

Richmond Hill Primary School

Melton Road, Sprotborough, Doncaster, DN5 7SB

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress overall and outstanding progress in English. Pupils develop a love of reading from an early age, so make rapid progress.
- The quality of teaching is good and improving steadily. Pupils enjoy lessons because they are challenging, varied and fun. The teaching of reading and writing is particularly strong.
- Children in the Early Years Foundation Stage make rapid progress, particularly in their communication and reading skills as a result of high quality teaching.
- Pupils' behaviour is good. At times it is exemplary. Pupils are polite and well behaved. They feel safe from all kinds of bullying.
- Leadership and management are outstanding. The headteacher has vision, passion and energy. School leaders and the governing body constantly strive to improve teaching and pupils' achievement and do so very effectively.

It is not yet an outstanding school because

- The progress pupils make in mathematics lags behind that of reading and writing. This is because teaching of basic mathematics skills has been weaker in previous years.
- There are remaining inconsistencies in the quality of teaching which are preventing its overall quality from rising to outstanding.
- While pupils' behaviour is often good or outstanding, in a small minority of lessons pupils lose concentration and need reminding of how to behave. This means that behaviour and safety are overall good.

Information about this inspection

- Inspectors observed teaching in 19 lessons taught by 15 teachers or teaching assistants. Two lessons were jointly observed with senior school leaders.
- Inspectors spoke to members of the governing body, a representative from the local authority, staff and pupils from the school.
- A range of documents was scrutinised, including information relating to teachers' performance, minutes of governing body meetings, monitoring and evaluation records and the tracking of pupils' progress.
- Inspectors analysed the 25 responses to the on-line questionnaire, (Parent View) completed by parents. Additionally, inspectors spoke to parents by telephone.

Inspection team

Robert Jones, Lead inspector	Additional Inspector
David Tingle	Additional Inspector
Jonathan Woodyatt	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- The proportion of pupils supported through school action is above average but a lower proportion of pupils than average are supported through school action plus or who have a statement of special educational needs.
- A smaller proportion of pupils than average speak English as an additional language or is from minority ethnic groups.
- Fewer pupils than average are known to be eligible for the pupil premium.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.

What does the school need to do to improve further?

- Further improve teaching so that its overall quality rises to outstanding by:
 - always giving pupils opportunities to be fully involved in their learning so that their concentration and behaviour are at least good in all lessons
 - always ensuring that teaching tasks develop and refine pupils' skills systematically in lessons.
- Raise achievement in mathematics so pupils make as much progress as they do in English by:
 - continuing to develop pupils' basic number skills and mental mathematics skills in Key Stage 1
 - developing further and evaluating the impact of the training to improve teachers' skills in teaching mathematics.

Inspection judgements

The achievement of pupils is good

- Pupils make overall good progress from their starting points. By the time they have left the school, their attainment is well above average.
- In reading and writing, their progress is outstanding. This is because no time is wasted in giving pupils opportunities to use and apply their literacy skills right across the curriculum. In the Early Years Foundation Stage, children are encouraged to talk in full sentences and develop their speaking skills across all areas of learning. This gives them a superb platform from which to develop their understanding of letters and their corresponding sounds.
- Teachers often use innovative teaching techniques to develop literacy. These are used very effectively throughout the school to develop pupils' reading and writing skills. This, combined with a highly effective curriculum for literacy and some inspirational teaching, has secured outstanding progress in this area of pupils' learning year-on-year.
- In mathematics, there has been a legacy of weaker teaching particularly in developing pupils' basic calculation and mental arithmetical skills in Key Stage 1. These gaps in pupils' learning have meant that in Key Stage 2, pupils have remained reliant on apparatus rather than mental recall to perform simple calculations. In turn, this has led to some pupils not performing as well in the mental mathematics section of the Key Stage 2 examinations.
- Over the past year, these gaps in pupils' learning have been very well addressed through an overhaul of the mathematics curriculum in Key Stage 1. Inspection evidence indicates that this is being effective in improving pupils' basic mathematical skills. The school's tracking is showing that the current Year 5 and younger pupils are now making outstanding progress in mathematics as a result. Moreover, some training has been recently undertaken for teachers to improve their mathematics teaching skills. This training has yet to be developed further or evaluated for its effectiveness.
- Disabled pupils and those who have special educational needs, particularly those supported at school action make at least good progress. This is because teachers use their assessment information highly efficiently to match the work to these pupils' different abilities. Furthermore, teaching assistants provide good support for these pupils in small groups when they require additional help.
- Pupils who are supported by the pupil premium and those who speak English as an additional language make similar progress to their peers.

The quality of teaching is good

- The overwhelming majority of teaching in the school is good or outstanding, but with some pockets of teaching that still require improvement for it to reach a good quality. This is reflected in both the school's own records of the quality of teaching and in lessons observed by inspectors.
- Teaching is particularly strong in the Early Years Foundation Stage and the teaching of English throughout the school. Teachers carefully monitor pupils in lessons ensuring they receive precisely the right amount of support.
- Where teaching is highly effective, pupils are fully involved in their own learning through group work, discussions and independent work. This means teachers are able to give very close support to individual pupils as it is needed. In turn, pupils respond with excellent behaviour and full concentration.
- In lessons, teachers enthuse and motivate pupils well. This has helped pupils to develop a curiosity about the world and a love for learning from an early age. This is particularly evident in pupils' love of reading. During the inspection, several pupils were seen reading around the school and in the playground during their free time.
- In one excellent reading lesson, Year 2 pupils, grouped in pairs, helped each other to read and

were encouraged to spot each other's mistakes and give each other advice on how to improve. This enabled the teacher to circulate giving additional support when it was needed.

- Feedback to pupils on their work is of high quality. There are ample opportunities in lessons for pupils to assess each others and their own work. Moreover, teachers mark pupils' books in such a way that pupils are left in no doubt what they must do to improve their work.
- Mathematics teaching is improving quickly as a result of a highly structured programme which is taught every day and is helping to address the gaps in pupils' mental mathematical skills.
- Where teaching occasionally requires improvement, it is usually because teachers do not give sufficient opportunities for pupils to work independently or in groups. They sometimes over rely on long explanations which do not involve pupils in their own learning. When this happens, pupils occasionally become restless, inattentive or chatty.
- On occasions, pupils are busy completing tasks in lessons, but these tasks sometimes lack cohesion and do not develop or refine pupils' skills systematically.
- Teaching assistants are generally used well in lessons and are deployed effectively to support either individuals or groups of pupils.

The behaviour and safety of pupils are good

- In the playground and in the corridors, pupils' behaviour is exemplary. They are polite and courteous to each other and to adults at all times.
- In lessons, pupils' behaviour is often related to the quality of teaching. On the occasions where teaching tasks are repetitive or when pupils are not fully involved in their own learning, they lose concentration and very occasionally misbehave.
- Pupils are well aware of the potential dangers of the internet and mobile devices. They say that while bullying or name calling does occasionally happen, they feel very safe from any threats of bullying and that there is always a listening ear available should the need arise.
- The school monitors attendance very well and strives to constantly improve it. Pupils' enjoyment of school is reflected in their above average attendance.
- The overwhelming majority of parents are of the opinion that behaviour in the school is good.

The leadership and management are outstanding

- Leaders at all levels are closely involved in rigorous monitoring and evaluation activities throughout the year. This has led to a very accurate and honest analysis of the school's strengths and weaknesses which, in turn, have led to rapid school improvement.
- This is most apparent in pupils' progress in writing, which was a key area for improvement in the last inspection report. Pupils now exceed national expectations for progress and attainment by a considerable margin. This improvement was a direct result of concerted actions by school leaders to improve the curriculum, teaching and progress tracking in English.
- School development plans are incisive, accurate documents which deal effectively with any remaining weaknesses.
- The school's system for tracking progress is highly effective. Pupils' targets are formally reviewed many times through the year through a robust system of meetings in which the progress of all pupils in all classes is discussed and decisive action is taken to constantly raise achievement for all groups of pupils.
- Equal opportunities are promoted well, with the progress of all groups of pupils being meticulously tracked to ensure there are no gaps in achievement between groups.
- The curriculum is innovative and draws on the most recent research into how pupils learn best. It is enhanced considerably by a range of extracurricular activities and specialist sports coaches who visit the school. Such activities enhance pupils' spiritual, moral, social and cultural awareness.

- Teachers are held very closely to account for the progress of their pupils. All staff are highly proficient in analysing the results of the assessments they make and deciding on the next steps in learning. Staff development of the highest quality has enabled this to take place and is a key reason why pupils are making good and often outstanding progress, particularly in English.
 - The performance management of staff is rigorous. Staff are eager to constantly improve their skills and share expertise well with each other. The impact of this is evident in pupils' outstanding progress in English. Staff are now developing their skills well in mathematics teaching.
 - The local authority provides light touch support for this good school.
 - **The governance of the school:**
 - Is highly effective. The governing body are proactive in finding out for themselves about the strengths and weaknesses of the school. After much support from senior leaders, they are now at the point where they are proficient in asking challenging questions and undertaking their own investigations rather than relying solely on information passed to them from the headteacher.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133709
Local authority	Doncaster
Inspection number	403658

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Malcolm Wood
Headteacher	Jill Foster
Date of previous school inspection	21 February 2008
Telephone number	01302 782421
Fax number	01302 789609
Email address	head@richmond.doncaster.sch.uk

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