing environment. Staff provide effective support to pupils so that they develop their communication and language skills. They encourage children to be 'good listeners'. The spaces that children learn in provide opportunities for the development of independence and resilience. On occasion, children's independent learning is not linked to the planned curriculum, including phonics and mathematics. This means that sometimes, children's learning does not move forward as well as it might. Nevertheless, children are well prepared for their next steps. Children in the early years are happy. They enjoy interacting with older pupils during planned activities throughout the school day.

The school accurately identifies and supports pupils with SEND. Pupils with SEND access the full curriculum. Parents appreciate the support that the school provides for pupils and their families. However, in a small number of lessons, adaptations are not always effective in helping pupils with SEND to build their knowledge and understanding alongside their peers. This means that in these lessons, pupils develop gaps in their learning.

Staff have high expectations of pupils' behaviour. Pupils live up to these expectations and are kind and caring towards each other. Pupils enjoy being at school, and most pupils attend school well.

The school prioritises pupils' personal development. Pupils have access to 'amazing me' lessons. These lessons help pupils understand how to maintain healthy lifestyles and stay safe. Pupils learn about positive relationships. They understand how to keep themselves safe, including when online. The school provides high-quality pastoral care. Staff, parents and pupils all appreciate the nurturing ethos of the school.

Governors understand the school's priorities. Staff say the school is a happy place to learn and work. They are extremely positive about the support that they receive. Staff value the family feel of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not consistently provide pupils with opportunities to revisit their prior learning. This means that pupils are not always able to recall their learning over time. The school should provide pupils with opportunities to revisit prior learning and ensure that teachers use these opportunities well to support pupils in embedding their learning into their long-term memory.
- The school has not yet ensured that all pupils with SEND consistently benefit from strategies that will help them to learn the intended curriculum. This means that pupils with SEND do not always develop secure subject knowledge. The school should ensure that teachers have the strategies they need to help pupils with SEND build their knowledge and increase their ability to learn independently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2014.

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

Unique reference number	122749
Local authority	Nottinghamshire County Council
Inspection number	10324115
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair of governing body	Reece Davy
Headteacher	Clare Mackinder
Website	www.ranby.notts.sch.uk
Date of previous inspection	10 October 2018, under section 8 of the Education Act 2005

Information about this school

- Ranby Church of England Primary School is a voluntary controlled school. The school's most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in March 2022.
- The school does not use any alternative provision.
- The school provides breakfast and after-school clubs for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of the school's 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.
- The inspection team carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single

central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors met with the headteacher, the deputy headteacher and curriculum leaders. The lead inspector held a meeting with members of the governing body.
- The lead inspector spoke to a diocesan representative and a local authority representative.
- Inspectors met with leaders responsible for pupils' behaviour and attendance and pupils' personal development. They also met leaders responsible for the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years, visited the early years and spoke with children.
- Inspectors met formally and informally with groups of pupils.
- Inspectors considered responses received in Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Roxanne Fearn-Davies, lead inspector

His Majesty's Inspector

John Slater

Ofsted Inspector

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