



Rangeworthy Church of England Primary School

Inspection Report

Unique Reference Number 109172
Local Authority South Gloucestershire
Inspection number 288300
Inspection date 6 November 2006
Reporting inspector Ian Hancock

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

Type of school	Primary	School address	Wotton Road
School category	Voluntary controlled		Rangeworthy
Age range of pupils	4-11		Bristol BS37 7ND
Gender of pupils	Mixed	Telephone number	01454 228425
Number on roll (school)	51	Fax number	01454 228643
Appropriate authority	The governing body	Chair	J Mullen
		Headteacher	J Hewitt
Date of previous school inspection	10 June 2002		

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Introduction

The inspection was carried out by a team of two Additional Inspectors.

Description of the school

The school is much smaller than the average primary school and serves the village community and surrounding areas. The vast majority of pupils are from White British backgrounds and only a few are eligible for free school meals. The headteacher has been in post since September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory but improving school. The school judges itself to be good. This is because it has anticipated the impact of new initiatives which are not quite proven yet. There is a tangible sense of a school on the move. The school recognises what it needs to do to improve standards and achievement and the staff are fully supportive of the headteacher. The vast majority of parents feel very positively about the school and describe it as "an excellent and stable environment". Pupils enjoy school and are confident that adults listen to them. The majority make satisfactory progress and reach the standards expected, but some of the higher-attaining pupils are not always challenged sufficiently. Personal development and well-being are good. Pupils are highly respectful and enjoy the atmosphere of a small school. Pupils' understanding of the importance of a healthy lifestyle develops well. They make a strong contribution to the school and wider community and gain much in return. However, basic skills in mathematics could be better. Teaching is satisfactory, with some good features, including positive relationships between staff and pupils that help to make learning enjoyable. However, assessment information is not yet used effectively when planning the next stage for pupils' learning, although the school has recently started systems to improve this area. Insufficient information is given to pupils about how they can improve their work through marking or setting individual targets, and this restricts pupils' progress. The curriculum is satisfactory. It is enhanced by a good range of trips and visitors to the school but it does not always offer sufficient challenge. The quality of care for all pupils, including those with learning difficulties or disabilities, is good. As a result, pupils feel safe and secure.

Leadership and management are satisfactory, with particular strengths in the leadership of the headteacher. The school values everyone highly. Staff and governors are encouraged to be more proactive and become more accountable for the standards pupils attain. The school's self-evaluation has resulted in some improvements, such as introducing targets for mental mathematics, but there is more to do to make sure teaching meets the needs of more-able pupils. Provision for children in the Foundation Stage is satisfactory. They build strong relationships and are encouraged to develop their independence. They start learning at broadly average levels and make satisfactory progress to reach expected standards expected by Year 1. All issues identified in the last inspection have been fully addressed and the capacity of leadership and management to improve the school is good.

What the school should do to improve further

- Raise pupils' achievement and standards in English and mathematics, particularly for potentially higher-attaining pupils.
- Ensure that all teachers make full use of assessment information when planning for the next steps in pupils' learning.
- Improve marking and target setting so that individual pupils know exactly what they must learn to do to improve their work.

Achievement and standards

Grade: 3

Achievements and standards are satisfactory. The most recent test results show that pupils in Year 6 reached average standards in English. In science they were above but in mathematics, standards were below average. At the end of Year 2, results were broadly average, although very few pupils attained the higher levels in reading, writing or mathematics. Records show that most pupils make steady progress and usually good progress in their last year at school. Pupils' achievement is restricted because they do not fully understand what they are aiming for and how to reach challenging targets.

When children start school, assessments show them to be at average levels. Most make satisfactory progress and reach the standards expected nationally by the time they start Year 1. Foundation Stage teachers have begun to use assessment information to set individual targets to support children's learning in Year 1.

The needs of pupils with learning difficulties and disabilities are met effectively. Such pupils make satisfactory progress because of well-targeted support.

Personal development and well-being

Grade: 2

Personal development and well-being of pupils are good and strengths of the school. Pupils enjoy learning and say that they feel safe and happy in school. They particularly like the atmosphere of being in a small school where they know everyone and can all be friends. Pupils' spiritual, moral, social and cultural development is good. The school ensures that pupils, in this rural area, have a sound awareness of the diversity of cultures in Britain from curriculum provision and numerous visitors to the school. They are also involved in an English Heritage project with local schools to support their own heritage.

Pupils' behaviour in and around the school is good and both pupils and parents feel this has much improved recently. Younger children, in Reception, already know when to take turns and about the daily routines of the school. The wide range of sporting opportunities provides pupils with a good sense of working together in teams and gives them and understanding of the importance of exercise to stay healthy. The school has recently been reaccredited with the Healthy Schools award, showing that pupils have a good understanding of healthy lifestyles.

Attendance is average and pupils enjoy coming to school. Most pupils are satisfactorily developing basic skills in the use of ICT that make a sound contribution to their future economic well-being. Pupils enjoy taking responsibilities, such as for playground equipment, and make a good contribution to the community. For example, they regularly raise funds for charitable causes and have very close links with the local church. They participate willingly in community events, such as the village Fun Day.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and sometimes good. Positive relationships result in pupils knowing that they can ask for help if they get stuck. Teachers are clear about what they want pupils to learn. The purpose of the lesson is explained so that pupils know what they are aiming to achieve. Teaching is not better than satisfactory because the level of challenge is not always closely enough matched to pupils' differing needs. This is particularly the case for higher-attaining pupils. Pupils benefit greatly from the careful deployment of teaching assistants who work particularly well with those with learning difficulties. Although questions are often used effectively to assess learning and extend pupils' understanding, they are not always targeted to challenge pupils' thinking. Marking is not used consistently enough across the school to help pupils know what they have done well and what they need to do to improve, and this restricts pupils' progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school has recently successfully reviewed its curriculum to ensure that skills are appropriately being developed in mixed-age classes. Cross-curricular links are being identified where possible so that literacy skills are being used more effectively. However, it is too early to judge the impact of this initiative on standards.

Foundation Stage provision is satisfactory. It is planned using national guidelines for this age group and there are increasing opportunities for children to plan their own activities to develop their independence.

The curriculum is broadened in several ways to boost pupils' enjoyment of school. There is a good range of visits, visitors to school and after-school activities to enrich the curriculum. Pupils appreciate these, in particular sporting activities with other schools and working with a visiting artist.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, although the tracking of pupils' academic progress is in its early stages of development and has not yet had a full impact on standards. The comprehensive personal, social and health education programme supports pupils' pastoral care well. This is a strength of the school. Teachers know their pupils well and make good use of external services, such as the Behaviour Support Team, to ensure that pupils receive all the support they need. There are clear strategies for eliminating bullying, which pupils are aware of. They feel that 'the headteacher is

easy to talk to about any problem' and they are 'comfortable with all the teachers now'.

Pupils with learning difficulties receive good support from teachers and teaching assistants. The school's procedures for safeguarding its pupils are good and statutory procedures are fully in place, including child protection and risk assessment.

Leadership and management

Grade: 3

The leadership and management are satisfactory, with some strong features. The new headteacher provides a clear direction for the school. She has worked hard since her appointment and initiated many changes to develop the leadership skills of staff, including the appointment of a new assessment co-ordinator. A strength of the school now is the common sense of purpose that is evident amongst the staff. All staff are keenly committed to making the school very successful.

The school has begun checking its own work, such as the quality of teaching to identify where improvement is needed. However, the school acknowledges that not enough use is currently made of information collected on the progress pupils make. This has a negative impact on their achievement where more challenging work could be set for more-able pupils, particularly in the lower end of the school. The school development plan, although thorough, needs to be more specific to identify and prioritise what needs to be done, particularly in English and mathematics, to raise standards and achievement.

Parents are regularly consulted and their views are overwhelmingly supportive. One parent wrote, 'I think the school does extremely well. Leadership and management have improved enormously with the appointment of a new head, as have behaviour and discipline.'

Governors are well led by a newly appointed chairperson who is encouraging all governors to take a more proactive role in the strategic planning and monitoring of the school. Many good foundations have been laid in the last year and the school is now in a good position to develop and move forward.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 helping us feel welcome in your school, for answering our questions and sharing your work with us. As you know, we visited every class and talked to your teachers, Mrs Hewitt and the chair of governors. We would like to tell you what we thought of your school. Rangeworthy is a satisfactory but improving school.

Here are some good things we found:

- You behave well and are caring towards each other.
- You enjoy school and know how to keep yourselves healthy and safe.
- You enjoy being in a small school and being an important part of the village community.
- Your teachers and support staff care for you well.
- Your teachers give you satisfactory and sometimes good lessons.
- The leadership and management in your school are satisfactory overall but your headteacher gives you good leadership.

These are the main areas where your school can improve:

- Teachers could give you more information about how to improve your work.
- Some of you should do even better in English and mathematics.
- Teachers could use test results and other information more to plan the right work for you.

Thank you again for all you did to make our job easier. It was good to talk to you. We enjoyed visiting your school and meeting you all.