

# Richardson Endowed Primary School

## Inspection report

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<b>Unique reference number</b>	112853
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378582
<b>Inspection dates</b>	30-31 May 2012
<b>Lead inspector</b>	Lois Furness

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Richard Singleton
<b>Headteacher</b>	Matthew Crawford
<b>Date of previous school inspection</b>	11 January 2007
<b>School address</b>	Main Road Smalley Ilkeston DE7 6EF
<b>Telephone number</b>	01332 880317
<b>Fax number</b>	01332 880317
<b>Email address</b>	headteacher@richardson.derbyshire.sch.uk

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<b>Age group</b>	4-11
<b>Inspection date(s)</b>	30-31 May 2012
<b>Inspection number</b>	378582



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## Introduction

Inspection team

Lois Furness

Additional Inspector

Clare Saunders

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 18 lessons taught by seven teachers. These observations included five sessions of the teaching of phonics (letter patterns and the sounds they represent). A number of observations were made jointly with the headteacher and the assistant headteacher of the school. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors observed the school's work and looked at school documentation, including teachers' planning, the school development plan, assessment information, safeguarding documentation and samples of pupils' work. In addition, inspectors listened to pupils read and talked with them about their enjoyment of books. Inspectors analysed 119 questionnaires from parents and carers, 16 from staff and 94 from pupils.

## Information about the school

Richardson Endowed School is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils are White British and very few speak English as an additional language. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average. The school meets the current floor standards, the government's expected minimum standard for pupils' attainment and progress. Since the previous inspection, there have been substantial changes to staffing, including the appointment of a new headteacher who took up his post in September 2011. During the inspection, Year 6 pupils were absent from school attending a three-day residential. The school has a number of awards including Healthy Schools status, Active Mark and the Basic Skills Quality Mark.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Richardson Endowed is a good school. Its overall effectiveness is good rather than outstanding because inconsistencies in teaching result in good rather than outstanding progress. There are some shortcomings in outdoor provision in the Early Years Foundation Stage.
- From starting points broadly typical for their age, pupils make good progress to attain standards that are well above average in English and mathematics by the end of Year 6. Pupils' attainment is not as high in topic work though their attainment in music is a notable strength.
- Most teaching is good and, in Years 5 and 6, it is often outstanding. At its best, teaching inspires all pupils to work on exciting tasks that extend learning at a rapid pace. When teaching is satisfactory, teachers do not have high enough expectations of pupils. Good marking practice is evident especially in writing, however, this is not as consistent in other subjects.
- A calm orderly environment for learning promotes good behaviour. Pupils have positive attitudes towards learning. They are well-motivated and concentrate well on their activities. Pupils know how to keep safe.
- The new senior leadership team, well supported by the governing body, is ambitious for further improvement. The leadership of teaching is good. Effective procedures for the management of performance ensure professional development is targeted well. Nevertheless, monitoring and self-evaluation activities do not always focus sufficiently on pupils' recorded work in subjects other than in English and mathematics.
- The curriculum is interesting and generally well-matched to pupils' needs, but it does not systematically enable them to apply their literacy and numeracy skills in a range of subjects. Progression in learning is not clearly evident in pupils' topic work. The outdoor curriculum for the Early Years Foundation Stage is

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under-developed and resources require improvement.

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

- Ensure pupils make outstanding progress throughout the school by:
  - raising teachers' expectations of pupils' presentation and the quality of work in all subjects
  - organising pupils' work so that progression in learning is evident to them, especially in topic work
  - ensuring pupils have regular opportunities to practise their literacy and numeracy skills across the curriculum
  - improving the quality of the feedback that teachers give to pupils, in subjects other than writing, so pupils clearly understand what they must do to improve their work, and are given sufficient opportunities to respond to their teacher's comments
  - ensuring monitoring and self-evaluation activities include a regular scrutiny of pupils' work in all subjects.
  
- Improve outdoor provision, including resources, in the Early Years Foundation Stage.

## Main report

### Achievement of pupils

By the end of Year 6, attainment is well above average in English and mathematics which shows good progress from children's age-related starting points on entry to the Early Years Foundation Stage. A well-above-average proportion of pupils are attaining Level 5 and more-able pupils are challenged effectively, especially in mathematics. This was seen in Year 5 as more-able pupils confidently reflected polygons in the four different quadrants. Children in the Early Years Foundation Stage make good progress, especially in their personal, social and emotional development. This is because the indoor area provides a safe and encouraging atmosphere where children feel secure and confident. In Years 1 and 2, progress over time has been satisfactory and attainment overall has been broadly average. However, as a result of improvements in teaching, attainment is rising. Assessment information and work in pupils' English and mathematics books shows that more pupils in Years 1 and 2 are attaining above age-related expectations than in the past and progress is good. The few disabled pupils and those who have special educational needs are well supported because activities are tailored closely to their needs. There were no marked differences seen in the progress of boys and girls during the inspection nor in the progress of pupils known to be eligible for free school meals. Achievement is good for all groups of pupils.

At the end of Year 2, standards in reading are above average. This is because a systematic programme for the teaching of letters and sounds (phonics) is used and

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pupils are encouraged to read regularly at school and at home. Older pupils speak enthusiastically about their reading habits, and even asked inspectors about their favourite books. By the end of Year 6, attainment in reading is well above average. Attainment in writing has not been as high as reading over time. However, this is improving as pupils are provided with a purpose for writing. For example, they wrote a letter to the Queen to celebrate the Diamond Jubilee, and were encouraged to talk to each other about their ideas. This was seen in a good Year 2 lesson as pupils discussed how to make their writing more interesting. Good progress was made as pupils successfully extended their vocabulary. Although consistently good progress is seen in writing and mathematics books, progress is more variable in pupils' topic work. Teachers do not have the same high expectations of presentation and of the quality of work. Work scrutiny shows missed opportunities for pupils to apply their literacy and numeracy skills in other subjects.

Almost all parents and carers agree that their children make good progress while they are at school and the findings of the inspection confirm this.

**Quality of teaching**

Good features of teaching were seen in all year groups. Praise is used well to encourage pupils to answer questions and build up their self-esteem. Behaviour is well managed and pupils follow instructions carefully. Pupils are involved in their learning through the sharing of learning objectives and having opportunities to discuss ideas in pairs or in groups. Such activities promote good social and moral skills. This was seen when Year 2 pupils excitedly discussed if the giant envelope had come from the Queen or from 'Norman Gnomes' mum'. Pupils were really engaged in this activity, listening carefully to one another and respecting each others' viewpoint. One pupil just had to ask, 'How could such a large envelope come through the post box?' Teachers' subject knowledge is good in the teaching of English and mathematics. The importance of modelling writing is recognised as, for example, in the Early Years Foundation Stage when the teacher carefully modelled the features of a good letter. Information and communication technology is used effectively with those pupils who sometimes find it difficult to write down their ideas. The teaching of reading is good. It is regular and based on a structured scheme fully adopted by all teachers. Teaching assistants are mainly deployed well although at times they intervene too quickly so limiting more-able pupils' independence. The teaching of disabled pupils and those who have special educational needs is good. Teaching assistants provide them with good support and are clear about what guidance these pupils require.

Although teachers have high expectations of work in English and mathematics, their expectations are not as high in pupils' topic work. Work sampling shows there are missed opportunities for pupils to systematically apply their literacy and numeracy skills across the curriculum. At times, untidy work is accepted by teachers. The practice of recording ideas on loose pieces of paper placed into a folder does not encourage pupils to take care, and it is difficult for them to see progression in their learning. This is in marked contrast to pupils' creative homework books which show

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good progression, and pride of presentation. Pupils' work is marked regularly but clear advice is not consistently given about why work is good and how it can be improved. Marking is more helpful in writing than in other subjects, but teachers do not always give time for pupils to respond to the comments made. The inspectors' evaluation that teaching is good matches that of parents and carers.

### **Behaviour and safety of pupils**

All classrooms have a calm and purposeful atmosphere because staff enjoy good relationships with pupils and manage them well. Pupils are polite and friendly to each other, and respectful towards visitors. School records show very few incidents of inappropriate behaviour and pupils' behaviour in class and around school is consistently good. Pupils also comment that behaviour is good in school. Good attitudes to learning and good behaviour enable teachers to teach effectively and pupils to learn successfully. Pupils apply themselves well to their tasks. They listen well to adults and to each other. Their enthusiasm for school is reflected in their attendance, which is above average.

Good procedures are in place to ensure any instances of bullying are dealt with effectively. Pupils say any rare occurrences of bullying of any kind are dealt with swiftly and fairly. Pupils are aware of the various risks they face in and out of school, such as when using the internet or when walking and cycling, and how to respond to these. Pupils are also aware of different types of bullying, including name calling, cyber-bullying and prejudice-based bullying. All parents and carers say that behaviour is good in school and most say their children are kept safe. Inspectors agree with these views.

### **Leadership and management**

The headteacher and senior managers have a clear vision for school improvement which is focused firmly on raising attainment and accelerating pupils' progress. This vision is shared by all. The key issues of the previous inspection, regarding pupils knowing their targets and increased involvement in monitoring and self-evaluation by the governing body and senior staff, have been addressed well. Staff morale is high. Performance management is effective. The impact of professional development, including 'lesson studies', is shown by an increasing proportion of good teaching. All of these factors indicate that capacity to improve is good. The governing body is well informed and knowledgeable about the school's work. Strengths and weaknesses are known and its members give generously of their time in supporting the school's activities. Practical support is given alongside challenge to ensure the school continues to be successful. Statutory requirements, including those for safeguarding and child protection, are met well. There is a strong commitment to promoting equality of opportunity. All pupils are equally valued and there is no place for discrimination. Progress is carefully tracked to ensure the equally good achievement of all groups of pupils.

The successful promotion of pupils' spiritual, moral, social and cultural development

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is woven through the broad and balanced curriculum and throughout all aspects of school life. This results in pupils who are able to reflect on and discuss maturely issues that concern them. They have a well-developed sense of right and wrong and get on well together. Extra-curricular activities, which include sport and music, are popular and well attended. Pupils enjoy a range of visits including those to the mosque, the cathedral and a residential visit to an outdoor pursuits centre. Visitors increase pupils' awareness through talking about their beliefs, often through stories, drama and dance. The outdoor environment for children in the Early Years Foundation Stage, although satisfactory, does not provide a stimulating learning environment reflecting all six areas of learning. Resources for the outside environment are unexciting and limited to mainly indoor resources that are taken outside. Parents and carers are very supportive of the school. The 'Parents Champion' group has effectively involved them in the use of the new school website of which they are greatly appreciative. Almost all parents and carers would recommend this school to others.



## 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](http://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.**



1 June 2012

Dear Pupils

### **Inspection of Richardson Endowed Primary School, Ilkeston, DE7 6EF**

Thank you for helping us to find out about your school. It was a great pleasure to speak to some of you and to hear your thoughts and suggestions. We agree with you when you say your school provides you with a good education. You told us that you enjoy school, and that you all get on well together, and we agree. These are some of the things we found out. We found your behaviour is good which means lessons are not disrupted by silly behaviour. Teaching is good and your teachers try hard to involve you in your learning. They do this by sharing objectives and giving you time to talk to each other. We were pleased to see how you took turns to speak and listen carefully to each others' ideas. By the time you leave school in Year 6, standards in English and mathematics are well above those found in most schools. Well done.

We found you made good progress overall, because although teachers expect you to do your very best work in English and mathematics, they do not always expect the same high standards in your topic work. We have suggested that in future all your topic work should be recorded in a book so you can see how well you are learning over time. Also, you need to take the same pride in your topic work as you do in your creative homework books, for example. We have asked for you to have lots of opportunities to practise your literacy and numeracy skills in other subjects. While we saw some useful marking in writing which helped you to improve your work, we found that marking is not as good in other subjects. So, we have asked your teachers to give you clearer advice about how to do better in all subjects. Finally, we found that those of you in the Early Years Foundation Stage should have more exciting things to do when learning in the outdoor area. We have asked school leaders to regularly check that all these things are happening.

Thank you again for talking to us. You can help your teachers by trying your very best in all your subjects and by asking them to give you time to respond to their useful marking comments. Try to keep up your above-average attendance and we wish you every success in the future.

Yours sincerely

Lois Furness  
Lead inspector

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