

# Inspection of Ranelagh School

Ranelagh Drive, Bracknell, Berkshire RG12 9DA

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Inspection dates:	12 and 13 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The headteacher of this school is Timothy Griffith. This school is part of Bonitas Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rupert Moreton, and overseen by a board of trustees, chaired by Rachel Phillips.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Staff are ambitious for all pupils and have created a culture of excellence. Pupils take pride in attending this school and rise to staff expectations. They are highly motivated and committed to their learning. Pupils achieve exceptionally well, including in national assessments.

Pupils' behaviour is exemplary. Through the 'Ranelagh Student Learner Profile,' staff support pupils to develop character traits, such as creativity, independence and resilience. This helps to prepare pupils for success in their learning and life beyond school.

The school cares for pupils and keeps them safe. Pupils have access to various levels of support if they have any concerns. These include pastoral staff, counsellors and use of 'The Space' if pupils need some time out or to talk through their worries.

Pupils benefit from the extensive offer of extra-curricular clubs, educational trips and activities. Staff tailor this offer to pupils' needs and interests. For example, pupils can take part in sports teams which play in less competitive fixtures and join one of the three choirs. Pupils have opportunities to develop skills, such as leadership, initiative and teamwork. For instance, house captains organise various competitions across the school and many pupils take part in the Duke of Edinburgh's Award.

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

The school provides a well-rounded and excellent education for all pupils. Its vision, 'though we are many, we are one body', underpins the school's inclusive ethos. Pupils and staff typically spoke of a 'community feel' to the school, where pupils from different backgrounds and abilities are made to feel welcome here.

The school offers a rich and ambitious curriculum to all pupils. In Years 7 to 9, pupils study a wide range of subjects. In Years 10 and 11, a high proportion of pupils choose to study a curriculum based on the English Baccalaureate. The school reviews the curriculum regularly to ensure it meets pupils' needs. In the sixth form, the school now offers more vocational courses than previously, alongside a range of A-level subjects. Pupils achieve excellent outcomes at the end of Years 11 and 13.

Staff are well trained and experts in their subjects. They skilfully present and explain new learning and important concepts. The focus on vocabulary across the school supports pupils to use and understand subject-specific terminology. For example, pupils in English show in-depth knowledge of linguistic features when analysing and comparing different texts. Across subjects, the school ensures that lessons build on what has been taught before. In art, for example, pupils in Year 8 use the portrait skills they learn in Year 7 to support them with their drawings of African animals. Staff identify and address mistakes and misconceptions through careful checks on pupils' understanding. Staff well-being and workload are high on the agenda for the trust and school leaders. Staff are very positive about the support they receive.

The school promotes a love of reading. For example, pupils in Years 7 to 9 have fortnightly library lessons and the 'Ranelagh Readers' scheme encourages them to read recommended books selected by other pupils. The school has a carefully considered reading programme to support weaker readers. Staff identify gaps in pupils' reading knowledge and give these pupils specific support, such as in phonics or comprehension skills.

School leaders, trustees and governors make decisions that are in the best interests of pupils. This is exemplified in the work done to secure personalised provision to meet individual needs, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Staff identify pupils' needs accurately and use appropriate strategies to help pupils with SEND achieve highly. Trustees and governors share the pride of staff and leaders in the school. They fulfil their statutory duties well and have effective systems to oversee the school's work.

Pupils are keen learners. In lessons, they listen attentively and show high levels of concentration. Classrooms are calm with warm relationships between staff and pupils. Attendance rates are high. Staff know pupils and their families well and develop bespoke responses where individual pupils have barriers to attending school regularly.

The school's curriculum to develop pupils' character is exemplary. It supports pupils to become responsible and active citizens. For example, sixth-form students help younger pupils with reading, organise a 'Freshers' Fair' and deliver Christmas appeal parcels to local food banks. The promotion of fundamental British values is threaded through the curriculum. In history, for example, staff reinforce aspects such as tolerance and equality. The comprehensive careers programme gives pupils ready access to independent careers guidance, help with work experience and an abundance of career-focused visits and speakers.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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.

## **Further information**

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137267
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10341687
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<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>	1100
<b>Of which, number on roll in the sixth form</b>	209
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Phillips
<b>CEO of the trust</b>	Rupert Moreton
<b>Headteacher</b>	Timothy Griffith
<b>Website</b>	<a href="http://www.ranelagh.bonitas.org.uk">www.ranelagh.bonitas.org.uk</a>
<b>Date of previous inspection</b>	19 and 20 March 2015 under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Bonitas Multi-Academy Trust along with one other school.
- The headteacher took up post in September 2020.
- The school currently uses one registered alternative provision and eight unregistered alternative provisions.
- The school has a Church of England ethos. The most recent section 48 inspection took place in April 2019. The next section 48 inspection is likely to take place by September 2026.

- 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.

## **Information about this inspection**

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, other school leaders, teachers and support staff.
- The lead inspector spoke with the chair of the trust, trustees, the chair of the local governing body and governors. She also spoke with the CEO and representatives from the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: art, English, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests.
- Inspectors reviewed a range of documentation provided by leaders, including behaviour logs, attendance records and the school's development plan. Inspectors scrutinised information about pupils attending alternative provision, spoke with a number of providers and talked to some pupils about their experiences of alternative provision.
- Inspectors considered the responses to Ofsted's online surveys for parents, staff and pupils.

## **Inspection team**

Jude Wilson, lead inspector

Louise Agle

Adrian Percival

Simon Potten

His Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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