

Ramridge Primary School

Address: Turners Road North, Luton, Bedfordshire, LU2 9AH

Unique reference number (URN): 134155

Inspection report: 23 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders and staff make clear from the start that attending school every day is expected. They check attendance closely and contact families quickly if a pupil is absent. Staff work with parents and carers, including through the school's family hub, to understand any difficulties and offer practical help. As a result, pupils attend regularly. When attendance drops, leaders act quickly and adjust the support they provide so that pupils attend more regularly, including those who are disadvantaged.

Pupils behave with care and consideration towards one another. Staff make clear what this looks like in practice and teach pupils to listen carefully, follow instructions and treat others with respect. Pupils take this seriously and remind each other of expectations when needed. Lesson time is used well, and pupils learn without disruption. Pupils play and learn together positively. They support one another and sort out minor disagreements sensibly. They understand the school's values and apply them in their daily interactions. Bullying is rare and dealt with quickly. In lessons, pupils develop independence and take responsibility for their work. Staff provide additional support where needed, including for pupils with special educational needs and/or disabilities. This helps to create a very settled and orderly school where pupils feel safe and are always ready to learn.

Early years

Strong standard ●

Leaders have established clear and purposeful approaches that help children feel secure from the start. For example, all children attend school full time from the point they join Nursery. This helps children to establish routines quickly, develop independence and build communication and language through sustained interaction across the day. Leaders work closely with families, including through the school's hub, to support early care routines and communication. This ensures that children are ready to learn.

The curriculum supports children to develop speech, early reading and important mathematical understanding. Staff use their knowledge of each child to expertly guide learning and build on what children already know. They make the most of opportunities to talk with children throughout the day, including during play and daily routines. These interactions help children to develop vocabulary, explain their thinking and understand new ideas.

Children take part in a range of activities and show increasing independence in choosing and completing tasks. They form strong relationships with adults and each other. Staff support children who need additional help so that they can join in and learn alongside others, including those with special educational needs and/or disabilities. Children achieve well from their starting points. They develop secure early knowledge and skills and are well prepared for Year 1.

Inclusion

Strong standard 

Leaders and staff have a secure and detailed understanding of pupils' needs. Staff identify needs accurately and sustain this understanding as pupils move through the school. They use this knowledge consistently to remove barriers to pupils' learning and wellbeing. This work begins before pupils start at the school. Leaders have established clear and consistent approaches to entry into the Nursery, for example, so that all children begin full time from the outset. This helps pupils to build the early skills they need to fully access the curriculum as they move through the school.

Leaders implement and monitor the pupil premium strategy carefully and consistently. They refine support where needed, based on their understanding of pupils' progress. Disadvantaged pupils access trips, clubs and wider opportunities alongside their peers. This ensures that they take part fully in the varied activities and opportunities the school offers.

Pupils with special educational needs and/or disabilities have their needs identified promptly. Staff adapt teaching so that pupils can show what they know and access learning successfully. Leaders work with external professionals where needed. Pupils who are known, or previously known, to social care are supported very well. Additional nurture provision strengthens pupils' confidence and engagement.

Leadership and governance

Strong standard 

Leaders have established a clear and shared direction for the school. Staff understand what the school is aiming to achieve because leaders communicate this clearly and revisit it regularly. Leaders have a precise understanding of what is working well and where improvements are needed. For example, they use what they see in lessons and pupils' work to check how well teaching is working and take action to strengthen it. This leads to improvements in pupils' learning across the school.

Leadership is visible and collaborative. Senior and subject leaders work alongside staff, modelling approaches and supporting colleagues to develop their teaching. Staff have regular opportunities to observe, practise and refine their work, including through coached support and shared planning. This helps them to build expertise and ensures that teaching remains strong across subjects.

Leaders place a strong focus on developing staff expertise. Training and support are closely matched to the school's priorities and to the needs of individual staff. Staff work together to improve their teaching and understand their role in maintaining high standards for all pupils.

Governors are well informed about the school's work. They visit regularly, speak with leaders and staff, and review information about pupils' progress and attendance. This enables them to ask challenging questions and hold leaders to account, including for the progress of different groups. They ensure that statutory duties are met.

Staff value the support they receive and are proud to work at the school. Leaders consider workload carefully and create a positive, professional working environment. They also work

closely with families and the wider community, including through the school's hub, to support pupils' engagement with school.

Personal development and wellbeing

Strong standard 

Personal development and wellbeing are central to the school's work and reflect its strong values-based approach. Leaders have created a programme that supports pupils to grow in confidence, form positive relationships and understand their place in the wider community. This is evident in the way pupils speak about fairness and respect, and in how they include and support one another in daily school life. Through this well-taught programme, pupils gain confidence, build positive relationships and learn how to treat others.

Pupils take part in a wide range of opportunities beyond the classroom. They attend clubs, sports and other activities where they work together. They keep going when things feel challenging and gain confidence, particularly when trying new activities or competing and performing for the school. Pupils show genuine pride in being part of the school community. Leaders ensure that all pupils can access these opportunities. Trips and other experiences help pupils to see beyond their local area and understand different cultures and ways of life. This broadens their horizons and helps them to respect and value difference.

Relationships and health education is planned carefully and taught in a way that matches pupils' ages. Pupils learn how to build positive friendships, manage their feelings and keep themselves safe, including when using technology. They learn about risks, both online and offline, and know how to manage them. Pupils speak confidently about these issues, including democracy and respect for different beliefs.

Staff know pupils well and notice quickly if someone needs extra help. Leaders work with families to provide effective practical help that supports pupils' wellbeing. This ensures that pupils, including those who face additional barriers, are included and able to take part fully in school life. As a result, pupils leave the school very well prepared for the next stage of their education.

Expected standard

Achievement

Expected standard 

By the end of key stage 2, pupils are prepared for the next stage of their education and leave with the knowledge and confidence to move on successfully. Most pupils learn to read accurately and confidently through the school's phonics programme.

Most pupils build securely on their starting points. This is reflected in how confidently pupils use what they have learned in their work. For example, pupils explain their understanding of past events in history or describe places they have studied in geography. Pupils with special educational needs and/or disabilities achieve alongside their peers because they are supported well to take part fully in learning.

For some pupils, progress is less consistent. This is because, at times, teaching does not take enough account of what pupils already understand. As a result, some pupils, particularly those who are disadvantaged, do not build knowledge as securely as they could. Leaders are taking action to improve how consistently pupils achieve in different subjects.

Curriculum and teaching

Expected standard 

Leaders have shaped a curriculum that reflects the needs of the school and builds carefully over time. Subject and phase leaders have worked together to make sure that important knowledge and skills are introduced in a clear order and revisited as pupils move through the school.

Staff benefit from regular opportunities to develop their practice, for example in physical education (PE). This has helped to increase their confidence and improve how consistently PE lessons are delivered. This is reflected in how pupils talk about the skills they are learning and demonstrate increasing competence over time.

Additional resources support teachers' planning and delivery well. These give staff clear guidance about what pupils need to learn and how learning should develop. This helps teaching to improve.

In most lessons, teaching enables pupils to build on what they already know. Staff adapt their teaching so that pupils, including those with special educational needs and/or disabilities, can learn alongside their peers. However, this is not yet consistent across all subjects and year groups. At times, teaching is not adjusted carefully enough, including through the deployment of support staff and classroom approaches. This impacts some disadvantaged pupils more than others and remains an area that leaders are continuing to improve.

What it's like to be a pupil at this school

Pupils talk about their school with warmth and pride. They describe it as a place where people care greatly about each other and where the school's values are part of everyday life. Kindness and respect are not abstract ideas. Pupils show these through small but important actions, for example by welcoming others into games, supporting younger pupils and taking responsibility for helping others feel included.

Pupils build strong relationships with staff, who know them well and take their concerns seriously. Pupils feel safe to speak up because they trust that adults will listen and act. They explain that problems are dealt with quickly, so that worries do not escalate. Pupils understand what bullying is and are clear that it is not accepted.

Pupils conduct themselves well because they understand the importance of their behaviour. They move around the school thoughtfully and are ready to learn when lessons begin. In class, pupils listen carefully, contribute to discussions and take pride in their work. They enjoy learning and talk confidently about what they have been taught. They particularly

value opportunities to work together, solve problems and apply their knowledge in practical ways.

Pupils make the most of the many opportunities available to them. They speak enthusiastically about physical education and the wide range of clubs and competitions on offer. Taking part helps pupils to develop their confidence and a sense of belonging.

Pupils appreciate that everyone is given the chance to take part. Those who are disadvantaged and those with special educational needs and/or disabilities are supported so that they can access the same experiences as their peers. This helps pupils to feel included and valued.

Pupils attend regularly and want to be in school. By the time they leave, they are confident, respectful and very well prepared for the next stage of their education.

Next steps

- Leaders should strengthen the precision of teaching, including in the early years, so that learning is consistently adapted appropriately across all subjects, particularly for disadvantaged pupils.
 - Leaders should ensure that teaching and the curriculum across the specialist and additional provision are aligned closely with the main school, so that all pupils benefit from the same high-quality learning.
-

About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the senior leaders in the school, school staff, pupils, parents and governors and took account of staff, pupil and parent survey responses during the inspection.

The chair of the board of governors is Mr Matthew Hulbert.

The school currently uses no alternative provision.

Headteacher: Kate Glenister

Lead inspector:

Sarah Stevens, His Majesty's Inspector

Team inspectors:

Shelley Desborough, Ofsted Inspector

Charlene Foster, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 23 June 2026

School and pupil context

Total pupils

474

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

32.37%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.22%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.82%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	57%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (final)	64%	75%	Below
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	66%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	72%	Below
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	55%	72%	Below
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	72%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	46%	Close to average
2024/25 (final)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (final)	50%	63%	Below
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	59%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	59%	Close to average
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	46%	58%	Below
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	59%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	68%	-25 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	46%	67%	-22 pp
2022/23 (final)	44%	66%	-22 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	58%	80%	-21 pp
2022/23 (final)	59%	78%	-19 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	78%	-24 pp
2024/25 (final)	58%	78%	-20 pp
2023/24 (final)	46%	78%	-32 pp
2022/23 (final)	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-16 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	67%	79%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	59%	79%	-20 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.8%	13.0%	Below
2023/24 (3 term)	7.3%	14.6%	Below
2022/23 (3 term)	9.7%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright