

# Ranelagh Primary School

Corporation Street, Stratford, E15 3DN

**Inspection dates** 7–8 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The outstanding leadership of the headteacher and her senior team has led to much improvement since the last inspection. Teaching and achievement are now of a high standard because of the accurate, consistent and rigorous checking of pupils' learning.
- Children begin school with levels of skill and knowledge that are well below expected for their age. They make rapid progress in literacy and numeracy because their experiences in school are very well planned and engaging.
- By the end Key Stage 2, pupils make better progress than is expected for their age.
- Pupils who speak English as an additional language make good progress because their needs are well met by teachers and their assistants. This is also true of disabled pupils and those with special educational needs.
- Pupils eligible for the pupil premium make better progress than their peers as a result of good teaching, which inspires them to enjoy learning.
- Teachers usually provide pupils with activities that challenge their learning.
- Pupils have good attitudes to learning and behave well in lessons. They feel safe and happy in school.
- Parents and carers speak highly of the school's ability to involve them in many activities, as well as in keeping their children safe and happy.
- Governors successfully ensure resources are well allocated and that pupil premium funding makes a positive contribution to the good achievement of the pupils.

### It is not yet an outstanding school because

- Teaching over time ensures pupils make good progress rather than outstanding.
- Not enough pupils are exceeding levels that are higher than national expectations.
- Sometimes, the most-able pupils are not given a range of challenging work, hindering the progress they make.
- Pupils do not always know how to take responsibility for their own learning and again this slows their rates of progress.

## Information about this inspection

- Inspectors observed 20 lessons, seven of which were joint observations with members of the senior leadership team. In addition, the inspection team made 16 shorter visits to lessons to focus on specific aspects. Some of these visits were with the headteacher and the head of school.
- Inspectors listened to pupils read and attended three assemblies.
- Meetings were held with a group of pupils, the headteacher and head of school, subject leaders, members of the governing body and a representative from the local authority.
- Inspectors took account of the 45 responses to Ofsted’s Parent View online questionnaire as well as the parent surveys carried out by the school. Members of the inspection team also looked at evidence of the work parents and carers have done with the school.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, information on pupils’ current progress, pupils’ written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

## Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

Avtar Sherri

Additional Inspector

Peter Thrussell

Additional Inspector

## Full report

### Information about this school

- This is a larger than average primary school.
- A high proportion of pupils are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is higher than the national average, and the proportion supported at school action plus or with a statement of special educational needs is lower.
- A high proportion of pupils are from minority ethnic backgrounds and most pupils speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a headteacher and a head of school. The headteacher is also the head of a nursery and children's centre in the same local authority, under a different governing body.

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

- Increase the proportion of outstanding teaching by ensuring that teachers:
  - provide a wider range of challenging activities for all pupils, especially for the most able
  - strengthen pupils' skills in taking responsibility for their own learning.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with skills and knowledge that are well below the levels expected for their age. By the end of the Early Years Foundation Stage, their attainment is at the expected level for their age, with some exceeding this.
- Most pupils, including those who are more able, are making good progress in reading, writing and mathematics. Rates of expected progress are above the national average in literacy and numeracy across the school. However, progress overall is not better than good because the proportions of pupils who do even better than this are currently small.
- Pupils read with interest and enthusiasm. Their literacy skills develop at a fast pace because of the exciting curriculum, which provides rich opportunities for the development of pupils' personal development, literacy and mathematics. For example, Year 3 pupils were encouraged to role play characters of a fox and a stork in a fable so they could empathise with their feelings. This made it easier for them to write a letter in the persona of that character. Similarly, systematic teaching of language, literacy and communication skills support pupils' achievement well. The phonics (the sounds that letters make) screening check at the end of Year 1 shows that children reach levels that are above the national average.
- In the Early Years Foundation Stage, children learn quickly to recognise their letters and sounds because of the teachers' good focus on play, activities, games, role play and interactive learning. Teachers encourage children to take responsibility for their behaviour and learning. As a result, children in Reception choose what activity they want to do and indicate this on a planning board.
- Pupils who speak English as an additional language, and disabled pupils and those who have special educational needs, make good progress. This is as a result of classroom activities that motivate them well and develop their use of language and communication skills.
- The pupil premium funding is used very effectively to support the high number of eligible pupils by providing funding for extra teaching staff to deliver specialised teaching activities. These pupils make accelerated progress across the school, and their attainment is higher than their peers in both English and mathematics.

### The quality of teaching is good

- The quality of teaching is consistently good with some that is outstanding, because teachers encourage growth of pupils' knowledge and develop positive attitudes to learning. For example, pupils in a Year 4 mathematics lesson were absorbed in their activities on sorting different shapes. They interacted well as a group, practised their hand-eye coordination skills, and checked their learning with a fun activity using the electronic whiteboard.
- Teachers and their assistants provide pupils with choice, independence and engaging classroom activities. However, sometimes, they do not provide a variety of opportunities for pupils to stretch their learning. Consequently, the most able are not always challenged enough.
- Teachers check pupils' progress regularly and accurately in lessons. As a result, pupils learn and develop their skills rapidly and usually move on quickly to what they need to learn next. Marking in books is consistent and pupils generally respond to their teachers' comments and questions.
- Teachers and teaching assistants are skilful educators, using positive language that motivates and engages pupils, including disabled pupils, those who have special educational needs and those who speak English as an additional language. Questions are skilfully used to get pupils to think and practise speaking. For example, in a Reception class, children dressed up as kings and queens talked about 'how important they were' and about the 'castle they lived in'.
- Positive relationships and vibrant classrooms and corridors contribute to a very stimulating atmosphere for learning across the whole school.

### The behaviour and safety of pupils are good

- Pupils display their love of learning and are studious and conscientious. They are polite, considerate and have very good relationships with each other and with their teachers. Their behaviour in the school is good, both in class and around the school, because it is managed well through clear and consistently positive messages from all staff.
- Pupils' attitudes to learning are good overall. However, some pupils do not take enough responsibility for their independent learning. For example, some of them do not respond to their teachers' marking in their books.
- Pupils attend school regularly and are punctual. They can talk about why they have to keep safe and can confidently apply the principles of e-safety when using computers.
- Pupils are prepared well for the next stages of their lives. They take on responsibility through jobs around the school supporting their peers and their teachers. The student council organises events such as 'Work Experience Day' where they shadow a member of staff and work with them. It also publishes a monthly newsletter with information that supports other pupils, for example, healthy eating and exercise, 'how good is your work?'
- Parents and carers are happy that their children are safe, well motivated and making good progress. Families have progressively become more involved with school activities because of opportunities they have been provided with such as numeracy workshops and family days.

### **The leadership and management are outstanding**

- The headteacher and the head of school provide excellent role models for all their staff through their positive attitudes, collaborative style and high levels of expertise.
- Processes for checking on the quality of teaching and developing staff are not only rigorous and embedded, but they empower staff to develop and excel in their consistently good-quality teaching skills. All staff are committed to providing the best possible learning experiences for all pupils.
- Senior and middle leaders meticulously analyse how well pupils are doing in their subjects and provide targeted support to improve areas that need to be worked on. They do this systematically and quickly so that all pupils are constantly learning and improving. This process has directly led to the improved progress pupils make in their learning, both in English and mathematics.
- The pupil premium is allocated effectively to focus on the literacy and numeracy needs of eligible pupils through the provision of specialised support or extra staffing in classes. As a result, these pupils make better progress than their peers.
- The curriculum is a key strength of the school and is exceptionally well planned and organised by all teachers. Pupils deepen their knowledge through activities that develop teamwork, imagination, and learning about the world they live in. The school makes good use of the sports funding by developing a sports provision that enables teachers to develop pupils' skills in a large number of sporting activities. Pupils are encouraged to eat healthy food and also take part in a range of after-school sports activities.
- The school ensures that all elements of spiritual, moral, social, and cultural learning are embedded across the curriculum. Pupils work with the community and contribute to the caring ethos of the school through assemblies. They take part in focus weeks that celebrate global religions and cultures. Examples of this are the 'Cultural Talent Show' and Geography week.
- Discrimination is non-existent because the school is sensitive to diversity and disability, and all pupils are treated equally. As a result, pupils are tolerant and respect diversity. All groups of pupils achieve well, and all staff are supported to perform at their best.
- Safeguarding practices meet the statutory requirements.
- The local authority provides light-touch support for the school, providing a forum for training when required.
- **The governance of the school:**
  - The governing body is very proactive in ensuring that school leaders carry out their responsibilities effectively to deliver good teaching and secure high levels of pupil achievement. Governors support the school through their dedication in participating in most events, regular

visits to the school, discussions and lesson observations. They also take part in training provided for them by the local authority and can skilfully use information on pupils' achievement to understand how well the school is doing. Governors ensure that teachers are rewarded for good performance related to the progress of pupils. They check that that pupil premium funding is allocated in the best interests of the pupils concerned so that these pupils continue to make accelerated progress in their reading, writing and mathematics skills.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102732
<b>Local authority</b>	Newham
<b>Inspection number</b>	425550

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	506
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Malcolm
<b>Headteacher</b>	Angela Tapscott
<b>Date of previous school inspection</b>	28–29 November 2011
<b>Telephone number</b>	020 8534 4364
<b>Fax number</b>	020 8555 3246
<b>Email address</b>	info@ranelagh.newham.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

