

# Inspection of Range High School

Stapleton Road, Formby, Liverpool, Merseyside L37 2YN

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Inspection dates: 22 and 23 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Most pupils and students in the sixth form who spoke with inspectors are proud of their school. Staff foster positive relationships with pupils. Pupils are usually polite and courteous towards others. They respect the differences between people. Pupils feel safe. They said that there is always an adult they can talk to if they are worried about anything. Pupils reported that, if bullying occurs, staff deal with it quickly.

Pupils are now learning more than they did in the past. This is because leaders have raised their expectations of pupils' behaviour and their achievement. Pupils' behaviour is positive most of the time. In lessons, most pupils concentrate and work hard. Pupils socialise well in the playground and in the dining hall.

Pupils' and students' learning is enhanced by trips and visits. They participate in the Duke of Edinburgh's Award scheme and the World Challenge. These schemes widen their experiences beyond the local area. Pupils and students organise food-bank collections and raise money for charities. They enjoy taking part in clubs such as the dance, photography and inclusion clubs. Students in the sixth form support pupils in different subjects and lead whole-school assemblies.

The vast majority of parents and carers are very positive about the school. Many said that the school has improved since the previous inspection.

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

Leaders and trustees have improved most aspects of the school's work. Pupils now follow a curriculum that is more ambitious than the one that was previously in place. The proportion of pupils taking the English Baccalaureate suite of subjects is rising because more pupils are choosing to study modern foreign languages in key stage 4. Students in the sixth form are able to choose academic and vocational courses that help them to prepare for employment opportunities in the local area. Students in the sixth form continue to achieve well.

Most subject leaders have carefully identified the important knowledge that they want pupils to know and the order in which it is to be taught. This allows teachers to design learning that helps pupils to build on what they already know and can do. Pupils across the school achieve well across a wide range of subjects. They are well prepared for the next stage of their education.

Teachers use their strong subject knowledge to provide clear explanations when they introduce new learning. This helps pupils and students to gain an accurate understanding of key concepts and ideas. In key stage 4 and in the sixth form, teachers use a range of assessment strategies effectively to check that pupils and students have learned the knowledge in the curriculum. However, in some subjects in key stage 3, assessment information is not used as well as it could be to identify misconceptions or to plan for the next steps in pupils' learning.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) swiftly. Leaders ensure that teachers receive helpful information about the needs of pupils with SEND. Teachers are well trained and ensure that these pupils receive appropriate support in class. Most pupils with SEND learn well as they move through the school.

Reading is a priority for leaders. Pupils are provided with more opportunities to develop their reading knowledge than in the past. Many subjects place a strong emphasis on developing subject-specific terminology. However, leaders have not ensured that staff are well equipped to support pupils who are in the early stages of learning to read. As a result, these pupils do not benefit from the support that they need to become confident and fluent readers who are able to access the full curriculum.

Staff and pupils share the view that behaviour has improved. Leaders have introduced a new behaviour policy that is understood by pupils and followed closely by teachers. Pupils reported that lessons are rarely disrupted. Pupils' behaviour in corridors is generally calm. Pupils who struggle to manage their behaviour receive effective support to keep their emotions in check. Students in the sixth form demonstrate exemplary behaviour. They are credible role models for the younger pupils in the school.

Leaders promote pupils' understanding of citizenship, including democracy, the rule of law and tolerance. Pupils learn about different faiths and cultures. This helps them to appreciate the diversity within the modern world. Pupils enjoy taking part in a wide range of sports. Leaders and staff give due regard to pupils' and students' physical and mental health. However, in key stage 4 and in the sixth form, some aspects of the curriculum relating to healthy relationships and consent are not taught in sufficient depth. This means that some pupils and students are not as well prepared as they could be for their future lives.

Pupils and students enjoy taking on leadership roles. For example, pupils act as litter-picking supervisors and check that the school site is tidy and in good order. Leaders provide high-quality careers education and guidance for pupils and students. Almost all pupils in Year 11 and students in the sixth form move on to education, employment or training.

Staff feel valued and supported by leaders and trustees. They enjoy working at the school and morale is high. Staff know that leaders consider their workload and well-being when deciding to make changes at the school.

Governance has been strengthened with many new trustees who have a range of skills and expertise. Trustees hold senior leaders and subject leaders to account. Trustees know the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant. They receive regular training and updates in safeguarding. Staff know how to identify the early signs of abuse or neglect. They know how to report concerns. Leaders act on concerns promptly. They work well with families and other agencies to get pupils the help that they need. Pupils learn how to keep themselves safe online. They learn about the risks, such as peer-on-peer abuse, through the curriculum and from visitors to the school, such as the police.

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

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

- Teachers do not use assessment information well enough in some subjects, especially in key stage 3. This means that they are not alert to gaps in pupils' learning or any misconceptions that pupils hold. Some pupils' learning is less secure as a result. Leaders should ensure that all staff who teach pupils in key stage 3 have the knowledge and expertise to use assessment strategies effectively to enable pupils to know and remember more.
- Some pupils struggle to read with fluency and accuracy. Staff are not suitably equipped to support pupils who find reading difficult. As a result, pupils are not able to access the curriculum as well as they should. Leaders should ensure that staff have the skills and knowledge to ensure that pupils quickly catch up and become fluent and confident readers.
- Healthy relationships and consent are not taught in enough depth in key stage 4 and in the sixth form. This means that some pupils and students do not gain the knowledge that they need. Leaders should ensure that this area of the personal development curriculum is coherently designed and delivered so that pupils and students are better prepared for their future lives.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137612
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10216071
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,126
<b>Of which, number on roll in the sixth form</b>	226
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jim Rimmer
<b>Headteacher</b>	Michael McGarry
<b>Website</b>	<a href="http://www.range.sefton.sch.uk">www.range.sefton.sch.uk</a>
<b>Date of previous inspection</b>	27 and 28 November 2018, under section 5 of the Education Act 2005

## Information about this school

- There have been some changes in staffing and leadership since the previous inspection. The current headteacher took up post on 1 September 2019. In addition, two new assistant headteachers have also been appointed.
- There have also been changes to governance. This includes the appointment of six trustees and a new chair of the board of trustees.
- School leaders use three alternative providers for a very small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school is a standalone academy.

## Information about this inspection

Inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, other senior leaders, subject leaders, staff and six trustees, including the chair of the trust. An inspector held a telephone call with a representative of the local authority.
- Inspectors spoke to many pupils and students about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' and students' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff, pupils and students to check how effective safeguarding is in the school. An inspector held telephone calls with representatives of two alternative providers.
- Inspectors carried out deep dives in art and design, English, geography, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils and students about their learning and looked at samples of pupils' and students' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to the pupil and staff surveys.

## Inspection team

Ahmed Marikar, lead inspector	Her Majesty's Inspector
Christine Veitch	Ofsted Inspector
Thomas Fay	Ofsted Inspector
Amanda Downing	Her Majesty's Inspector
Tuesday Humby	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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