

Richmond Primary School

Inspection report

Unique Reference Number	120076
Local Authority	Leicestershire
Inspection number	358686
Inspection dates	22–23 March 2011
Reporting inspector	Joseph Peacock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Darren Clark
Headteacher	Carolyn Munton
Date of previous school inspection	10 October 2007
School address	Stoke Road Hinckley LE10 3EA
Telephone number	01455 637266
Fax number	01455 639929
Email address	office@richmond.leics.sch.uk

Age group	4–11
Inspection dates	22–23 March 2011
Inspection number	358686

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 13 teachers. They held meetings with the headteacher, governors and staff, talked to parents and carers and children, and looked at school planning and assessment data. They observed the school's work and looked at documentation including minutes of governors' meetings, improvement planning and that relating to safeguarding and children's welfare. They scrutinised 108 questionnaires returned by parents and carers, and those returned by staff and pupils.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective are the school's strategies for raising attainment in reading and writing?
- What is the impact of teaching and recent developments in the curriculum in raising attainment for boys and the more able?
- How well are pupils prepared for life in multicultural Britain?
- How good is the quality of provision in class and outdoors for children in Reception and what is its impact on their learning and progress?

Information about the school

The school is much larger than the average primary school. Most pupils are of White British heritage. The proportion of children with special educational needs and/or disabilities is average and the proportion known to be eligible for free school meals is below average. There has been some significant staffing turbulence over the past two years and currently one senior leader is absent through illness. Major building work has just ended. Key Stage 2 pupils moved into their new accommodation in October 2010 allowing the old building to be demolished. Two satellite classes of pupils from the special school across the road are accommodated in the new building. The school has gained Healthy Schools status.

Privately-run childcare is provided on the same site. This is subject to a separate inspection. A breakfast club is organised and managed by school staff.

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: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Credit must be given to the headteacher, governors and staff for ensuring that improvement has been continuous since the previous inspection despite staffing turbulence and the disruption of building work. As a result of their combined efforts, the school has crossed a grade boundary and is now a good school.

Pupils clearly enjoy coming to school and are proud of their new accommodation. They feel perfectly safe, secure in the knowledge that staff care and will always look after them. Their behaviour is good in lessons and around the school. Friendships are developing with pupils from the special school, who are often invited to join in with playground activities.

Children enter Reception with skills that are mostly below those expected and make satisfactory progress in most areas of learning. However, In the Early Years Foundation Stage staff planning does not take sufficient account of children's prior learning and some activities lack challenge and do not promote learning effectively, particularly in developing literacy and numeracy skills. Children spend a disproportionate amount of time playing or working independently and the lack of guidance from staff means that learning is not always as rapid or effective as it could be. The quality of outdoor learning activities is not up to the same standard as those indoors. The school has identified the outdoor area and equipment for improvement.

The quality of teaching, learning and the curriculum in Key Stages 1 and 2 are good and ensures pupils' achievement is good by the end of Year 6. Expertise in promoting pupils' personal development through the curriculum is reflected in pupils' positive attitudes to learning. Consequently, pupils make good progress as they move through the school and achieve average standards in English and mathematics. Improving writing has been a priority for two years as previously low standards affected the school's overall performance in English. Writing skills are taught effectively for some when they are withdrawn from the class for specialist tuition. In literacy lessons, a few teachers do not take sufficient account of assessment information to ensure new work is matched to pupils' abilities so tasks are too easy or hard, slowing progress. Attainment in reading is above average as a result of successful strategies such as guided reading and volunteer helpers who regularly listen to pupils read. Writing skills, although improving, are still not as good as those in reading.

The headteacher, governing body and subject coordinators work effectively as a team, compensating well for each other should an absence occur. All have clearly defined roles and responsibilities. They have a good track record of success in improving identified priorities such as raising attainment in English and demonstrate a good capacity to continue improving all aspects of the school through their involvement in monitoring teaching and learning. Self-evaluation of the school's effectiveness is accurate in many

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

areas but some judgements are lower than they should be because they reflect attainment and have not given sufficient credit to pupils' good achievement.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in writing by:
 - ensuring that all teachers take full account of assessment information when planning lessons so that tasks are challenging and pupils build effectively on their prior knowledge
 - using the good practice already in place for guided reading to develop a similar structure to improve writing
 - ensuring consistency in teaching and learning for improving writing skills in lessons.
- Raise attainment and accelerate children's progress in the Early Years Foundation Stage by:
 - providing a better balance between teacher-led and children's independent activities both indoors and outdoors
 - using accurate assessment information to inform planning and raise teachers' expectations for children in order to ensure they make better progress, especially in their literacy and numeracy skills.

Outcomes for individuals and groups of pupils

2

In most lessons, pupils' achievement is good. All are keen to answer questions and their concentration only wavers when lesson planning does not accurately match tasks to their ability level. In these few instances, pupils find tasks are easy and quickly completed or too difficult, making it hard to maintain their concentration. Mostly, they listen attentively and try their best when doing their work. As a result, there is generally a calm, purposeful atmosphere for learning in the classrooms.

By the end of Year 6, attainment is average in English and mathematics. This represents good progress for most as the move through the school. More-able pupils usually achieve their potential and school strategies are helping to close the gap in attainment between girls and boys. Staff are in the middle of a concerted effort to raise attainment in writing to match that of reading. In 2010, there was a marked improvement in attainment as a result of the range of strategies and strong focus on developing writing skills. Staff are keen to maintain the upward trend and iron out any inconsistencies in provision to ensure good progress in every lesson. A scrutiny of pupils' work shows that most pupils are making better than expected progress each year in English and mathematics. The progress of pupils with special educational needs and/or disabilities is good because their progress is carefully assessed and teachers use this information well to plan their next steps in learning.

The new building has been uplifting for staff and pupils. Attendance is good, reflecting pupils' enjoyment and pride in their school. Most have a good understanding of staying fit and healthy, and a good awareness of keeping themselves and others safe. They have a good sense of responsibility, both to their school and the wider community. The physical

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

link with two classes of pupils from the special school has raised their awareness of helping and supporting others. Representatives from each year group enjoy and value their roles as school councillors. Topics, lessons in religious education and assemblies successfully promote learning and give pupils a good understanding about different cultures and faiths.

These are the grades for pupils' outcomes

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

¹ 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 effective because of the usually good use of assessment to guide teachers' lesson planning. This ensures that the quality of learning in most lessons is good. Pupils are set tasks which interest and challenge them and good use is made of computers to support and enhance learning. In two lessons where teaching was outstanding, imaginative and inspirational teaching ensured pupils concentrated fully and made excellent progress. The role play in one lesson by the site manager and an 'egg expert' dressed in a white lab coat, when an ostrich nest with three eggs was found in the grounds, was highly effective. It led to the teacher being questioned by pupils about their safety at playtime when imaginary ostriches were about. The stimulating experience ensured pupils were keen to produce informative reports for the local newspaper. In the few lessons where teaching and learning are less effective, insufficient account is taken of assessment information to plan appropriate tasks for pupils of different ability levels.

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

Marking is thorough and effectively provides pupils with guidance on how to further improve their work.

The curriculum has a strong emphasis on promoting literacy and numeracy skills and attainment is rising as a result. In Year 6, one of the teachers has considerable expertise in English and the other in mathematics; they teach one another's class in these subjects. Reading and writing skills are also effectively promoted for individual and groups of pupils by specialists working with them out of the classroom. The range of topics for each year is constantly reviewed and refreshed and effectively draws on pupils' learning from different subjects. Promoting pupils' personal, social, health and citizenship through the curriculum is a strength and staff expertise is shared with other schools. The curriculum is enhanced by visits, visitors, extra-curricular clubs such as 'Let's get cooking' and touch-typing. The emphasis on sporting activities has resulted in a full trophy cabinet in a range of sporting competitions. Pupils enjoy learning to speak French and attending the Spanish club.

Pupils feel valued as individuals and are confident that should an issue arise, staff will be there to support them. The nurture group has dramatically improved some pupils' attitudes to school and reduced the number of exclusions. Other successful initiatives such as the national Targeted Mental Health Programme have helped some pupils develop self-confidence and their progress has accelerated as a result. Good attendance is being maintained by the school's quick response to any absence and the sterling work of the parent-link worker. The breakfast club is a happy occasion for the small number of pupils involved. They are well cared for and have a good range of activities to enjoy after their healthy breakfast.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has welded together an effective team to help steer the school through a challenging period over the past two years. Involving staff, governors and pupils in meetings to decide planning issues for the new building has strengthened the team. Staff are all willingly involved in helping to monitor and evaluate the different aspects of school. Governance is good. The governing body has a wealth of expertise. Governors are well informed and know the school's strengths and where improvements can be made. They gain much of this information through their regular monitoring visits, though some visits are not closely linked to evaluating school priorities, missing opportunities to give staff valuable feedback on the rate of improvement.

The regular assessment of pupils' attainment and close tracking of their progress ensures provision can be targeted at any pupils who are found not to be making the required

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

progress. However, a few teachers do not take sufficient account of this data when planning tasks in literacy lessons and pupils are sometimes given work which they find too easy or hard. Tackling discrimination and ensuring equality of opportunity, especially for those pupils with special educational needs and/or disabilities and the more able, are uppermost in the minds of staff. Gaps between girls' and boys' attainment levels have almost closed by the time they leave in Year 6. The school has a good relationship with parents and carers, who appreciate all that the school is doing for their children. Partnerships with other schools, sporting coaches and other specialists are effective and make a major contribution to pupils' learning and their enjoyment of school.

The school has good arrangements for making sure that the pupils are safe. Staff and governors are highly trained in this area and the governing body has a separate safeguarding committee that monitors procedures carefully. Thorough risk assessments are conducted carefully by staff before any visit or activity. The school has detailed action plans to develop community cohesion locally, nationally and internationally. Good links are well established with a charity in the Cameroon and through the eco-council with other countries worldwide. As a result, pupils have a good understanding of communities and beliefs that differ from their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter Reception with skills that are below those normally expected. By the time they are ready to transfer to Year 1, most have made satisfactory progress but their attainment remains below average in all areas of learning. Early writing skills are particularly weak although this is not apparent from assessment data, raising questions over its accuracy.

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

Children develop good relationships with others and staff. They build resilience and are able to maintain long periods of concentration on tasks that they have chosen to do themselves. Indoors, the classrooms provide vibrant, attractive and well resourced learning areas. The outdoor accommodation needs improving. Activities outdoors often lack purpose with insufficient emphasis on learning through purposeful play. Indoors and out, children work or play independently for long periods but lack the support or guidance from staff to benefit from their experiences. All behave well and enjoy the wide range of activities provided for them. However, some of these are not very challenging and there is not enough emphasis on promoting or extending essential literacy or numeracy skills. The teaching of letters and sounds (phonics) has been introduced but children do not spend enough time writing in order to put into practice what they have learnt in these sessions.

Staff are conscientious and have had guidance and training along with their colleagues further up the school. The impact of this is not yet being reflected in the quality of provision or outcomes for children. Assessment information is not always reliable and staff are consequently not matching tasks closely enough to the different abilities of children so that they can build more successfully on what they already know.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

About a third of parents and carers returned their questionnaires and almost all clearly hold the school in high regard. Over nine out of ten agreed with almost every question. 'Staff are great' was a typical comment. Inspection evidence endorses parents' and carers' positive views. A very small minority had concerns about how well unacceptable behaviour is managed. This was investigated by inspectors, who found that behaviour is good and that pupils themselves feel safe and are happy in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Richmond Primary School 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	62	40	37	1	1	0	0
The school keeps my child safe	55	51	52	48	1	1	0	0
My school informs me about my child's progress	42	39	62	57	3	3	1	1
My child is making enough progress at this school	48	44	55	51	2	2	1	1
The teaching is good at this school	52	48	52	48	2	2	0	0
The school helps me to support my child's learning	41	38	59	55	7	6	0	0
The school helps my child to have a healthy lifestyle	44	41	61	56	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)	31	29	70	65	2	2	0	0
The school meets my child's particular needs	47	44	54	50	3	3	0	0
The school deals effectively with unacceptable behaviour	32	30	63	58	7	6	2	2
The school takes account of my suggestions and concerns	32	30	66	61	5	5	2	2
The school is led and managed effectively	46	43	55	51	6	6	0	0
Overall, I am happy with my child's experience at this school	54	50	50	46	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 March 2011

Dear Pupils

Inspection of Richmond Primary School, Hinckley LE10 3EA

My colleagues and I really enjoyed our visit to your school. Thank you for making us all feel so welcome. In our discussions, it was easy to see how proud you are of your impressive new building. Your school is judged as a good one because of your hard work and the progress you make each year. Congratulations to you all for concentrating so well despite all the disruption caused by the builders. Seeing you at work in lessons, and observing you at lunchtime and playtimes, showed us how much you enjoy school. Your good attendance and good behaviour show how much you enjoy school and help everyone to feel safe. Those who come to breakfast club thoroughly enjoy it, especially when they have 'worms on toast'! We especially liked the way you are making the pupils from Dorothy Goodman school feel so welcome.

One of the things stopping us judging your school higher is your attainment in writing. Standards need to catch up to those in reading and so we are asking your teachers to plan more challenging work, give you more guidance in lessons on specific skills and keep their attention on improving writing for a bit longer. We are sure all of you will rise to the extra challenge and help get standards even higher.

The youngest children in Reception always try their best and just about everyone makes satisfactory progress before they move into Year 1. The teachers plan lots of activities for the children to enjoy but sometimes the adults are not helping the children to learn new skills. We would like to see children have more time outdoors and even more activities to help them make faster progress in reading, writing and number skills.

All of you are well cared for and supported by your teachers, who work very hard to make sure you enjoy school. You clearly do well in your sporting activities, judging from all your trophies. We hope that you all continue to work hard and that you reach even higher standards so that the next inspectors will find an outstanding school.

Yours sincerely

Joseph Peacock

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.