

Inspection of Ranelagh Primary School

Corporation Street, Stratford, London E15 3DN

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Leigh Welburn. This school is part of The Tapscott 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), Paul Harris, and overseen by a board of trustees, chaired by Paula Jeffers.

What is it like to attend this school?

Ranelagh is a highly inclusive and welcoming school. Pupils benefit from following an ambitious curriculum from the early years onwards. They enjoy school and attend regularly. The school provides a range of enrichment activities, which support pupils' character development. For example, pupils appreciate the opportunities they have to perform, debate and cook. Such experiences develop pupils' responsibility and help them in making new friends.

Staff have high expectations for pupils' learning and pupils meet these expectations consistently. Pupils study a range of subjects and mostly achieve well, including in national assessments. Pupils are motivated and learn to study with increasing independence. The higher-than-average proportion of pupils with special educational needs and/or disabilities (SEND) are well supported in lessons and are fully involved in the life of the school.

Pupils are proud of the '5 Rs of Ranelagh': respect, responsible, right choices, resilience and remarkable. Pupils consistently display these values in lessons and outside in the playground. The school provides pupils with useful opportunities to take on leadership responsibilities, such as 'fruit monitors', 'math buddies' or 'inclusion ambassadors', which pupils relish fulfilling. Staff swiftly resolve any worries or concerns that pupils might share. As a result, relationships between staff and pupils are trusting and positive.

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

The school's curriculum is ambitious and well designed. The important knowledge, skills and language that pupils need to learn and remember have been identified and sequenced logically. This supports pupils to build their understanding successfully in most subjects. For example, in English, pupils use role play and their spoken language skills to 'speak like a reporter', preparing them later to 'write like a reporter'.

Children get off to a great start in the early years. Staff help children to make the most of every learning opportunity, including when they learn through their play and cooperatively with others. This helps to ensure that children are well prepared for key stage 1.

The school prioritises nurturing a love of reading. This begins in early years and builds through opportunities to read each day, including through visits to the library. Classroom reading corners, the outdoor reading hut and regular reading mornings with parents and carers instil a joy for books and sharing stories. Staff identify pupils at risk of falling behind swiftly. These pupils are given timely support to help them keep up with their peers.

The curriculum is typically well taught. Teachers have strong subject knowledge and mostly present information clearly. However, the checks that teachers make on pupils' learning do not consistently identify where pupils have misconceptions. This means that some pupils have gaps in their knowledge that go unaddressed.

The school is responding effectively to an increase in the number of pupils with SEND. It has created an inclusive and nurturing environment, where every pupil is welcomed, cared for and well educated. Staff work closely with parents and external agencies to ensure that pupils with SEND are supported appropriately. The school identifies pupils' needs promptly and with accuracy. Learning is adapted effectively to enable pupils with SEND to learn the same curriculum as their peers, wherever this is possible. Some pupils learn a more tailored programme, which supports their communication and emotional well-being. The school regularly reviews provision for pupils with SEND to ensure its ongoing success in building confidence and progress.

Pupils' behaviour throughout the school is exemplary. This is because the school's expectations for their conduct are very clear and consistently applied. Lunchtimes are calm and pupils enjoy socialising. The playground is a friendly place. Adults interact positively with pupils. As a result, pupils enjoy and want to come to school. The school has very high expectations for attendance. Effective systems support families so that their children attend school regularly. As a result, pupils' attendance has improved sharply.

Pupils have good knowledge of different faiths and cultures, including key elements of fundamental British values. They demonstrate positive attitudes to their learning and the future. However, some pupils are less knowledgeable about other aspects of personal, social and health education (PSHE). This is because these elements of the PSHE curriculum have not been fully implemented.

Staff benefit from several planned opportunities for effective professional development. Staff value this as well as the efforts made to manage workload and well-being. The school engages effectively with the community. Strong engagement with parents and carers helps to ensure information is shared widely. As a result, parents recognise the dedication of school staff and the strength of provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, the checks made on pupils' learning do not identify where there are misconceptions. This means that some pupils develop gaps in their knowledge that go unaddressed. The school should ensure that teachers use assessment consistently to identify gaps so that pupils build a deep body of knowledge across subjects.
- Some aspects of the PSHE curriculum have not been fully implemented. This means that pupils have not secured the understanding intended to help broaden their personal development. The school should ensure that the intended PSHE curriculum is implemented consistently.

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

Unique reference number	144139
Local authority	Newham
Inspection number	10346044
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	Board of trustees
Chair of trust	Paula Jeffers
CEO of the trust	Paul Harris
Headteacher	Leigh Welburn
Executive Headteacher	Shella Lawrenson
Website	www.ranelagh.newham.sch.uk
Dates of previous inspection	19 and 20 November 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up their post in January 2023.
- The school does not currently use any alternative provision.

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 met with the headteacher and senior leaders.
- Discussions were held with members of the governing body, including the chair of governors. Inspectors also met members of the Tapscott Learning Trust, including the CEO.
- Inspectors carried out deep dives in the following subjects: early reading, geography, science and physical education. 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 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 first.
- Inspectors gathered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

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His Majesty's Inspector

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