

Richmond Hill Primary School

Inspection report

Unique Reference Number	107927
Local authority	Leeds
Inspection number	377670
Inspection dates	9–10 May 2012
Lead inspector	Fiona Gowers

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	T Hall
Headteacher	Sue Mudie
Date of previous school inspection	15 October 2007
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Introduction

Inspection team

Fiona Gowers
Peter McKay
Marian Thomas

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out at half a day's notice. The inspectors observed 10 lessons or part lessons taught by 10 different teachers, including three joint observations with the headteacher. Several short visits to other lessons were also conducted. Inspectors held meetings with pupils, members of the governing body, school staff and senior leaders. Inspectors observed the school's work and looked at a range of documentation, including those related to school improvement planning, records of pupils' progress, pupils' work and the school's self-evaluation. Inspectors scrutinised the 21 questionnaires returned by parents and carers as well as those completed by pupils and staff. No responses to the on-line questionnaire (Parent View) survey were available to aid inspection planning.

Information about the school

The number of pupils attending this above average-sized primary school has grown significantly since the last inspection. The proportion of pupils from minority ethnic groups is well above average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils with special educational needs is above average, while the proportion that has a statement of special educational needs is broadly average. A significant number of pupils both join and leave the school at other than the usual times. The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government. The school manages a breakfast club each morning. The school has achieved the Basic Skills, Active Sports and Healthy School awards, as well as the Gold award for the Environment.

Most of the Key Stage 2 classes are currently sited in temporary accommodation while a new school is being built on the school site.

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 with some notable strengths. It has a very strong caring ethos. Every child is made to feel that they matter, because staff know the needs of each individual pupil well. It is a good rather than an outstanding school because while teaching is good overall, a small proportion of teaching is not as effective as it could be, leading to rates of progress slowing on occasions.
- Children get off to a good start in their learning in the Early Years Foundation Stage. They settle well in the nurturing environment provided. Pupils achieve well and attainment is broadly average by the end of Year 6.
- Teaching encourages pupils to work hard and try their best. Learning activities in most lessons are adapted well to meet the full range of pupils' needs and effective questioning challenges pupils and gets them thinking hard. Learning generally proceeds at a good pace. In a few lessons the pace of learning slows because too much time is wasted and learning activities are not always challenging enough.
- Good relationships throughout the school foster pupils' spiritual, moral, social and cultural development well. Pupils are well behaved and develop positive attitudes to learning because they respond well to the constructive encouragement and clear guidelines provided by staff.
- Leadership is good. Senior leaders have successfully established a cohesive community where everyone's contribution is valued. Strengths in school leadership have ensured that pupils' good levels of achievement have been maintained during the building of the new school and rapidly rising numbers on

roll. The quality of teaching, however, remains a little inconsistent. This is because the monitoring of teaching by school leaders is not always rigorous enough and there have not been enough opportunities to share the best teaching practice in school to ensure all teaching is of good or better quality.

What does the school need to do to improve further?

- Ensure all teaching is good or better to improve achievement further by:
 - increasing opportunities to share the best teaching practice and plan collaboratively
 - ensuring good pace, use of time and level of challenge in lessons to promote maximum learning
 - sharpen the focus of the monitoring of teaching to ensure that it focuses more on how to improve pupils' learning.

Main Report

Achievement of pupils

Pupils make good progress in most lessons because teachers endeavour to meet their individual needs and tailor learning activities accordingly. Good relationships foster positive attitudes to learning and pupils grow in confidence in their own ability. The emphasis on pupils independently tackling challenging learning activities is helping many pupils make better than expected progress. For example, a group of younger pupils confidently considered what an author's personality might be like after reading some of his books. They then wrote a character profile of the author; independently researching information from the internet. However, in a few lessons the pace of learning is slower and consequently pupils' enthusiasm for their work is not as great, and they do not make as much progress.

When they start school many children's skills are low, particularly their communication skills. They make good progress and are keen to explore the activities provided, enthusiastically talking about what they have been learning. A group of children in a Reception class excitedly talked about the tadpoles in their classroom, exclaiming: 'Look they've grown massive now and they are going to become frogs soon!' Children are working towards the expected levels by the end of the reception year, although their attainment remains lower in early writing skills and their knowledge and understanding of the world. Levels of attainment at Key Stage 1 are rising; however, standards overall, including in reading, remain below average. Levels of attainment in reading, writing and mathematics at the end of Year 6 have been broadly average over the last three years. This represents a trend of good achievement overall, relative to pupils' starting points.

A significant proportion of pupils enter the school at various stages of the school year. Such high pupil mobility can depress the overall attainment at the end of Year 2 and Year 6 national tests and assessments, and cause fluctuations in attainment levels over time. However, inspection findings confirm that the school is successfully closing the relative gaps in the achievement of different groups. The needs of the

pupils in each class vary significantly from year to year, so the school has developed a more personalised approach and tailors the curriculum to the specific needs of each class. As a result, pupils who are new to learning English, those who join the school partway through a year and those with special educational needs also make good progress, because of high quality pastoral support and well targeted learning activities. Parents and carers who responded to the questionnaire are rightly happy that their children are achieving well.

Quality of teaching

The quality of teaching is good overall. The best lessons incorporate a range of challenging learning activities which interest pupils and get them thinking hard. Effective questioning and plenty of opportunities to explore ideas with a partner reinforce and extend pupils' understanding and language skills, in particular. Positive relationships foster pupils' personal and social skills. A learning environment is established which encourages pupils to be independent in their learning and use and apply their skills across the curriculum. In the Nursery, children confidently selected their own equipment and remained engaged in their activities for extended periods of time. Skilful intervention by staff, alongside the use of rhymes, games and well-embedded routines, provided good support for children's personal and social education and their language development. Older pupils enjoyed inviting parents and carers to a breakfast at school and then wrote a recount of the event for the school website. Most pupils receive regular feedback on their work and are given guidance on how to improve further. Pupils are then encouraged to evaluate how well they have done using their target cards as a guide. This approach helps them make faster progress.

Occasionally, the pace of learning slows and teaching is less effective. In such lessons, pupils are not so motivated to learn because learning activities are less challenging. Time is not used as effectively as it could be both in the transition time between activities and when pupils have to sit listening for extended periods. Progress is slowed as the momentum of learning is lost. Opportunities are not fully utilised to share the best practice in school and to plan collaboratively to help ensure all teaching reaches the standard of the best.

The teaching of reading, writing and mathematics is effective and pupils, parents and carers all share this view. Teaching allows pupils to develop a range of skills across the curriculum and to use information and communication technology to reinforce and extend their learning. Pupils with special educational needs, those who enter the school at different times during the school year and those at the early stages of learning English are taught well. Rigorous assessments of their learning ensure that work is carefully targeted at an appropriate level. Pupils also respond well to regular opportunities for more intensive teaching in small groups.

Behaviour and safety of pupils

The school has high expectations of pupils' behaviour and has developed a clear behaviour policy to this end. Most pupils behave well, helped by these clear guidelines and positive relationships with staff. Pupils are typically considerate, respectful and courteous. More vulnerable pupils, who may experience social and

emotional difficulties, are very well supported. As a result, any incidents of poorer behaviour do not generally disrupt learning. The calm and caring environment fosters pupils' social and emotional development and helps them feel safe and secure. Attendance levels have risen and are broadly in line with the national average. The school deploys a range of initiatives, which are successfully motivating pupils to attend school regularly and avoid any unnecessary absence. There has been a significant reduction in the number of pupils who are persistently absent because robust systems ensure pupils whose attendance declines are followed up rigorously.

The school's support for pupils with special educational needs, those new to learning English and those new to the school, is excellent. Pupils are encouraged to look after each other and act as a buddy for new pupils. This approach helps them develop a very good understanding of, and empathy for others, including those of other faiths and cultures. As a result, new pupils quickly settle into school life.

A minority of pupils and parents and carers expressed concerns about behaviour and bullying. When inspectors spoke to pupils they said bullying does occur, but it is rare and addressed quickly. Pupils said they are confident they would find someone in school to help if they had any worries or concerns. Records show that incidences are rare and that the school has taken every possible step to put things right. Pupils have a good understanding of different forms of bullying, including cyber bullying and are clear what actions to take should it happen to them.

Leadership and management

The needs of the pupils remain at the heart of everything the school does. The headteacher is utterly determined to provide the best for the pupils. The school effectively promotes equality of opportunity and tackles discrimination. It is inclusive and welcoming. School leaders have a clear vision for future improvements and have successfully involved staff at all levels to consolidate and build upon the school's previous good performance. To this end, many members of staff have received training to develop key specialisms, such as in the Early Years Foundation Stage provision, music, physical education and information and communication technology. The school's continued improvement during a period of significant change demonstrates its good capacity to improve still further.

School leaders, including the governors, ensure safeguarding procedures meet requirements. The governing body knows the school's strengths and areas for development and represents the community effectively. Governors provide good challenge. They have been fully involved in helping oversee the development of the new school building and in helping to ensure that any possible disruption to pupils' learning while the school operates on two separate sites, is kept to a minimum.

The curriculum is good and fosters pupils' spiritual, moral, social and cultural development well. For example, it helps pupils develop a good understanding of how to keep themselves safe, and reflects and celebrates the different cultures represented in the school.

School leaders have been aware of the need to develop sharper systems to monitor teaching and learning, particularly in view of the significantly rising number of pupils

on roll. Systems to monitor pupils' progress are becoming more rigorous and successfully identify pupils who have not made as much progress as expected or those who can be challenged further. This is helping some pupils make faster progress. However, systems monitoring teaching do not always focus well enough on how well teaching is helping to improve pupils' learning, nor on ensuring previously identified aspects in need of improvement are rigorously followed up. As a result, some inconsistencies in the quality of teaching still remain.

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.



11 May 2012

Dear Pupils

Inspection of Richmond Hill Primary School, Leeds, LS9 8QF

Thank you for the friendly welcome you gave the team when we came to inspect your school. We enjoyed meeting you and seeing you at work. You go to a good school and you and most of your parents and carers agree. I know you are all looking forward to moving into your new school building. You have not got much longer to wait now!

You make good progress because you receive good quality teaching. By the time you leave school at the end of Year 6 your attainment is broadly average in mathematics, reading and writing. You should be very proud of yourselves because you behave well and you are very supportive of new pupils who come to your school. You told us you feel safe at school and that there is an adult to turn to if you feel worried about anything. You are confident that rare instances of bullying are swiftly dealt with by the school.

Mrs Mudie and the governors lead your school well. They and all the other staff are always looking for ways to make your school even better. We have asked them to:

- help you make even better progress and at a fast pace in lessons
- share ideas about how to make some of your lessons even more challenging and of good quality.

Keep working hard and coming to school regularly. Enjoy your new school building!

I wish you every success in the future.

Yours sincerely

Fiona Gowers
Lead Inspector

