

Ranelagh Primary School

Inspection report

Unique Reference Number	102732
Local Authority	Newham
Inspection number	376758
Inspection dates	28–29 November 2011
Reporting inspector	David Shepherd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Shirley Morgan
Headteacher	Angela Tapscott
Date of previous school inspection	26 June 2007
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors who observed 27 lessons led by 21 different teachers. Meetings were held with the senior staff, a group of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 84 parents and carers, 16 staff and 99 pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why, according to data, do boys not achieve as highly as girls in reading and writing?
- How consistently effective are teaching and assessment throughout the school?
- How effective is the monitoring and evaluation carried out by subject coordinators in improving pupils' progress and attainment?

Information about the school

This school is larger than most primary schools. The proportion of pupils from minority ethnic backgrounds is above average, as is the proportion of pupils who speak English as an additional language. The main minority ethnic groups are Asian, Black African and any other White. Over 40 different home languages are spoken by pupils, with the main one being Bengali. An above-average proportion of pupils has special educational needs and/or disabilities. A higher-than-average proportion of pupils is known to be eligible for free school meals. The Early Years Foundation Stage consists of one Nursery class and three Reception classes. The deputy headteacher, three assistant headteachers and 12 subject coordinators have been appointed to their roles since January 2010. Pupil mobility is above average. The school has gained an International Schools Award and a Quality Mark award.

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?

3

The school's capacity for sustained improvement

3

Main findings

Ranelagh Primary School provides a satisfactory education for its pupils. As a result, pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make satisfactory progress. There are strengths in the school. Children get off to a good start in the Early Years Foundation Stage. Relationships between adults and pupils are good and this promotes pupils' good behaviour and their willingness to make positive contributions around the school. Pupils are looked after well and this helps them to feel safe. They are adopting healthy lifestyles because the school emphasises this aspect effectively throughout the curriculum. Children from different backgrounds get on well together and learn to respect the views and customs of and differences between each other. That is appreciated by parents and carers and expressed by the parent who wrote 'The school is one of the best in East London, with the best teachers and staff.' Links with parents and carers are also good.

Pupils' attainment at the end of Year 6 is broadly average. In 2011, attainment in mathematics was higher than in reading and writing. That is because teachers do not always make sure that pupils understand the meaning of new words and not enough opportunities are provided for pupils to write at length across the curriculum. There are no significant differences in the achievement of boys and girls throughout the school; between pupils known to be eligible for free school meals and other pupils; or between those who speak English as an additional language and those pupils whose first language is English. Any differences in the attainment of those groups varies between different cohorts of pupils, as was the case in Year 6 in 2011, when boys did not achieve as well as girls.

Teaching and learning are satisfactory overall. Some teaching is good and engages and motivates pupils fully in their learning. Technology is used well by staff as a valuable aid to make teaching clear to pupils. Planning indicates the main focus of lessons, but does not always show what pupils at different levels of ability are expected to learn. As a result, work is not always tailored to meet individual needs and this slows down pupils' progress. Teachers and teaching assistants provide good guidance to pupils in their groups, but not enough support is given to pupils working independently and their mistakes are not corrected quickly enough to enable them to make faster progress. Marking is encouraging and provides good guidance for pupils about how to improve, but not enough opportunities are given for them to respond to suggestions made. The curriculum is enriched by a wide variety of additional activities after school and visits to places of interest.

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The headteacher has a clear vision for the school that is shared effectively with senior staff and the governing body. Monitoring and evaluation are carried out mainly by the headteacher and senior staff. Subject coordinators have few opportunities at present to carry out their monitoring and evaluation roles and this limits their impact on teaching and learning across the school. Self-evaluation is accurate and key priorities for improvement are identified. The school's capacity to sustain improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and progress in reading and writing by July 2012 by:
 - providing pupils with more opportunities to write across the curriculum
 - ensuring pupils understand the meaning of new words.
- Ensure greater consistency in teaching and assessment by April 2012 by:
 - indicating in planning what pupils at different levels of ability are to learn in lessons
 - correcting the mistakes of pupils working independently during lessons
 - providing pupils with opportunities to respond to the suggestions made in marking.
- Ensure that the monitoring and evaluation carried out by subject coordinators lead to improved outcomes for pupils by:
 - training subject coordinators further in the techniques of monitoring and evaluation
 - providing opportunities for them to monitor and evaluate outcomes in their areas of responsibility
 - devising and implementing plans that correct the weaknesses identified.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory, given that they start in Year 1 with skills levels that are broadly average, and they progress to the point where test results, as well as standards seen by inspectors in lessons and books, are broadly average. Pupils from all backgrounds and ethnic groups, those with special educational needs and/or disabilities, and those who speak English as an additional language are all developing their basic skills satisfactorily. Pupils are suitably equipped with wider skills and good personal qualities for their future lives.

Pupils enjoy their work and settle down to it quickly. For example, pupils in Year 6 enjoyed working both individually and in pairs investigating patterns in numbers. They discovered the Fibonacci sequence and how it is seen in sunflowers,

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cauliflowers and pine cones. They gasped in amazement when they saw it evidenced in snails, weather patterns and space. Pupils in Year 5 were eager to understand the features of persuasive speech. Using the topical ‘Children in Need’ appeal, pupils searched the given text industriously for features such as powerful verbs, rhetorical questions, emotional language and exaggerations. Most work is presented neatly and is easy to follow, but, occasionally, this is not the case.

Pupils have a good knowledge of and understanding about healthy eating and the importance of regular exercise. They enjoy physical activities in lessons, at playtimes and after school, which helps promote their healthy lifestyles. Pupils make a good contribution to the school and local communities. For example, they carry out tasks in classrooms willingly to make lessons flow smoothly. Year 5 and 6 pupils help as lunchtime monitors, tidying up used trays and cutlery, filling beakers with water, and monitoring healthy snacks. Pupils took the decision to ban crisps from lunch boxes and this promotes healthy lifestyles. Elected pupils represent their peers on the school council. The choir sings in the local community on occasions and at special events at the O2 Arena. Pupils reflect thoughtfully upon some of the broader issues in life, such as why it is important to forgive others.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

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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How effective is the provision?

Lesson preparation and classroom organisation are effective in enabling lessons to flow smoothly. Teachers and teaching assistants support pupils with special educational needs and/or disabilities and those for whom English is an additional language satisfactorily. That helps those pupils in their understanding of particular aspects of their work. However, the support is not always targeted specifically at pupils' individual needs. In the best lessons, teachers provide clear guidance by showing pupils what is expected of them. Targets are set consistently for pupils in reading, writing and mathematics, but, on a few occasions, they are not used rigorously enough to guide pupils in their learning. Occasionally, the introductions to lessons are too long for some pupils to sustain their concentration and the pace of learning in these lessons is not as rapid as in others.

The school, rightly, places a strong emphasis on the basic skills of literacy, numeracy and computer skills in discrete lessons in these subjects. That reflects the impact of the Basic Skills award. In addition, the school provides a wide range of enjoyable experiences and opportunities for pupils, who talk enthusiastically about visits out of school to, for example, a water sports centre, the Houses of Parliament, and Spain and Germany. Themed weeks, such as creative arts week and book week, provide good opportunities also to study topics in depth. From the beginning of this term, the school has developed a creative curriculum that links subjects together in a single topic. There has not been enough time to evaluate fully the impact of this new approach to learning, but early indications are that it is not providing pupils with enough opportunities to consolidate and extend their writing skills in subjects such as history, religious education and science, which would in turn help to raise the standards the pupils reach.

Good arrangements for pupils joining throughout the school ensure that they settle quickly. In replies to the questionnaires, nearly all pupils responded that they were looked after well by staff. Parents and carers agree with that. One parent wrote 'I am really happy that my child attends this school and how happy he is and how he talks about his teacher and other staff in just good words.' Pupils with special educational needs and/or disabilities are identified effectively and suitable provision is allocated to meet their needs. Transition arrangements are good from Reception Year into Year 1 and from Year 6 to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

There is a strong sense of pulling together to achieve goals because the headteacher, ably supported by the deputy headteacher and senior staff, has satisfactorily instilled a sense of ambition and drive to improve the work of the school. It has been a challenging task because of the high level of staff disruption since January 2010. Initiatives such as text messaging, the website, weekly newsletters, parents’ surgeries, parent groups for family literacy, numeracy and learning English, and ‘Triple P’ to support parenting, all help to promote the good relationship with parents and carers. Parents and carers are invited into school on a number of occasions, such as for consultation evenings, special assemblies, and productions.

Governance is satisfactory. The governing body is supportive and enthusiastic for the school to do well. However, it does not challenge the school enough to ensure pupils make sufficient progress in all subjects. Safeguarding procedures are good. Staff and, where required, volunteers are vetted rigorously and records maintained meticulously. In replies to their questionnaire, nearly all pupils, parents and carers, and staff feel that the school provides a safe environment for pupils. Links with medical services and social services help to promote effectively the personal development and well-being of pupils and links with the other schools are having a good impact on outcomes for pupils, especially in themed weeks and the before- and after-school clubs. The school promotes equality satisfactorily for the different groups and tackles any racist behaviour and discrimination effectively. That enables all groups of pupils to achieve satisfactorily. Community cohesion is good. Pupils have a good understanding of their local, national and international communities. The links with schools in Romania, Spain, Turkey, Finland and Hungary through the Comenius Partnership help to promote well pupils’ international understanding. They reflect the impact of the International Schools Award.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start school with skills and abilities that are below the levels typically expected for their age, especially in reading, writing and calculation. Children make good progress from those starting points in all areas of learning. Those with special educational needs and/or disabilities and the many who speak English as an additional language make good progress also, in line with their capabilities, because they are supported effectively in small groups.

Children enjoy their learning and tackle their activities with relish and enthusiasm. Using their knowledge of letter sounds, they contributed successfully to a shared poem under the guidance of their teacher. Adults spend a considerable amount of time helping children learn English by teaching letter sounds and engaging them in conversations and they are very successful in this. A particular strength of children’s development is how well they tidy up after their activities and wash their hands ready for their lunch. Children are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing. Children engage intently in activities that promote reading, writing, counting and creative play. They are challenged effectively at their different levels of skills and abilities. Behaviour is good and children get on very well with each other and with adults.

The indoor learning environment is stimulating, child-friendly and well organised. It provides children with an enjoyable range of activities that helps develop their understanding and skills in all areas of learning. However, the outdoor environment is less stimulating and does not support high-quality learning, although staff try hard to make it work well. For example, there is no soft-play area, grassed area or areas for planting and growing. The balance between adult-led and child-initiated activities is good. The Early Years Foundation Stage is well led and staff work well together as a team and have a good understanding about early years’ provision. Children’s progress is monitored and recorded systematically. Assessments of skills are linked closely to planning. Links with parents and carers are good, as are induction procedures that enable children to settle quickly into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The response rate to the questionnaire by parents and carers was below average. The views of the parents and carers who completed the questionnaire are mainly positive. Approximately one sixth of the questionnaires returned included written comments, most of which were positive. Written comments focused on the children's enjoyment of school, good staff, and parents' and carers' satisfaction with the school. Their views are summed up by the parent who wrote 'The school is excellent.'

A very few parents and carers expressed concern about how the school deals with unacceptable behaviour. Inspectors looked into that and found that pupils' behaviour is good, with staff dealing promptly with any matters that arise. A very few parents and carers indicated that the school does not always help children to be healthy because they have to sit on the floor for too long in lessons. Inspectors looked into that and found that pupils have a good understanding of how to keep healthy. They found also that, occasionally, pupils were asked to sit on the carpet for too long, especially at the beginning of lessons.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ranelagh 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 inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 480 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	67	24	30	1	1	0	0
The school keeps my child safe	48	57	33	39	0	0	1	1
The school informs me about my child’s progress	39	46	38	45	5	6	0	0
My child is making enough progress at this school	39	46	43	51	0	0	0	0
The teaching is good at this school	45	54	32	38	4	5	1	1
The school helps me to support my child’s learning	45	54	32	38	4	5	0	0
The school helps my child to have a healthy lifestyle	44	52	28	33	8	10	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)	42	50	30	36	0	0	1	1
The school meets my child’s particular needs	37	44	39	46	4	5	0	0
The school deals effectively with unacceptable behaviour	36	43	36	43	10	12	0	0
The school takes account of my suggestions and concerns	33	39	37	44	2	2	3	4
The school is led and managed effectively	42	50	35	42	4	5	0	0
Overall, I am happy with my child’s experience at this school	45	54	37	44	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 November 2011

Dear Pupils

Inspection of Ranelagh Primary School, London E15 3DN

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school very much and get on well with each other.
- You feel safe and understand the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You make a good contribution to the school by helping each other.
- You enjoy visiting places of interest and taking part in clubs after school.
- You are looked after well by the adults.

We have asked your headteacher, teachers and the governing body to do three things to make your school better:

- help you to become better at reading and writing
- let all of you know what you are expected to learn, check on the work carried by those of you working independently, and give you time to carry out the improvements suggested in marking
- make sure that the plans they have to help you do even better in different subjects are working.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector (on behalf of the inspection team)

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