

Range High School

Address: Stapleton Road, Formby, Liverpool, Merseyside, L37 2YN

Unique reference number (URN): 137612

Inspection report: 23 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Typically, pupils attain in line with the average in national examinations at the end of key stage 4 and key stage 5. In a small number of subjects, some disadvantaged pupils do not achieve as well as their national peers in these examinations. Currently the work disadvantaged pupils produce is in line with their classmates.

Most pupils achieve well across all subjects, including in English and mathematics. Pupils who may need support to develop how well they read, write and develop their number skills receive the help they need. This means they generally catch up by key stage 4. Pupils with special educational needs and/or disabilities achieve well from their starting points. This includes in national examinations and in the high standard of work they produce.

Increasingly, pupils and students leave school with the knowledge and skills they need to move on to appropriate education, training or employment.

Attendance and behaviour

Expected standard 

In recent years, leaders have embedded effective systems to make sure that pupils attend school regularly. This means that pupils now attend school in line with rates of attendance nationally. Rates of attendance are improving, this includes for disadvantaged pupils. Where pupils may have barriers to how often they attend, including for those with special educational needs and/or disabilities, leaders have introduced impactful processes to support pupils. Consequently, the number of pupils who are persistently absent is reducing.

Leaders have created meaningful structures to improve how well pupils behave. Staff and pupils understand these clear expectations. This means that pupils are kind, respectful and generally settle quickly to their learning. Older pupils value the improvements to the atmosphere for learning. They can now fully focus on their work in lessons. Leaders have curated help for pupils, who may find it difficult to meet their expectations. This includes for pupils with special educational needs and/or disabilities. Bullying of any kind is not tolerated here. Staff quickly deal with any incidents that arise. They provide pupils with helpful guidance following any issues with unkindness.

Curriculum and teaching

Expected standard 

Leaders have improved the curriculum since the previous inspection. This is particularly the case for key stage 3. The curriculum is now logically sequenced across all subjects and year groups. Leaders have a clear understanding of where teaching is most effective in school and where further development is required.

Teachers are masters of their subjects. They know the pupils very well. Teachers use the information they have about pupils to carefully craft learning activities. This means that pupils receive the right help to support them to strive for their potential. Teachers use their knowledge to break down complex tasks for pupils. Typically, teachers routinely check what pupils know. They then make careful tweaks to their delivery to help pupils grasp concepts

that may otherwise have been tricky. This includes for disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders have embedded effective processes to identify any pupils, who may have barriers to how well they can read. They make sure that these pupils have the right help to develop their reading fluency. This is also the case for pupils who may struggle with writing and number skills.

Inclusion

Expected standard 

Leaders have implemented processes to identify and check that pupils who have barriers to their learning are known to staff. This allows teachers to make meaningful adaptations in lessons. Typically, pupils with special educational needs and/or disabilities progress well from their starting points. That said, sometimes leaders do not rigorously track the academic progress of these pupils.

Leaders provide opportunities for disadvantaged pupils to achieve well. These pupils are well known to staff. Teachers give bespoke guidance to these pupils. Generally, the work they produce is of high quality. Leaders make thoughtful use of the additional funding provided for disadvantaged pupils. For example, they fund trips and travel passes when required.

Staff liaise effectively with a range of external professionals. As a result, pupils known to social care receive the right level of support at the right time. This is also true for the increasing number of pupils, who travel great distances to attend Range High School.

Leaders make impactful use of alternative provision for some pupils. On the whole, these pupils thrive with this support. Leaders make sure that pupils' best interests are at the forefront of their decisions.

Leadership and governance

Expected standard 

Leaders, including trustees and governors, know what is going well and areas where further improvement is needed. School leaders, with support from the trust, take effective action to make relevant changes. For example, leaders' actions to develop the curriculum across key stage 3 mean that pupils now build knowledge fluently across subjects. Leaders' actions to improve how well pupils attend school has resulted in increased rates of attendance. Leaders' work to develop assessment strategies means that pupils benefit from more consistency in how well teachers know what they know.

Leaders have developed a family feel with staff, parents and carers and the wider community. They quickly build relationships with families, when pupils arrive at school later in their educational journey. This helps new pupils to settle into school life quickly.

Trustees and governors bring a wealth of knowledge to the school. They provide appropriate support, including for leaders' wellbeing. At times, however, trustees and governors do not robustly check on the information provided by school leaders thus limiting somewhat their role in driving continuous improvement.

There is effective training in place for staff. Leaders make sure this programme supports pupils' learning. For instance, this training has recently developed teachers' awareness of pupils' potential vulnerabilities. It has provided them with the tools to support these pupils well. Staff appreciate this. They are safe in the knowledge that their wellbeing is a priority for leaders. Leaders make changes in collaboration with the trust and staff. They ensure improvements are timely and manageable for staff.

Personal development and wellbeing

Expected standard 

Leaders have implemented a well-designed personal development curriculum. It promotes the school's ethos of ensuring that all pupils are cared for and receive the support they need. Leaders have prioritised pupils' understanding of the wider world. They make sure that every pupil completes an accredited citizenship course in Year 10. This means that pupils understand how to conduct themselves in wider society. This includes understanding and embracing different faiths, cultures and respecting people's different backgrounds and identities, including those protected by law. Some pupils attend the dedicated LGBTQ+ club. They say they are free to be themselves in school.

Pupils with special educational needs and/or disabilities benefit from the taught personal, social, health and economic education curriculum. Leaders skilfully adapt the programme to make sure it is accessible for pupils, who may need slight changes to how it is taught. That said, leaders do not make sure that pupils at alternative provision have full access to the offer available to pupils in school.

Leaders listen to pupils. They take their views into account when they make decisions. For example, pupils' views were sought when changes were made to the toilets in school. The pupil council works closely with the wider school to make sure every pupil has a voice.

Pastoral support is effective. Leaders know how to look out for any pupils, who may have barriers to their wellbeing. They use impactful counselling, therapeutic sessions and draw on external professional support to help these pupils.

The school's enrichment offer fosters confidence and resilience. Pupils know there are numerous opportunities for them to develop their talents and interests. For example, the Duke of Edinburgh's Award, puzzle club, debate club and a wide range of sporting and drama clubs are available.

Pupils know what they need to do to move on to their chosen career path. This is because leaders have embedded appropriate careers advice and guidance.

Post-16 provision

Expected standard 

Leaders have crafted and embedded an ambitious programme of study in the sixth form. They carefully review and adapt this to suit the needs of students. For instance, there are more vocational subjects on offer now. Students can choose from a broad range of subjects. Leaders balance students' academic focus with a nurturing environment, where students feel safe and well cared for.

Teachers in the sixth form have a deep understanding of their students. They use this information to enable students to reach their academic potential. Students relish the bespoke support they receive. This includes students with special educational needs and/or disabilities. They say this is why they were keen to stay at Range High. Mostly, students attain well in national examinations at the end of key stage 5.

Students have high-quality careers guidance. They encounter the world of work with work experience placements in Year 12. Students also have regular encounters with universities and training providers. This helps them to make informed choices about their next steps. As a result, students generally go on to appropriate training, education or employment, when their time in the sixth form ends. Wider opportunities support students to strengthen their leadership skills. They work closely with younger pupils and provide support and mentoring for pupils who may otherwise find school tricky.

What it's like to be a pupil at this school

Pupils enjoy coming to school, and attendance rates are improving. They know that staff are ready to welcome them each day, and it really is a 'school where children flourish'. Pupils have a sharp understanding of how to keep themselves safe online and in their local community. They understand the importance of healthy relationships.

Generally, pupils are courteous in school. They share positive friendships with their peers. Pupils understand the clear school routines of 'ready, respectful and safe'. They have positive relationships with staff. Pupils appreciate the support on hand if they have any worries or problems. Staff know pupils with challenges very well. Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, receive the help to achieve their potential.

Lessons are mostly settled spaces, where pupils can concentrate and benefit from an overall well-taught and ambitious curriculum. Usually, pupils achieve in line with averages in national examinations at the end of key stage 4 and key stage 5. Most pupils are proud of the work they produce in their lessons. They are keen to share their progress with visitors. Pupils value the advice their teachers provide to help them to develop their knowledge.

Bullying is rare. Pupils know they can report any incidents to staff. They know that it will be dealt with promptly.

Sixth-form students are ambassadors for the school. They act as role models for younger pupils. Their contributions to the wider school are admirable, for example leading assemblies and providing mentoring programmes for younger pupils.

Pupils benefit from the wide range of activities, clubs and experiences on offer. Many pupils participate in clubs, such as 'pride and pastry', choir, anime club and athletics. Pupils know there is something for everyone.

Next steps

- Leaders should continue to sharpen the systems they have in place to monitor the effectiveness of their actions. They should use this information to continue to drive improvements across all areas.
 - Leaders should continue to develop the processes in place to support pupils with barriers to learning or wellbeing, including pupils with special educational needs and/or disabilities and disadvantaged pupils. They should ensure that this leads to sustained improvements in how regularly these pupils attend school and achieve their academic potential.
-

About this inspection

This school is part of Southport Learning trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Raikes, and overseen by a board of trustees, chaired by Stuart Bellerby.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with headteacher, the CEO, the chair of the trust, and members of the local governing committee, including the chair, during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently makes use of 13 alternative provisions, including 11 that are unregistered.

Headteacher: Michael McGarry

Lead inspector:

Helen Fowler, His Majesty's Inspector

Team inspectors:

Nick Lowry, Ofsted Inspector

Derek Yarwood, Ofsted Inspector

Sue Farrimond, Ofsted Inspector

Helen McGarry, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

1,021

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,229

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

15.50%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.57%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

30.26%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	39.1%	45.4%	Close to average
2023/24 (final)	48.5%	45.9%	Close to average
2022/23 (final)	53.6%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	44.2	46.1	Close to average
2023/24 (final)	46.3	45.9	Close to average
2022/23 (final)	48.3	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.15	-0.03	Close to average
2022/23 (final)	-0.28	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	18.5%	25.8%	Close to average
2023/24 (final)	22.7%	25.8%	Close to average
2022/23 (final)	38.1%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	29.6	34.9	Below
2023/24 (final)	31.8	34.6	Close to average
2022/23 (final)	37.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.21	-0.57	Below
2022/23 (final)	-0.58	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	18.5%	53.1%	-34.6 pp
2023/24 (final)	22.7%	53.1%	-30.4 pp
2022/23 (final)	38.1%	52.4%	-14.3 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	29.6	50.4	-20.8
2023/24 (final)	31.8	50.0	-18.2
2022/23 (final)	37.8	50.3	-12.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.21	0.16	-1.37
2022/23 (final)	-0.58	0.17	-0.75

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	93%	92%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	98%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	33.66	35.00	Close to average
2023/24 (final)	35.54	34.38	Close to average
2022/23 (final)	29.61	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.1	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.6%	8.4%	Close to average
2023/24 (3 term)	10.4%	8.9%	Above
2022/23 (3 term)	10.5%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	25.1%	23.4%	Close to average
2023/24 (3 term)	28.5%	25.6%	Close to average
2022/23 (3 term)	28.4%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright