

All Saint's Richmond Hill Church of England Primary School

Inspection report

Unique Reference Number	108048
Local authority	Leeds
Inspection number	377688
Inspection dates	28–29 February 2012
Lead inspector	Rajinder Harrison

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Kathryn Fitzsimons
Headteacher	David Pattison
Date of previous school inspection	22 May 2007
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Introduction

Inspection team

Rajinder Harrison

Jane Hughes

David Matthews

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed nine teachers in 18 lessons, over approximately nine hours. They held meetings with senior and middle leaders, with groups of pupils and with members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its development planning, data about the achievement of pupils and their behaviour, and samples of pupils' work. They analysed the 53 questionnaires returned by parents and carers and spoke to a few parents.

Information about the school

This is a large school compared to others of its type. The local community profile has changed markedly since its last inspection in 2007; an increasing number of pupils leave or join the school partway through the school year. The school's intake increased last year with the integration of nursery provision on site. About two thirds of pupils are of White British heritage. The remaining third represents many minority-ethnic backgrounds, with pupils of Black African heritage being the largest group. Although the proportion of pupils who speak English as an additional language is well-above average, none are at an early stage of learning English. The proportion of pupils who have special educational needs or are disabled is above average, as are the numbers who have a statement for their special educational needs. Most of these pupils have moderate learning difficulties, behavioural issues or complex needs that involve support from other agencies. The proportion of pupils known to be eligible for free school meals is above average.

A school-managed breakfast club is available daily to pupils. Since the last inspection the school has experienced considerable staffing issues. The school meets the government's current floor standard for pupils' academic performance.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school which promotes pupils’ spiritual, moral, social and cultural development well. Pupils enjoy learning in the supportive atmosphere which prevails and feel cared for by the staff. With few exceptions, parents and carers are happy with the education the school provides for their children and the relationship it has with them. Pupils’ learning and achievement are satisfactory in the Early Years Foundation Stage and in Key Stages 1 and 2.
- While the quality of teaching is satisfactory overall, with some good lessons observed, inconsistencies result in pupils making uneven progress as they move through the school. The quickest progress occurs at the end of the two key stages. The level of challenge the work provides for pupils of different abilities is invariably the difference between good and satisfactory lessons.
- Most pupils behave well in and out of lessons. They show positive attitudes to learning, readily help each other over difficulties and socialise well at break times. Pupils confirm they feel safe and secure in school and have confidence in staff to deal promptly with any concerns they may have.
- While leadership and management are satisfactory overall there are strong features, including the headteacher’s clear vision of what the school can achieve and what is needed to get it there. Well-organised and effective assessment systems and training for staff to apply these accurately enable teachers to check that pupils make at least satisfactory progress. Expectations of teachers and pupils are not always high enough to secure good progress throughout. Members of the governing body are asking more challenging questions to hold the school to account but have not done enough to secure consistency of practice across the school so that outcomes for pupils are higher.
- The reason that school is not good is that teaching is inconsistent and not of high enough quality to ensure pupils make consistently good progress.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress in English and mathematics, eliminate inconsistencies in teaching and raise the overall quality to good or better, by ensuring that:
 - the work set in lessons challenges all pupils fully, particularly the higher attaining pupils
 - all teachers have higher expectations
 - teachers review targets with their pupils regularly so that pupils are clear about what they have achieved and what they still need to do to improve.
- Improve the provision for Early Years Foundation Stage, particularly the resources, curriculum and teaching, so that children make a stronger start in their learning.
- Improve the school's overall performance by:
 - having higher expectations of all teaching staff and addressing weaknesses in teaching more robustly
 - monitoring teaching rigorously to ensure that all teachers adhere to school procedures, for example for marking and target-setting
 - ensuring that the governing body is fully involved in monitoring the school's performance and securing high-quality, consistent practice throughout.

Main Report

Achievement of pupils

The vast majority of children start school in the Early Years Foundation Stage at well below age-related expectations. While pupils' overall attainment is below average at the end of both Year 2 and Year 6, there is convincing evidence that their progress is accelerating. Extensive interventions and improvements in teaching and the curriculum are helping narrow the gap effectively between pupils at All Saint's and pupils of a similar age nationally.

In the current Year 2, the proportion of pupils who read at the level expected for their age is close to average. The vast majority recognise many common words on sight and use their secure understanding of sounds and letters effectively when identifying words that are new or unfamiliar to them. A small minority have yet to reach this level. Pupils are keen to read and many do so regularly at home. In Year 6, where current pupils did not have the benefits of the school's structured approach to teaching reading, overall reading levels are below average but most pupils read confidently and attain the standard expected for their age. The proportion of Year 6 pupils reading with the expected competence and understanding shows good improvement from their low starting points. Improvements in reading are having a positive impact on the quality of pupils' writing. Pupils in all classes read to staff regularly and so gain confidence in applying what they learn to their writing. Consequently, a higher proportion than previously are working at average levels in writing. Higher attaining pupils are not always challenged sufficiently to achieve more.

Writing has been a recent focus for school development and the positive effects of the measures taken to raise achievement are clearly evident. Overall standards, while below average, are not significantly so and have improved since last year. Pupils of all ages write with enthusiasm. In Year 2, they describe their aliens creatively, eager to use interesting

words they acquire through their reading and listening. In Years 5 and 6, pupils write imaginatively about haunting settings and risky escapades. Most pupils have well-developed speaking and listening skills and communicate their ideas confidently and clearly during discussions but a small proportion struggle to articulate their views, particularly those who are lower attaining; their writing reflects considerable gaps in their grasp of spelling and grammar. Pupils' achievement in mathematics is showing a similar trend to that in English in most year groups. In a lesson in Year 6, pupils approached a range of challenging number problems with enthusiasm and confidence. They employed a variety of effective and well-understood strategies when making their calculations and arrived at accurate well-articulated answers.

Provision for children's learning in the Early Years Foundation Stage is broadly satisfactory, as is children's achievement. Limited resources prevent the curriculum from being more stimulating particularly in the Nursery. By the end of the Reception Year, while progress in their personal, social and emotional development is often good, most children are still at well below age-related expectations in their communication and language and mathematical development and their knowledge and understanding of the world. Regular opportunities to encourage children to practise their sounds and letters and explore numbers are beginning to accelerate progress but the overall impact is still limited.

Well-organised provision for disabled pupils and those with special educational needs ensures they receive the support they need to make the same progress as that of other pupils. Pupils falling short of their expected targets are identified quickly and well-planned programmes boost their attainment. With the school's strong commitment to equality of opportunity, all pupils including those of different abilities and from different ethnic backgrounds maintain satisfactory rates of progress overall. All parents and carers who returned the inspection questionnaire expressed satisfaction with the progress their children are making, reflecting the inspection findings.

Quality of teaching

Teachers are beginning to make effective use of the themed approach that links subjects in a meaningful and interesting way, so that pupils extend their literacy and numeracy skills when working, for example, in science and history. In good lessons, where teachers use a lively style of delivery, pupils respond enthusiastically and learn effectively. A Year 6 mathematics lesson in which pupils worked against the clock in their mental calculations produced very positive outcomes for pupils of all abilities, because learning was purposeful and challenging. Carefully selected topics reflecting pupils' interests, for example, the Year 5 gothic/Dracula theme increases pupils' motivation. In this lesson, pupils worked cooperatively; frequent and timely prompts enriched pupils' use of language for effect rapidly. A deepening of pupils' understanding of how literary devices such as metaphors and personification can invoke feelings and perceptions was an added benefit and typical of the close attention teachers pay to pupils' spiritual, moral, social and cultural development.

Pace is usually satisfactory but occasionally lessons focus too much on relaying information and do not give enough time for pupils to ask questions. In the more effective lessons, teachers use assessment well to match work to the different abilities of the pupils, but in others tasks are pitched at the middle ability and the work is too difficult for some and offers too little challenge for others. All teachers share 'success criteria' with the class, but only in the better lessons is this strategy effective in promoting pupils' understanding of how to judge their progress for themselves. The teaching of letter sounds to younger pupils is

good in the majority of lessons but less effective in others. On occasions, the adults' pronunciation of the sounds lack clarity and accuracy. Teaching assistants are generally deployed well and make a positive contribution to pupils' learning. Marking is mostly of good quality. While some teachers set pupils individual targets to help them improve their work, practice is inconsistent. With very few exceptions the parents and carers hold similar and mainly positive views of the quality of teaching their children receive.

Teaching in the Early Years Foundation Stage is satisfactory. Appropriate activities matched to the age of the children provide enjoyable learning experiences both in and out of doors. The step-by-step development of children's letters and sounds skills is good but occasionally opportunities are missed for staff to engage with children in conversation, model good listening and encourage children to express themselves using full and clear sentences. Careful attention is paid to children's awareness of the needs of others as children took turns mixing 'porridge cement', and manoeuvred wheeled toys safely around other children.

Behaviour and safety of pupils

Pupils and their parents and carers are justifiably happy with behaviour and safety in the school. With the exception of the occasional reminder to pay attention, pupils behave well in lessons and around school. They show respect for adults and address them in a friendly and courteous manner. Very few pupils need regular support to behave well and there is little disruption to lessons. Pupils attend regularly and most arrive punctually, eager to be at school and to learn. Pupils report that incidents of bullying are rare; they and their parents agree that any such incidents are dealt with quickly and effectively by staff.

A notable strength of pupils' behaviour is the manner in which pupils from different home and cultural backgrounds work and play together harmoniously. Because the school values the traditions and home backgrounds of all its pupils, pupils learn to respect and appreciate diversity. By observing how adults in the school show respect and kindness, pupils understand the expectations placed upon them to do likewise. Older pupils willingly take on responsibilities around the school by looking after younger ones, for example at lunchtimes. Pupils readily reflect on things that are important, such as working cooperatively and helping those in war or disaster zones. Through the many experiences the school provides, including visits from the emergency services, pupils develop a good understanding of what constitutes safe action and how to keep themselves safe in their everyday lives.

Leadership and management

Following the last inspection, the school experienced a prolonged period of instability. Disruptions in teaching left a legacy of underachievement that the school is still remedying. Planning for development is based firmly on accurate self-evaluation and much has been done to stabilise the decline in standards seen last year particularly. Determined leadership and management have restored the school to a satisfactory level of performance. Although the monitoring of teaching happens regularly, it lacks rigour. However, there is clear evidence of the school's capacity to continue to improve. Attainment is again closer to the national average and aspects of teaching, such as strategies to promote pupils' writing have been developed successfully.

The curriculum is satisfactory; pupils say that they find the learning it provides enjoyable and 'fun'. It is suitably broad and balanced and due emphasis is placed on literacy and numeracy. The emphasis on reading has already had substantial impact on pupils'

attainment particularly at the lower end of the school. Spiritual, moral, social and cultural development is good. Pupils are encouraged to think carefully about how their actions affect others and pupils identify staff in the school as positive role models. Opportunities to work as prefects, for example, enable pupils to contribute regularly to school life.

Procedures to ensure pupils' safety and well-being are effective. Risk assessments are carried out systematically. Safeguarding policies and procedures meet requirements. A careful watch is kept over pupils whose circumstances may make them vulnerable; the school uses its well-established links with other agencies to ensure the needs of all pupils are met appropriately. Pupils' progress is monitored systematically and the school is vigilant in ensuring no pupils are discriminated against. Although inconsistencies in teaching result in some variations in pupils' progress, equality of opportunity for learning is satisfactory. The governing body meets regularly to discuss the work of the school. Governors are not involved sufficiently in monitoring the school's performance in every respect.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 March 2012

Dear Pupils

Inspection of All Saint's Richmond Hill Church of England Primary School, Leeds LS9 9AD

Thank you very much for the very friendly and polite way you greeted the inspectors when we visited your school recently. You made us feel really welcome and that is much appreciated. Thank you for sharing your views with us and showing us your work. We thoroughly enjoyed finding out about your school. Special thanks go to those who talked with us about your lessons and other things that you do at school.

Your school is satisfactory. Staff take good care of you and the school makes good provision for your personal development. It has a friendly, happy atmosphere, mainly because everyone gets on so well together. Your behaviour and attitudes to learning are good and it was encouraging to see so many of you trying hard in lessons.

At the current time, the progress you are making is satisfactory but we saw areas in which it is starting to quicken, particularly in your reading and writing. There is room for further improvement and we have pointed out a number of things we would like the school to do. Some of you told us that in lessons you do not always move quickly enough onto challenging work and we agree. We have asked teachers to make sure that the work they set challenges you to do your best at all times and that you all have targets to work to so that you achieve more. We have asked the leaders and managers to make sure all your lessons are good and that the school does more to improve the provision for children in the Nursery and Reception classes. We have asked the governors to make sure that all aspects of the school's work are good. You can help by making sure you understand your targets and that you achieve these successfully.

Thank you again for a very enjoyable two days and we wish you all the best for the future.

Yours sincerely

Rajinder Harrison
Lead inspector

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