

# Richmond Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121512
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359028
<b>Inspection dates</b>	23–24 March 2011
<b>Reporting inspector</b>	Susan Waugh

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	347
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Myckala Smith
<b>Headteacher</b>	Mrs Di Robinson
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Frances Road Richmond North Yorkshire DL10 4NF
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## Introduction

This inspection was carried out by three additional inspectors. They observed 24 lessons taught by 16 teachers. They held meetings with groups of pupils, governors, staff, the parental support adviser and a representative from the local authority. They observed the school's work, looked at curriculum plans, scrutinised children's work books and 'learning journeys', and analysed data about children's progress and from the 63 questionnaires returned by parents and carers.

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

- It investigated the standards and progress children are making in writing.
- It investigated the impact of the many withdrawal groups which are designed to boost pupils' progress.
- It investigated the impact of middle leaders on the work of the school.

## Information about the school

The school is larger than the average-sized primary school. Pupils live in Richmond and the surrounding villages. The vast majority are of White British heritage. The proportion of pupils known to be eligible for free school meals is above the national average. The percentage of pupils with special educational needs and/or disabilities is lower than the national average. The school serves a small number of Service families. The school holds the Basic Skills Quality Mark and has Healthy Schools status.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. The caring ethos and good-quality care, guidance and support mean that pupils' personal outcomes are strengths. Pupils behave well. They feel and know how to stay safe and understand how to stay healthy. Their spiritual, moral, social and cultural development is good. They respond well to the many opportunities to reflect on issues such as the Japanese earthquake and to consider them from the point of view of those involved. They make a good contribution to the school through the responsibilities they undertake.

Children begin school with broadly average starting points. Because of recent improvements, they make good progress now throughout the Early Years Foundation Stage. They make satisfactory progress as they move through the rest of the school. At the end of Year 6, their attainment is broadly average overall, although it is lower in writing. Teaching is satisfactory overall. Where the pace is brisk and work is challenging and well matched to different ability levels, progress and learning are good. In less successful lessons, children are not clear what they are learning or how to take the steps to achieve their goal. A small minority of pupils is withdrawn from class in small groups to boost their performance, but the impact of this is variable. In writing lessons, teachers spend too long talking about what to do rather than demonstrating how to do it. Children are given insufficient time to develop their ideas and thoughts and there is no consistent approach to teaching writing across the school.

The curriculum is satisfactory. It has been reviewed recently to provide more interest and motivation. The school recognises the need to adapt the curriculum further in order to ensure sufficient opportunities for pupils to improve their writing. Partnerships with other local schools and organisations have enriched the curriculum as well as providing good support for pupils' well-being.

Leaders and managers have a very clear vision for the school's success. There is frequent monitoring of the work of the school by senior leaders so that they are fully aware of its strengths and weaknesses. They have tried to tackle all weaknesses equally, which has meant that some initiatives have not had time to develop fully. The roles of middle leaders have recently been developed, but they have a less detailed grasp of what needs to be done to improve because they are not yet fully involved in monitoring and evaluation. Recently, there have been improvements to the quality of teaching and to levels of attendance. The school is demonstrating a satisfactory capacity to improve further.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching and learning to ensure that attainment rises by:
  - planning work so that it is clear what pupils will learn and ensuring they know the steps they need to take to meet the objective
  - giving pupils clearer indications of how to improve their work through feedback in lessons and marking
  - ensuring that all staff match work closely to the different needs of all individuals in lessons and in withdrawal groups
  - ensuring that there is always challenge built into learning.
- Improve achievement in writing by:
  - ensuring that the curriculum for writing is planned to develop pupils' skills and knowledge progressively
  - ensuring that new learning is modelled and explained effectively
  - providing more opportunities for pupils to clarify, rehearse and extend their thoughts
  - providing more opportunities to apply writing skills in other subjects.
- Strengthen leadership and management by:
  - developing further the expertise of middle leaders in monitoring and evaluating the work of the school in order to drive improvement
  - refining school improvement planning so it is targeted precisely on key priorities.

## Outcomes for individuals and groups of pupils

**3**

The vast majority of pupils respond well to the teaching they receive because relationships with staff are good. In lessons, they have a positive attitude, work hard and make satisfactory and sometimes good progress. Occasionally, pupils learn less well because they are not always given work which provides them with sufficient challenge. Pupils make mainly satisfactory progress when they are withdrawn from class and occasionally it is good. However, sometimes their learning is limited because important points are not explained well enough for them to be able to apply them in their own writing. Pupils with special educational needs and/or disabilities benefit from the constructive support they are given by teaching assistants and make the same satisfactory progress as their peers.

Pupils enjoy school, which contributes to their satisfactory achievement. This was demonstrated in the Year 1 and 2 classes when a visit by a 'witch' caused great excitement and gave pupils an opportunity to ask her the questions they had been formulating. Pupils have good spiritual, moral, social and cultural development, helped by their active participation in the wide range of artistic, cultural and sporting opportunities. Pupils are well informed about how to stay safe and they demonstrate a desire to be involved in the wide range of after-school sports. They have good opportunities to take responsibilities in school, such as belonging to the school council or being assembly monitors. They contribute also to the wider community. For example, they are involved in parades for returning soldiers which take place in the town. Pupils' basic skills are

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developed satisfactorily and they attend school regularly. Consequently, they are suitably prepared for their future lives.

*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>2</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>2</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?**

In the lessons where teachers have clear organisation and structure as well as high expectations of pupils, they move learning along briskly and pupils are encouraged to be active and to practise skills on their own. Frequent checks are made to ensure pupils understand what they are learning. In less successful lessons, teachers spend too long explaining so that pupils listen passively. They are not clear about what they are learning and assessment information is not used to match work closely to their differing needs. Consequently, the lesson moves at a slower pace. In some withdrawal groups, teaching is good because staff members have good subject knowledge, use skilful questioning and provide practical tasks to promote pupils' understanding. In less successful groups, staff give pupils the answers and do not explain concepts clearly enough. Teachers mark pupils' work regularly and sometimes sufficient guidance is given to pupils to inform improvements, although this is not always the case.

The curriculum has been reviewed to make it more stimulating and relevant. The 'children's curriculum' is based around themes to which pupils contribute content. It is supplemented by a wide range of visits and visitors. Subjects are being linked together to stimulate pupils' interests and help them practise their basic skills, although this has not

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yet had a measurable impact on pupils' writing skills. Pupils' personal development is promoted well through the curriculum and the school offers a wide range of clubs to advance pupils' sporting and artistic skills.

Parents and carers speak highly of the good care, guidance and support the school provides. Pupils whose circumstances make them more vulnerable are supported particularly well by the school. Great care is taken to ensure that pupils with specific needs are fully included in the life of the school. There is a close partnership with organisations that support Service families and the parent support adviser, for example, has had a positive impact on pupils' attendance and well-being. Transition into the next phase of education is organised well. The relationship with the local secondary school is strong and children visit it regularly to access sporting, cultural and artistic activities.

*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>2</b>

## How effective are leadership and management?

Central to recent improvements within the school has been the drive of the headteacher, who is supported ably by other senior leaders and the governing body. Middle leaders are taking an increasingly greater responsibility for supporting staff to improve their teaching and identifying pupils who are not achieving as well as they could. However, they are not yet fully involved in monitoring and evaluating the work of the school so their impact on school improvement is currently limited.

A good understanding of the school's strengths and weaknesses has meant that leaders have tried to respond to all weaknesses equally. This has resulted in plans which are not focused precisely enough and which have not had time to become fully effective.

Approaches to develop pupils' writing, for example, have been adopted inconsistently across the school and are not targeted carefully enough on improving the content of the writing.

The governing body makes a good contribution to the work of the school. Its members check the performance of the school regularly to provide appropriate challenge and evaluate their own effectiveness carefully. Procedures to safeguard children are good, characterised by effective systems which are checked very regularly. The partnerships the school forges are one of its strengths and impact positively on the quality of provision. All groups of pupils have equal opportunities to develop their skills and talents. Discrimination of any kind is not tolerated. However, pupils do not yet make consistent progress in all lessons or activities. There is a good commitment to promoting community cohesion and the school knows its own community well. Pupils understand about cultures in the wider world, but are only beginning to learn about the diversity of life in their own country.

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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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly and happily into the Early Years Foundation Stage because staff ensure there is a safe, calm and caring atmosphere. The good role models staff provide mean that children behave well and show concern and cooperation for each other. The environment is well organised and resourced. It is enhanced regularly to meet the needs and interests of the children who access the activities they can choose for themselves confidently, both indoors and outdoors. The recent developments to the learning environment alongside more accurate and frequent assessment ensure that now children make good progress in all areas of learning and development.

Teaching is good and staff use information from observations to provide activities which support individual interests, sustain children's enthusiasm and promote good progress. Adults are particularly effective at developing children's language and understanding when supporting their play. Direct teaching by adults is well planned, but sometimes it is less effective because opportunities to extend learning are missed. This is because of the way the adults are deployed to support children during these sessions.

Good, enthusiastic leadership has ensured there is a clear understanding of strengths and weaknesses underpinned by a good knowledge of the Early Years Foundation Stage curriculum and the most effective methods to support the learning and development of young children. Consequently, effective teamwork ensures all staff are supported to develop their own expertise. Relationships with parents, carers and a range of external agencies are positive and all welfare requirements are met. This contributes towards children feeling safe and enjoying learning.



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*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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A small minority of parents and carers responded to the questionnaire. Of those who did, an overwhelming majority were extremely positive about all aspects of the school. For example, they expressed high praise for the way their children enjoy school and are kept safe. They were also very positive about the way the school helps their children to have a healthy lifestyle. A very few parents and carers expressed concern that bullying incidents were not dealt with effectively. Inspectors found that procedures to promote positive behaviour and to deal with any incidents that occur are appropriate.

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

Ofsted invited all the registered parents and carers of pupils registered at Richmond Church of England 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 347 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	61	30	38	1	1	0	0
The school keeps my child safe	53	66	27	34	0	0	0	0
My school informs me about my child's progress	42	53	36	45	0	0	0	0
My child is making enough progress at this school	42	53	36	45	1	1	1	1
The teaching is good at this school	49	61	29	36	2	3	0	0
The school helps me to support my child's learning	45	56	34	43	1	1	0	0
The school helps my child to have a healthy lifestyle	47	59	31	39	1	1	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)	32	40	44	55	1	1	0	0
The school meets my child's particular needs	39	49	38	48	2	3	0	0
The school deals effectively with unacceptable behaviour	32	40	37	46	4	5	3	4
The school takes account of my suggestions and concerns	32	40	43	54	2	3	0	0
The school is led and managed effectively	42	53	35	44	1	1	0	0
Overall, I am happy with my child's experience at this school	49	61	28	35	3	4	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](http://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"> <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.**



25 March 2011

Dear Pupils

**Inspection of Richmond Church of England Primary School, Richmond, DL10 4NF**

Thank you for being so friendly and helpful when we visited your school. We enjoyed talking to you. We were pleased to hear that you feel safe at school, know how to stay healthy and are helped to think carefully about the lives of other people and your own feelings. I list some of the other things we found below.

- Yours is a satisfactory school where you make satisfactory progress in your learning and reach standards that are similar to those reached nationally by the time you leave overall.
- The care, guidance and support the school gives you are good.
- Your school works well with different partners to improve your education.

Part of our job is to identify how the school can be even better. We have asked your headteacher, the governing body and teachers to make the school more effective by doing the following things:

- improving the quality of teaching overall
- improving the way you learn how to write
- making sure that all leaders think carefully about what they want to improve in school so that it makes the biggest difference to the progress you make.

You can help your school improve even further by continuing to attend school regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Susan Waugh

Lead inspector (on behalf of the inspection team)

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