

The Grange School

Address: Redvers Road, Christchurch, Dorset, BH23 3AU

Unique reference number (URN): 141378

Inspection report: 28 April 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 

Pupils typically progress well through the curriculum at all key stages. This is reflected in the quality of their work and responses. In particular, those pupils who join the school with lower starting points achieve well when compared to similar pupils nationally. The high proportion of pupils with special educational needs and/or disabilities makes suitable progress and build their independence. Post-16 students typically achieve the qualifications they need to progress to their chosen destinations.

Pupils generally secure the qualifications that they need in both English and mathematics GCSEs. This is reflected in published outcomes, which are typically in line with national averages. This is also the case for the high proportion of disadvantaged pupils at the school. For example, disadvantaged pupils perform well in science qualifications, achieving at least in line with national averages in recent years. Overall, pupils are ready for their next stage of education, employment or training.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They make appropriate decisions and take action to make improvements where they are required. For example, they have sharpened teachers' focus on the most important language and vocabulary that pupils need to learn.

Pupils learn an ambitious and balanced curriculum. Leaders have ensured that the curriculum is planned to build pupils' knowledge step by step. Most teachers have the subject knowledge that they need to implement the curriculum effectively. However, on occasion, they do not check pupils' depth of knowledge and understanding effectively. As a result, they do not consistently adapt teaching to build on what pupils already know and can do.

Leaders understand the importance of improving pupils' essential skills, such as reading. There is a suitable programme to support pupils who have not secured these foundations. Staff are aware of the support needed by these pupils and typically make suitable adjustments to their teaching.

Leaders and staff know pupils' needs. Teachers typically adapt teaching approaches appropriately to meet pupils' needs. Consistent routines and ways of presenting new information benefit all pupils, for example, including those who face barriers to learning.

Inclusion

Expected standard 

Leaders identify and assess pupils' needs accurately. For example, leaders gather information about pupils before they join the school to establish the support that they need. For pupils with special educational needs and/or disabilities (SEND), leaders plan appropriate support and share useful information with teachers. Leaders check that staff use

this information to adapt their teaching. On the whole, teaching reduces barriers to pupils' learning.

Leaders provide useful training for staff on how to meet pupils' needs. For instance, they keep staff abreast of the changing needs of pupils known or previously known to children's social care services. Leaders work with families and external agencies to review and adapt strategies for pupils with SEND. By monitoring pupils' progress, leaders establish the effectiveness of their interventions and strategies. This includes the use of additional funding, which leaders employ effectively to support disadvantaged pupils.

Leaders use alternative provision appropriately to meet pupils' needs. They keep provision under review and make changes if necessary. This helps to ensure that it has the intended impact. Leaders work effectively with the virtual school to support the achievement and sense of belonging of children in care.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and where they need to make improvements. They prioritise the right actions, such as strengthening the curriculum and enhancing the quality of teaching. The school's professional learning programme has a positive impact on teachers, including those who are new to the profession. The programme has improved teachers' understanding of how to meet pupils' needs, such as those who join the school with lower academic starting points.

Leaders and those responsible for governance take decisions in the best interests of pupils. They share a strong understanding of the school's context, particularly the high number of disadvantaged pupils and those with special educational needs and/or disabilities. Leaders have focused sharply on improving provision for pupils who face barriers to their learning. This work is having a positive impact on pupils.

Those responsible for governance hold leaders to account. They ensure statutory duties are fulfilled and provide suitable support and challenge. For example, they gain insights into the experiences of pupils who face barriers to their learning. They also ensure that leaders evaluate how additional funding is used to support disadvantaged pupils.

Staff are positive about leaders' support for their workload and wellbeing. Leaders and those responsible for governance ensure that this support remains a priority.

Personal development and wellbeing

Expected standard 

Leaders have designed an appropriate personal, social and health education curriculum, including relationships and sex education. Pupils learn about important features of positive relationships, such as communication and trust. Topics such as water, fire and railway safety help pupils' understanding of how to keep safe in their local context. They equally learn how to keep safe online. Pupils are confident accessing pastoral support if they need it.

Pupils develop their understanding of fundamental British values, such as respecting and celebrating diversity. They know the characteristics protected by law, such as religion and

sexuality. Pupils learn about how to make a positive contribution to society, including raising money for charities and helping others in the local community.

Pupils receive helpful careers information and guidance. Leaders evaluate this provision and make improvements as required. Pupils participate in work experience activities and learn about the range of educational and vocational options available to them in the future. This includes higher and further education and technical apprenticeship routes. Leaders ensure that pupils with special educational needs and/or disabilities receive enhanced careers support.

There is a wide range of activities for pupils to develop their talents, interests and skills. For example, pupils perform in the school musical, and some pupils gain the Duke of Edinburgh's Award. All younger pupils have the opportunity to learn a musical instrument. These opportunities build pupils' confidence and resilience. Other pupils enjoy representing the school in sports teams or attending pickleball or fantasy games clubs.

Leaders monitor pupils' involvement in wider activities. They generally take effective steps to remove barriers for pupils. This has increased pupils' participation. However, leaders have not ensured that all pupils benefit from this wider programme of experiences as much as they could.

Post 16 provision

Expected standard 

Leaders have a good understanding of the quality and suitability of the post-16 provision. For example, they have recently strengthened the careers education and personal and social programmes. Leaders adapt study programmes to reflect contextual factors and local need. For instance, they introduced a unit on sports leadership to meet the needs and aspirations of students.

Students generally achieve well. This is reflected in the quality of their work and their exam performance. Teachers check students' understanding and make changes to their approach when necessary. This ensures they remedy any gaps in students' knowledge. Leaders and staff make suitable adaptations for post-16 students who face barriers to learning, such as those with special educational needs and/or disabilities.

Students progress well through the curriculum and gain the qualifications that they need. They are well prepared for their next steps in education, training or employment.

Leaders ensure that students have a suitable programme of opportunities beyond their academic studies. This includes a curriculum about health, safety and preparedness for adulthood. Post-16 students make a positive contribution to the wider life of the school. For example, they take on leadership responsibilities for coaching school football teams and lead campaigns to raise money for charity.

Needs attention

Attendance and behaviour

Needs attention 

Pupils' absence is consistently above the national average. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders are taking steps to help pupils improve their attendance. Some strategies have started to have a positive impact. However, much of the school's work to raise attendance is in its early stages. As a result, it is too soon to evaluate whether it is having a sustained impact on pupils' attendance.

Leaders have raised their expectations of pupils' behaviour. Pupils typically behave well around the school and in lessons. Most have positive attitudes to learning. Staff generally apply behaviour policies and procedures effectively. Leaders typically ensure that pupils with SEND receive the adaptations that they need. This is reflected in the significant reduction of the number of pupils with SEND who are suspended more than once.

Pupils know that bullying and other forms of abuse, including discriminatory behaviour or language, are wrong. Pupils are confident that staff will resolve any such matters quickly and effectively. Staff are caring and build warm relationships with pupils. This helps pupils to feel safe and confident to speak to an adult if they are worried.

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

Many pupils are happy to come to school and enjoy their learning. Pupils make good progress through the curriculum because of the effective teaching that they receive. As a result, pupils are generally ready for their next steps.

On the whole, pupils' performance in examinations is broadly in line with national averages over time. For example, pupils typically secure the qualifications that they need in both their English and mathematics GCSEs.

Many pupils who attend the school are disadvantaged or have special educational needs and/or disabilities. Pupils who face these barriers to their learning typically receive the support that they require to meet their needs.

Staff quickly develop positive relationships with pupils when they join the school. This helps pupils develop a sense of belonging. Pupils appreciate opportunities to be part of a group or team. For example, some pupils sing in the choir or perform in the school musical. Some pupils benefit from broader opportunities, such as performing in London or taking part in residential activities.

Most pupils behave well and have positive attitudes. Pupils feel safe in school and are confident that leaders and staff will deal with any bullying issues quickly and effectively. However, pupils' rate of attendance is consistently below national averages. Consequently, some pupils miss opportunities to learn and benefit from the wider experiences on offer.

Pupils are well-prepared for life in modern Britain. They learn about the importance of respect and tolerance and how to be a positive member of the community. Pupils are proud to hold leadership positions, such as head boy, head girl or a house captain. Sports leaders equally make a positive contribution to the life of the school.

Next steps

- Leaders should reduce levels of absence and persistent absence so that pupils maximise their opportunities to learn and benefit from the school's wider opportunities.
 - Leaders should ensure that teaching consistently checks pupils' knowledge and understanding and adapts to build on what pupils already know and can do.
 - Leaders should ensure that the wider personal development programme has a consistently positive impact on all pupils, including those who face barriers to their learning and/or wellbeing.
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About this inspection

The school is part of Twynham Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Morris, and overseen by board of trustees, chaired by Michael Turvey.

The head of school is Laura Concar.

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 school leaders, teachers, pupils and trustees during the inspection.

The inspectors confirmed the following information about the school:

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 school makes use of 13 alternative provisions, including 10 that are unregistered.

Matthew Woodville: Executive Headteacher

Lead inspector:

James Oldham, His Majesty's Inspector

Team inspectors:

Mike Foley, Ofsted Inspector

Jonty Archibald, Ofsted Inspector

Sophie Laing, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

470

Well below 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

769

Below 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)

43.91%

Well above average

What does this mean?

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

National average: 28.9%

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

7.87%

Well above 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

23.40%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

Well above 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)	32.9%	45.4%	Below
2023/24 (final)	52.6%	45.9%	Close to average
2022/23 (final)	34.6%	45.3%	Below

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)	36.3	46.1	Below
2023/24 (final)	44.8	45.9	Close to average
2022/23 (final)	36.9	46.3	Below

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)	0.27	-0.03	Above

Year	This school	National average	Compared with national average
2022/23 (final)	-0.30	-0.03	Below

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)	12.2%	25.8%	Below
2023/24 (final)	57.7%	25.8%	Above
2022/23 (final)	16.7%	25.2%	Close to average

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)	26.1	34.9	Below
2023/24 (final)	41.8	34.6	Above
2022/23 (final)	31.7	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)	0.12	-0.57	Above
2022/23 (final)	-0.49	-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)	12.2%	53.1%	-40.9 pp
2023/24 (final)	57.7%	53.1%	4.6 pp
2022/23 (final)	16.7%	52.4%	-35.8 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)	26.1	50.4	-24.3
2023/24 (final)	41.8	50.0	-8.2
2022/23 (final)	31.7	50.3	-18.6

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)	0.12	0.16	-0.05
2022/23 (final)	-0.49	0.17	-0.66

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)	85%	92%	Below
2022 leavers (revised)	91%	93%	Average
2021 leavers (revised)	84%	94%	Below

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)	15.7%	8.4%	Above
2023/24 (3 term)	17.2%	8.9%	Above
2022/23 (3 term)	14.4%	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)	40.5%	23.4%	Above
2023/24 (3 term)	45.3%	25.6%	Above
2022/23 (3 term)	46.8%	26.5%	Above

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.

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