

Richmond Methodist Primary School

Inspection report

Unique Reference Number	121544
Local authority	North Yorkshire
Inspection number	380263
Inspection dates	23–24 April 2012
Lead inspector	Peter Harrison

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Mike Heseltine
Headteacher	Mark Allison
Date of previous school inspection	9 October 2008
School address	Darlington Road Richmond DL10 7BH
Telephone number	01748 822794
Fax number	01748 821292
Email address	headteacher@richmondmethodist.n-yorks.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 purposes, as long as you give details of the source and date of publication and do not alter the information 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'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Peter Harrison
Philip Scott
Declan McCauley

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 28 lessons taught by 11 teachers, including joint observations with the leadership team. The inspectors held meetings with representatives of the governing body, staff, pupils, parents and carers. Inspectors observed the school's work, looked at a sample of documentation and policies for strategic planning and safeguarding. Examples of pupils' work were examined and monitoring records were evaluated. They also scrutinised 143 parents' and carers' questionnaires in addition to questionnaires from pupils and teachers.

Information about the school

The school is larger than the average primary school. The percentage of pupils known to be eligible for free school meals is below the national average. Almost all pupils are from White British backgrounds. The proportion of disabled pupils and those supported by school action plus or with a statement of special educational needs is below average. The school has gained Healthy School Status. The school meets the current floor standards, which are the minimum standards expected by the government.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet an outstanding because whilst there is much good teaching which engages pupils there are some inconsistencies. Teachers miss opportunities to allow pupils to take responsibility for their own learning and questioning is not always as effective as it could be. This results in progress being good rather than outstanding.
- Pupils' achievement is good. From starting points, broadly typical for their age on entry to the Early Years Foundation Stage, pupils make good progress to attain standards that are above average by the end of Year 6. Progress at all key stages in the school is good.
- Teaching is good as a result of the good focus on this aspect of the school's work from school leaders. Teachers have good subject knowledge and have good relationships with the pupils. They make clear what pupils will learn and check their understanding effectively during lessons. Occasionally there is too much teacher direction with missed opportunities for pupils to learn independently.
- Behaviour is good in lessons and around the school. Attendance is above the national average and safeguarding in the school is effective. Pupils say they feel safe in school and enjoy coming to school. Their attitudes to learning are usually good.
- Leadership and management are good. The senior leadership team have implemented strategies to improve pupils' progress and manage staff performance well. Although these have resulted in improved progress, it is still not outstanding. Senior leaders monitor the work of the school well and have a good knowledge of the strengths and weaknesses. The governing body discharges its duties effectively and provides good support and challenge to the school.

What does the school need to do to improve further?

- Eliminate inconsistencies in the quality of teaching and learning by:
 - standardising teachers' use of questioning skills
 - ensuring marking is consistent.
- Increase pupils' independence in their learning by:
 - ensuring teachers plan additional opportunities for independent learning
 - exploiting opportunities for pupils to use information and communication technology effectively.

Main Report

Achievement of pupils

Pupils enjoy their lessons. They work hard and are eager to improve their work. They respond well to effective teaching that stimulates their learning and enjoy being actively involved in independent learning when they are given the opportunity. During an English lesson in Year 4, pupils were enthused by imaginative and creative teaching of Ghanaian proverbs. They responded positively to challenging activities which resulted in outstanding progress. The high quality teaching and stimulating activities, with accurate well-focused challenge, results in good learning and motivated pupils.

Pupils achieve well in all key stages. Attainment on entry to the school is declining but is broadly in line with expectations for the children's ages. By the end of the Reception Year and at the end of Year 2 attainment is above average. Attainment in reading at the end of Key Stage 1 is above average. Pupils' attainment in reading at the end of Key Stage 2 is above average and has been so for the last three years. Attainment at the end of Key Stage 2 is above average in English and mathematics. All groups of pupils, including those who are disabled and those who have special educational needs, make good progress at all key stages. The very small proportion of pupils known to be eligible for free school meals achieve better than other pupils. The vast majority of parents and carers are of the opinion that their children enjoy school and are making good progress as confirmed by the inspection findings.

Quality of teaching

All parents and carers who responded to the inspection questionnaire believe that pupils are taught well and make good progress. In good or better lessons, teachers have good subject knowledge and encourage pupils to make good progress. Most, but not all, teachers explain clearly to pupils what they will learn and what they need to do in order to succeed. There is brisk pace in lessons and teachers make good use of both physical resources and teaching assistants to support pupils. Not enough opportunities are created for pupils to learn independently. Assessment is used effectively to ensure work is matched to the needs of all pupils. In less effective

lessons, there is a lack of pace with more emphasis on teachers over directing learning and work is less well matched to the needs of all pupils. Questioning skills are less well developed. In all lessons observed relationships between teachers, support assistants and pupils were good. Homework is used effectively to extend learning. In lessons observed, there were opportunities for pupils to increase their skills in both English and mathematics but limited opportunities for pupils to use their skills in information and communication technology (ICT) to support their learning. Pupils are provided with opportunities to understand cost, selling price and profit that develop their economic well-being. There are some inconsistencies in teachers' marking. It is generally informative but does not consistently identify precise areas for development.

In the Early Years Foundation Stage, a range of engaging activities capture the imagination of the children and there are ample opportunities for independent learning. There is a good balance of activities directed by the teacher and those children choose for themselves. Children work cooperatively, using a variety of resources creatively to develop speaking and listening skills. The use of outdoor play stimulated children's creativity and physical development. Basic writing skills, such as finger spacing and sentence construction, are covered thoroughly with support and challenge from teachers and support assistants. The teaching of reading is a strong feature in the curriculum. There is effective teaching of phonics linking letters and sounds.

Behaviour and safety of pupils

Pupils enjoy coming to school and feel safe. Most parents and carers believe behaviour in school is good. Some parents and carers expressed concern about how pupils behave in the school. Inspectors investigated these concerns and found pupils behave well in lessons and around school. The school's records of inappropriate behaviour and bullying indicate that incidents are low. There are very few incidents of racial harassment in the school with only minor incidences of bullying. Attendance in school is above average and rising, with very low levels of persistent absenteeism.

Leadership and management

The headteacher has a significant impact on driving improvement in the school and is well supported by the senior leadership team, middle managers and staff who all have the shared vision of raising attainment and pupils' progress. The school has addressed all areas for improvement well from the last inspection. There is effective assessment of pupils' achievement as they move through the school. This enables early identification of pupils' needs. The assessment of the quality of teaching and learning is accurate and agrees with inspection findings. Well-targeted professional development, supported by performance management and the sharing of good practice, contributes to raising the standard of teaching and learning and pupils' achievement in the school. The capacity to improve further is good.

The curriculum is good with a strong emphasis on developing basic skills in mathematics and English. Spiritual, moral, social and cultural education has a strong presence in the curriculum. The school has a systematic approach to teaching reading. As pupils' progress through the school, they have opportunities to analyse

authors' use of language, the storyline and characterisation. Well-planned enrichment activities, including educational visits and guest speakers extend pupils knowledge of other faiths and cultures. There is a wide range of opportunities in the school to enrich the curriculum, including sporting, artistic and environmental activities. The school promotes equality and tackles discrimination firmly. The school's processes for safeguarding and safer recruitment are good and comply with government recommendations.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



25 April 2012

Dear Pupils

Inspection of Richmond Methodist Primary School, Richmond, DL10 7BH

Thank you for making the team so welcome when we inspected your school. We particularly enjoyed talking with you about your school and your work. We were impressed by your good behaviour, your politeness and the care and consideration you show to each other. Your school takes good care of you and you feel safe in school. Your attendance to school is very regular – well done!

You go to a good school and your headteacher and governing body know how to make it even better. Your teachers make your lessons fun, especially when you actively explore and learn together. You told us how much you enjoy coming to school because you like your teachers, your lessons, lunchtime and after-school clubs and visits. Your parents and carers also like the school.

In order to help you reach even higher standards and make quicker progress, I am asking your teachers to make sure that:

- you have more opportunities to find out things for yourselves and make full use of the ICT equipment that is available to you in the school to support your learning in different subjects
- they provide you with feedback through marking that will help you identify what you need to do improve the standard of your work
- they extend your learning by asking more questions of you.

You can help by doing your best in lessons and by continuing to attend school regularly.

We wish you every success in the future.

Yours sincerely

Peter Harrison
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.