

Rangeworthy CofE Primary School

Inspection report

Unique Reference Number	109172
Local Authority	South Gloucestershire
Inspection number	337232
Inspection dates	22–23 October 2009
Reporting inspector	David Carrington

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Jeanette Mullen
Headteacher	Jane Hewitt
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, members of staff and groups of pupils. They observed the school's work, and looked at curriculum and school improvement planning, information from the monitoring of pupils' progress and the quality of provision, and a sample of pupils' work from the previous school year. They analysed assessment and attendance data, and evaluated 39 parental questionnaire responses.

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

- pupils' attainment in English, especially for writing and amongst the more able
- the effectiveness of the use of pupils' progress data in the judgement of the quality of teaching
- how well assessment is used to support learning
- how far the school meets all statutory requirements, including for safeguarding and community cohesion.

Information about the school

Rangeworthy Church of England (CofE) Primary School is much smaller than most schools for pupils aged 4 to 11. The pupils come from the local area and around the town of Yate about three miles to the south. All the pupils are from White British families and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is above average, with the type of need varying for each individual pupil.

Children in the Early Years Foundation Stage are taught in the mixed-age Reception and Key Stage 1 class.

The school has been awarded Healthy Schools, Sports Activemark, Eco-Schools and Artsmark status.

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

Rangeworthy CofE Primary is an outstanding school. It has made rapid improvement during recent years and has no real weaknesses. Everyone, pupils, staff, governors and parents, are rightly proud of their school and they work together as a united team to improve what they do. There is outstanding capacity to maintain the brisk pace of improvement in the future because school self-evaluation is sharp, priorities are exceptionally well focused and there are high expectations of pupils' academic and personal growth.

The list of school strengths is long.

- Progress is outstanding. Pupils start school with below the expected level of skills and knowledge and leave Year 6 with standards that are above average.
- Behaviour is impressive. The pupils are kind, considerate and supportive of each other. They are proud of their achievements and those of their many friends.
- Pupils' awareness of safety is extremely strong. They develop good understanding of restrictions put in place for their safety and welcome them as in their best interests. Lessons are fun, interesting and packed with activity. They are taught most effectively and teachers and teaching assistants make sure the work is challenging for all groups in the class.
- Children in Reception are enthusiastic learners who have many opportunities to choose their own activities indoors and out and to complete work that is led by an adult.
- The curriculum is rich, relevant and rewarding. Sports, swimming and physical education hold a key place in the curriculum and help pupils develop an exceptional understanding of how to live healthily. Art, drama and music are valued and appreciated by the pupils.
- Parents are particularly impressed by the exceptionally good care, guidance and support for pupils. The pupils are known as individuals and their work is highly personalised. The safeguarding of pupils is outstanding.
- All leaders and governors are ambitious in their aims for the school. There is tireless work to eliminate weaknesses. Morale is high and staff feel valued.
- The promotion of community cohesion has been improved substantially and is first rate. Pupils have an excellent grasp of the lives of people in the village, across Britain and abroad.
- Governors keep a close and successful watch to ensure statutory requirements are met in full. They also check carefully that every pupil has the same excellent opportunities to benefit from their time at Rangeworthy.

There is one key area where staff and governors recognise further improvements can be

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made.

- In recent years, pupils' progress in writing has not always kept up with that in reading, mathematics and science. Improvements have been made which are resulting in better standards in writing. Pupils' technical writing skills are now good but work has still to be completed to ensure what is written is consistently fluent, expressive and interesting. The marking of pupils' work often shows where such improvement can be made, though pupils do not always have opportunities to show how they have responded to the suggestions.

What does the school need to do to improve further?

- In order to maximise standards of writing, improve its fluency, expressiveness and appeal to readers by:
 - using other subjects to foster vivid writing
 - giving pupils more opportunities to discuss the progress they are making and to respond in writing to teachers' comments in their books.

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

Lessons are productive and purposeful and so the pupils build skills, knowledge and understanding at a rapid rate. They are eager to learn and to support each other in their learning. Over the course of the school year, their work in books improves in quantity, depth and presentation. Pupils' writing has not been as strong as other basic skills, but is developing well. The individual needs of pupils are met very successfully, which enables pupils of all ability levels, including those with special educational needs and/or disabilities, to make outstanding progress. Some pupils have made as much progress in one year as pupils are generally expected to show in two.

Pupils are enthusiasts for school and the sense of enjoyment and achievement is very marked. They lose little time in starting work in each lesson and checking their targets for that session. They usually meet the targets before the lesson ends and by the end of Key Stage 2, the quality of their work is better than is usually found for their age. There are high standards in sport, swimming and art, as shown by pupils' many certificates and trophies and the school's national and local awards for excellence in a number of spheres.

Pupils strive hard to help and work with others. They have an excellent appreciation of, and involvement in, the village community. They reflect on what is appealing or special and benefit greatly from the school's Church of England heritage. Their attendance is good and there is no persistent absence. Their outstanding academic progress and strong development of personal qualities prepare them exceptionally well for later life.

These are the grades for pupils' outcomes

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

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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	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1

How effective is the provision?

Lesson observations show that the quality of teaching is consistently effective in all parts of the school. This is reinforced by the quality of work presented in pupils' books. Pupils in Years 5 and 6, for example, were spurred to excellent work in their spooky-writing session because, from the first, they managed their own learning, worked independently and sensibly, and constantly reviewed their targets and progress towards them. The resulting work was well presented, spelled accurately and grammatically complex. Much was evocative and made for compulsive reading. This lesson was at the pinnacle of quality.

Very occasionally, teachers talk to the class for too long at the start of a lesson and progress wavers. Once the pupils actually get down to the tasks set for individuals or groups, their progress accelerates dramatically. This is bolstered when the staff ask pupils for their opinions on how well they are doing. At such times, the work becomes very personal and pupils' ambition to succeed is redoubled. School leaders recognise that the consistency of such motivating self-evaluation could be increased.

The school has developed an extensive and valuable curriculum, often drawing on its very strong partnership with local schools. The central place of information and communication technology is very obvious and pupils are developing very good skills in the subject. The enrichment of the curriculum is strong, including a full programme of out-of-school activities, visits and visitors who share their expertise with pupils.

All pupils, whatever their backgrounds or needs, are welcomed into school. All settle well to their work because they are cared for very effectively. Vulnerable pupils do well in school and receive support which is tailored sensitively to their needs.

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These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
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 school's partnership with parents is steadfast and they hold very positive views of the school's performance. Its partnerships with others are also strong and ever widening, as in the case of the excellent promotion of pupils' understanding of the cultures, faiths and lifestyles of people in different parts of Britain. Safeguarding of pupils is exceptionally well managed and all requirements were fully met at the time of the inspection.

The school has robust systems to check how well pupils are progressing and the quality of its work. The outcomes of such checks are used to pinpoint crucial priorities for improvement, ensure there is no discrimination on any grounds and also to establish how effective subsequent improvement work is proving. All staff and the governors are involved fully in such work. They make a very strong team whose positive approach to challenges sets a very good model for the pupils. Thus, the pupils also want to succeed and are not put off by initial difficulties. Perseverance is common to the adults and pupils alike.

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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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	1

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The effectiveness with which the school deploys resources to achieve value for money	1
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Early Years Foundation Stage

The children very quickly adjust to the different demands of school life and, because their time is fun and exciting, they rapidly pick up speed in building skills and knowledge in all six areas of learning. They were observed on several occasions to relish taking on the role of police officers. Even the burglars were having fun when they were fingerprinted and their details taken. The children telephoned for support, wrote crime reports, arrested suspects and detained them in the police station. In this play, their quality of speaking and listening was good, with confident and expressive talk. This was encouraged by the very effective questioning, commenting and assessment by the adults.

The work for Reception children is very well integrated with that for the Year 1 pupils in the same class. It also allows the children to build independence in learning and to make and show their choices from a wide range of activities. The leadership of the Early Years Foundation Stage has very effectively ensured that what the children do in school is related strongly to their individual needs. Accordingly, the provision for children's learning and development and their welfare needs is outstanding.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Nearly every parent or carer of pupils at the school responded to the questionnaire, which is a very high proportion. They were unanimous that their children enjoy school, teaching is good, they are helped to support their children's learning, the school meets the needs of all children and that it is well led and managed. All also said they were happy overall with what the school does for their children.

There were a few concerns about the management of behaviour and about the progress their children are making. Inspectors judge that behaviour is outstanding and that if there is any behaviour that does not meet the high expectations of staff and the other pupils, it is dealt with very successfully. Inspectors also judge that pupils make outstanding progress. They agree with all the positive thoughts of parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rangeworthy CofE Primary 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 13 statements about the school.

The inspector received 39 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	74	10	26	0	0	0	0
The school keeps my child safe	33	85	6	15	0	0	0	0
The school informs me about my child's progress	22	56	11	28	4	10	0	0
My child is making enough progress at this school	19	49	11	28	4	10	0	0
The teaching is good at this school	26	67	13	33	0	0	0	0
The school helps me to support my child's learning	20	51	19	49	0	0	0	0
The school helps my child to have a healthy lifestyle	22	56	15	39	2	5	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)	19	49	17	44	0	0	0	0
The school meets my child's particular needs	17	44	20	51	0	0	0	0
The school deals effectively with unacceptable behaviour	15	39	16	41	2	5	3	8
The school takes account of my suggestions and concerns	14	36	19	49	2	5	1	3
The school is led and managed effectively	23	59	16	41	0	0	0	0
Overall, I am happy with my child's experience at this school	27	69	12	31	0	0	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.



26 October 2009

Dear Pupils

Inspection of Rangeworthy CofE Primary School, Bristol, BS37 7ND

Thank you for welcoming us to your school and for sharing your thoughts and ideas about it. This helped us to make our judgements about the school.

- You make outstanding progress and reach above average standards.
- Children in Reception thoroughly enjoy school and they work really well.
- Your behaviour is excellent and you work hard and play together very happily.
- You are really well taught and your lessons are fun and interesting.
- There is expert leadership and management of your school.
- You are extremely well cared for and given very valuable advice to help you learn quickly.
- The school works very effectively with your parents and carers to make sure your education is successful.

We think there is one main area where the school can improve.

- Your writing could be top quality more often. You should have more opportunities to talk about your work and to write more frequently across a range of subjects.

We know that you will help your teachers make these improvements. As a start, you could write a letter to your parents telling them what the inspection of your school was like.

I wish you every success in your time at school.

Yours faithfully

David Carrington

Lead Inspector

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