

Inspection of Ranelagh Primary School

Pauls Road, Ipswich, Suffolk IP2 0AN

Inspection dates: 10 and 11 May 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Ranelagh Primary School is a very inclusive school. Classrooms celebrate pupils' many different cultures and languages. Pupils and families are made very welcome and are encouraged to learn about each other's backgrounds. For example, some parents and carers recently visited to help the children learn about Eid al-Fitr. Pupils enthusiastically learn new vocabulary from the 'language of the month'. They use these new words to communicate with any pupils who are new to the school.

Children have lots of time to choose their own learning activities and to explore ideas through play. They become independent and confident. Pupils throughout the school are well behaved and polite. They learn to read quickly and enjoy reading the wide range of books on offer for independent reading.

When there are incidents of bullying or pupils using inappropriate language, these are dealt with well. Pupils trust staff to deal with any problems quickly and say that they feel safe in school.

There are several sports and other clubs available, such as choir. Pupils are proud of their responsibilities such as those of anti-bullying ambassador or junior road safety officer.

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

Leaders have created well-structured curriculum plans. These plans provide a range of opportunities for pupils to deepen their learning and understanding as they get older. Leaders and staff have adapted plans to help pupils catch up with any learning missed due to COVID-19.

Teachers are knowledgeable about how to deliver leaders' chosen curriculum. They create interesting activities that enthuse pupils in their learning. As pupils get older, they are able to apply their learning in more complex ways, and to more challenging tasks.

Teachers use assessment strategies effectively. They identify when pupils may be struggling or need extra help. Teachers use a range of language skills and specific strategies to help individual pupils. This support is particularly effective in helping pupils with special educational needs and/or disabilities, pupils in the early stages of learning English, and those who are disadvantaged.

All children in early years and pupils in key stage 1 and those who need it in key stage 2 have daily phonics teaching. Teachers are skilled and knowledgeable in how to use the school's chosen reading programme. The youngest children are given lots of small-group and one-to-one time with adults. Pupils are given additional support when they need it. As a result, pupils are able to decode words quickly.

Leaders also invest lots of curriculum time in ensuring that pupils can read widely and often as they get older. However, on occasion, teachers' choice of texts and activities does not help pupils develop the knowledge that leaders intend.

Adults help the youngest children to settle quickly. Children enjoy a vibrant and welcoming classroom. They learn to be kind, and to share and take turns. They get lots of opportunities to learn indoors and outdoors. They develop appropriate early reading, mathematical and writing skills. However, as children get older and move into Years 1 and 2, some staff are not as adept at supporting them in developing their pencil grip and early handwriting.

Staff know pupils and their families well. This is a welcoming school community where staff do all they can to help families when they need it. Staff work hard to ensure that all pupils get full access to a range of opportunities and activities, including a free breakfast club, trips, visits and activities.

Pupils' personal development is woven throughout the curriculum. Pupils are good at being able to consider the rights and wrongs of various issues. They consider different viewpoints, for example the spiritual aspects of pieces of artwork.

Children and pupils behave very well in class and throughout the school day. Children in early years engage well in activities and concentrate for extended periods. Pupils listen well in class and work hard. Children and pupils enjoy playing games together at playtimes.

Leaders at all levels share a cohesive vision and know the school well. They are highly focused on making sure that all they do has pupils' well-being at its heart. Leaders are rebuilding links with the various faith and cultural communities that the school serves since COVID-19 paused this. Staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and other staff are trained well. They make appropriate referrals, including to external agencies, when required.

Governors undertake their safeguarding responsibilities seriously. They have prioritised additional funding to focus more resources on safeguarding and supporting families.

Pupils are taught about how to keep themselves safe both out and about and when online.

All appropriate checks are made on adults who are regularly in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Several younger pupils have poor pencil grip and some staff are not supporting them quickly to address this. This leads to pupils developing untidy handwriting that is hard to read. Leaders need to ensure that staff identify and plan activities that will help these younger pupils to develop better pencil grip and improve the legibility of their writing.
- In some classes, teachers are not providing the same high-quality texts and activities to help older pupils practise the skills of reading. As result, some pupils do not develop the enjoyment and skills of reading as well as they might. Leaders need to ensure that teachers' planning and resources are of the same consistent high quality in order to develop older pupils' enjoyment and skill in reading.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124645
Local authority	Suffolk
Inspection number	10226931
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair of governing body	Gary Morgan
Headteacher	Nicola Ling
Website	www.ranelaghprimary.co.uk
Date of previous inspection	8 and 9 November 2016, under section 5 of the Education Act 2005

Information about this school

- The school has its own nursery, which operates alongside the Reception class as an early years unit. The rest of the school is organised into mixed-age classes, three in each of Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- There is also a separately run and registered nursery that operates on the school site.
- The proportion of pupils who speak English as an additional language is much higher than average (46%).
- A small number of pupils attend two alternative providers of education.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives into reading, mathematics, science, art and design, and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons where possible, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to pupils and staff about the curriculum in some other subjects and looked at samples of work.
- To inspect safeguarding, inspectors scrutinised the single central record and a sample of safeguarding records. They spoke to staff, parents and pupils.
- Inspectors met with members of the leadership team, teachers, other staff, a standards and excellence officer, and representatives of the governing body.
- Inspectors spent time observing playtimes.
- Inspectors considered the 27 responses to Ofsted Parent View, 25 responses to the staff survey and seven responses to the pupil survey.

Inspection team

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