

# The Richmond School

## Inspection report

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<b>Unique Reference Number</b>	120494
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358773
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Lois Furness

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mandy York
<b>Headteacher</b>	Anne Fisher
<b>Date of previous school inspection</b>	17 October 2007
<b>School address</b>	Richmond Drive Skegness PE25 3SH
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## Introduction

This inspection was carried out by four additional inspectors. Twenty-seven lessons were observed and 15 teachers seen. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and scrutinised documentation, including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent report of the School Improvement Partner. In total, 86 parents' and carers' questionnaires were analysed. The team also analysed 100 responses to the Key Stage 2 pupil survey, and 29 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the decline in attainment at the end of Year 6 has been halted and if more-able pupils are sufficiently challenged throughout the school.
- How well the curriculum is adapted to meet the needs of boys especially in English, and the needs of pupils with special educational needs and/or disabilities.
- The impact of leadership and management on rectifying identified areas of weakness in the Early Years Foundation Stage, the progress of more-able pupils, and attendance.
- The depth of pupils' understanding of community cohesion, especially within the United Kingdom.

## Information about the school

This is a large primary school. The vast majority of pupils who attend are from White British backgrounds. The proportion of pupils having special educational needs and/or disabilities is below average, although the proportion of those having a statement of educational needs is above average. Statements of need are mainly for physical difficulties. A below average proportion of pupils are known to be eligible for free school meals. Provision for Early Years Foundation Stage is in two Reception classes. The school has received a number of awards including Healthy Schools status, Artsmark and the Sing Up Gold award.

On-site there is an after-school club, which is not managed by the governing body. This provision was inspected separately, and the inspection report will be available on the Ofsted website.

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Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The Richmond School provides a satisfactory quality of education for its pupils, within a safe and caring environment. As a result, several aspects of pupils' personal development are good. Pupils know how to keep safe, and of the importance of leading a healthy lifestyle. They welcome opportunities to contribute to the school and the local community. However, although the school knows its own community well, leaders and managers are not doing enough to promote pupils' experience and understanding of diverse communities further afield in this country and abroad.

Children get off to a good start in the Reception classes and usually enter Year 1 with broadly average skills. Progress in this key stage is good because of improved provision; in 2010 children attained levels, which were above average by the end of the Reception year. Satisfactory learning and progress in Years 1 to 6 means that pupils' attainment is broadly average in English and mathematics by the time they leave in Year 6. However attainment levels have been declining, especially in the proportion of pupils attaining Level 5. Leaders and managers have worked hard over the past year to ensure more-able pupils make better progress. In this, there has been some success and in 2010, more Year 6 pupils attained Level 5 in English and mathematics in the National Curriculum tests than in 2009. In Year 2 also, an increased proportion of pupils attained the higher levels in reading, writing and mathematics. However, learning and progress across the school are variable. In some year groups, there are pupils, particularly boys and more able pupils, who have not made the progress that they should especially in writing and mathematics. Progress is faster in reading.

Teachers' planning is inconsistent and in some classes, it focuses too much on what pupils are doing, rather than what they are expected to learn. Good teaching was seen during the inspection, which resulted in motivated pupils who were actively involved in their learning, and where teachers had high expectations of the amount of work completed. However, in other lessons where teaching was satisfactory, there was too much teacher direction, with limited opportunities for pupils to plan and develop their own ideas. Although teaching and learning are satisfactory, senior leaders identify the need for good or better teaching to be a consistent feature across all year groups. In too many lessons, assessment information is not used well enough to ensure pupils of all abilities are given tasks that really make them think.

Senior leaders and the governing body work closely together to drive school improvement. A detailed tracking and target setting system is in place, and the school improvement plan identifies the right priorities for development. However, self-evaluation is over-generous, and leaders do not evaluate teaching in terms of the impact on pupils' learning and their progress. Lesson observations do not consistently pinpoint exactly what is needed to improve learning. During termly pupil progress meetings, assessment information is

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analysed and under-achievement identified. These meetings are becoming more effective, but, teachers are not held to account sufficiently for pupils' progress. Target setting is not rigorous enough. The governing body is supportive and aware of the school's strengths and weaknesses. However, its role of challenge is under-developed.

The halt in the decline in attainment at the end of Year 6, the improved progress of more-able pupils especially in Years 2 and 6, and the rise in attainment at the end of the Early Years Foundation Stage, shows the school has satisfactory capacity to improve further.

## **What does the school need to do to improve further?**

- Eliminate the uneven progress of pupils and increase the proportion of good lessons by:
  - raising teachers' expectations of what pupils are able to do and providing more challenge in lessons
  - using assessment information more rigorously to plan activities that match all pupils' needs
  - involving pupils in knowing more about what they are learning, why and how to succeed with their tasks
  - holding regular meetings whereby pupils' progress is carefully checked, swiftly taking any necessary action, and holding staff accountable for pupils' progress.
- Sharpen monitoring and evaluation procedures by:
  - setting challenging termly targets for pupils in reading, writing and mathematics
  - ensuring lesson observations focus on pupils' learning and that the feedback given clearly evaluates the impact of teaching on pupils' progress
  - ensuring governors hold the leadership to account for pupils' achievement.
- Develop a strategy for promoting community cohesion by:
  - carrying out an audit of the school's context including religious, ethnic and cultural and socio-economic factors, to inform an action plan which will develop pupils' understanding of community cohesion
  - making links with communities within the United Kingdom and globally, that have communities that are different from those found within the school and local community.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Outcomes for individuals and groups of pupils**

**3**

Learning and progress in the majority of lessons are satisfactory with some lessons in which the learning is good. In well-taught lessons, teachers promote enthusiasm because pupils have time to share ideas and research independently. For example, when Year 6 pupils were engrossed in discussing where, when and why, the Second World War started. Likewise, in a lively mathematics lesson, Year 2 pupils enjoyed working together to solve

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number problems. In both these lessons, good use of the interactive whiteboard helped to captivate pupils' interest. However, not all lessons are as engaging, and then pupils' concentration wanes and their progress slows. Pupils with special educational needs and/or disabilities make satisfactory progress, although at times they receive too much support, which limits their independence and their use of initiative. Achievement is satisfactory.

Pupils' spiritual, moral, social and cultural development is satisfactory. The vast majority of pupils have a clear understanding of right and wrong, but a few choose to behave inappropriately in lessons and disrupt the learning of others. Consequently, behaviour is satisfactory. Even so, pupils say they feel safe and have a good understanding of how to keep safe. They understand the dangers associated with fire, water and talking to strangers, for example. There are strengths in their cultural development including a good awareness of their own local heritage and of music and the arts. However their understanding and experience of the ways of life of people from other religious and ethnic groups in the United Kingdom is limited.

Pupils know that eating healthily and taking regular exercise is important, and many take part in the wide range of sporting clubs on offer. Pupils willingly take on roles and responsibilities, for example as monitors and playground buddies. The school council listens to the views of pupils and influences decisions such as the development of the playground area. Pupils enjoy organising events and raising money for a variety of charities locally and nationally. Their sound basic skills of literacy, numeracy and information and communication technology means they are suitably prepared for later life and work.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is satisfactory with some examples of good practice. In the best lessons, pupils make good progress because they are fully engaged, enjoy learning and are given good opportunities to work with other pupils in pairs and small groups. The pace of learning slows however, when teachers spend too long explaining tasks to pupils, and assessment information is not used well enough to plan the right work for the range of ability within the class. Teaching assistants are not used effectively enough during the introductions of lessons. In the past, boys have not progressed as well as girls in English. This is improving as teachers find contexts, which capture boys' imagination and links are made between subjects in order to make learning more meaningful for them. Visits to places such as local churches, the war memorial and the lifeboat station, alongside visitors to the school, add further interest to the curriculum.

Almost all parents and carers agree the school keeps their children safe. Pupils agree, and evidence shows, most pupils are confident to report any concerns that they might have to adults within school. They say there is little bullying, but if it does occur, then staff will deal with it fairly. Pupils with special educational needs and/or disabilities receive satisfactory support helping them to participate in all aspects of school life. Other pupils, who may be vulnerable, are supported well, and the good use made of a range of external agencies helps with this work. Satisfactory monitoring leads to broadly average attendance, which shows improvement since the previous inspection.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Senior leaders have a satisfactory focus on raising achievement and improving pupils' personal development. Uneven progress has been identified, and actions have been put into place to rectify this. However, there has been insufficient time to address fully the under-achievement in all year groups. Senior leaders are also aware that teaching is of an inconsistent quality and, although the monitoring of teaching is satisfactory it is not rigorous enough to ensure teaching is equally effective throughout the school. Governors are committed to the school's improvement, and are involved in self-evaluation. However, they do not check the effects of actions taken to improve pupils' achievement well enough. Equality of opportunity is promoted so there is no discrimination. While this work has done a great deal to ensure equal opportunities for those with specific needs, it has been less successful in providing consistently good progress for all.

The steps taken to ensure the safeguarding of pupils are satisfactory with all statutory requirements in place. Partnerships with others, for example local schools and other education providers, are satisfactory. The school knows its community well and pupils feel secure in this setting. However, school leaders are not doing enough to promote pupils' experience and understanding of diverse communities further afield in this country and abroad. As yet an audit has not been implemented to review the religious, ethnic and cultural, and socio-economic factors of the school and as a result there is no action plan including a monitoring and evaluation strategy in place.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children enter Reception with knowledge and skills that broadly match those expected for their age. Effective induction arrangements help children to settle happily into everyday routines and to thrive in a warm and supportive environment. As a result, children quickly become confident, independent learners. Teaching and learning are good. There is a good balance between activities where children make choices and select activities and those where they work with an adult. The staff work very closely together as a team, and a joint approach to planning, using careful observations of each child, ensures that all groups make good progress. Weaknesses in learning are quickly identified and rigorous action taken. This is seen in the improved progress of boys in linking sounds and letters, writing and creative development. Although boys are still not attaining as highly as girls in these areas of learning, there is a marked improvement, and in 2010 the vast majority of children attained levels, which were above average on entry to Year 1. Although outdoor activities are planned for carefully, opportunities for outdoor learning are insufficient. All welfare requirements are fully met, and robust steps are taken to ensure that children are safeguarded.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage	
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## Views of parents and carers

Almost all parents and carers, who responded to the questionnaire, say they are happy with their children's experience at Richmond Primary School. They appreciate that their children enjoy school and think they are kept safe within the school day. The inspection findings support these positive views. However, the inspection findings also support the small minority of negative responses regarding pupils' progress and the management of behaviour, both of which could be improved. A small minority of parents also felt that the school does not take account of suggestions and concerns. The headteacher informed the inspection team that suggestions are acted upon and gave the example of changing the format of the spring term parents' and carers' meeting to provide more time for discussion.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Richmond School, Skegness to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	62	28	33	3	3	0	0
The school keeps my child safe	50	58	34	40	2	2	0	0
My school informs me about my child's progress	30	35	44	51	7	8	3	3
My child is making enough progress at this school	37	43	38	44	7	8	1	1
The teaching is good at this school	40	47	37	43	4	5	0	0
The school helps me to support my child's learning	35	41	41	48	6	7	0	0
The school helps my child to have a healthy lifestyle	45	52	37	43	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	41	35	41	8	9	0	0
The school meets my child's particular needs	39	45	39	45	4	5	2	2
The school deals effectively with unacceptable behaviour	27	31	38	44	11	13	5	6
The school takes account of my suggestions and concerns	29	34	41	48	9	10	1	1
The school is led and managed effectively	33	38	46	53	5	6	0	0
Overall, I am happy with my child's experience at this school	41	48	40	47	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



20 September 2010

Dear Pupils

**Inspection of The Richmond School, Skegness, Skegness, PE25 3SH**

Thank you for the warm welcome you gave to the inspection team when we inspected your school recently. We enjoyed talking with you and seeing all that you do. We also read the questionnaires completed by you and your parents and carers. These provided lots of useful information. We think your school is satisfactory, which means some things are done well, and others could be better. Here are some of the good things we found out.

You have a good understanding of how to keep safe and you also feel safe in school, saying adults will always help you if you have a problem.

Your understanding of leading a healthy lifestyle is good, and you know the importance of regular exercise. Your school certainly offers you lots of opportunities to take part in a wide range of sporting activities.

You enjoy helping others within school and the wider community, and your school council does a good job in making sure you influence decision-making.

We think you get a good start to school life in the Reception classes where you make good progress with your learning. Even though some of you had only been in school for a few days, you seem to be very happy, enjoying your work.

The leaders of your school want you to achieve well and do your very best. They know that some of you could learn faster and we have asked them to do some things to make this happen. These are:

Make sure that all of you learn as well as you can in every class throughout the school.

Leaders to check regularly that teaching is good, and the ideas they have for improvement are really helping you all to learn well.

Help you to learn more about the different communities in the United Kingdom and in the world.

You can all help by always working hard and attending school regularly. We wish you all the best for the future and thank you again for your help.

Yours sincerely

Lois Furness

Lead inspector

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